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**Text Language**  
**A Reading on the pragmatic**  
**Scope of Imam**  
**Al-Hassan Sermons**



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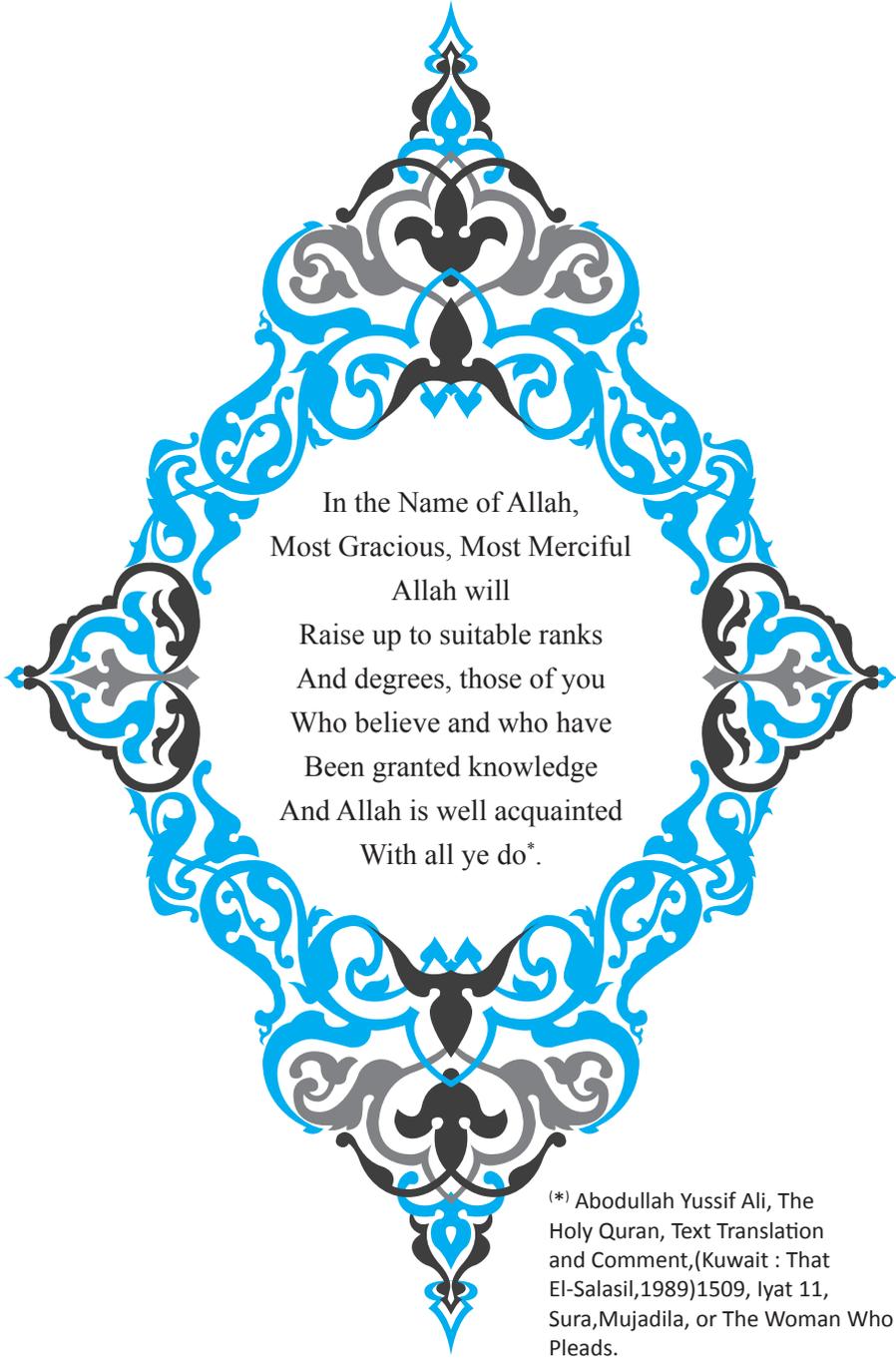
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DARALKAHEEL



In the Name of Allah,  
Most Gracious, Most Merciful  
Allah will  
Raise up to suitable ranks  
And degrees, those of you  
Who believe and who have  
Been granted knowledge  
And Allah is well acquainted  
With all ye do\*.

(\* Abodullah Yussif Ali, The Holy Quran, Text Translation and Comment, (Kuwait : That El-Salasil, 1989) 1509, Iyat 11, Sura, Mujadila, or The Woman Who Pleads.



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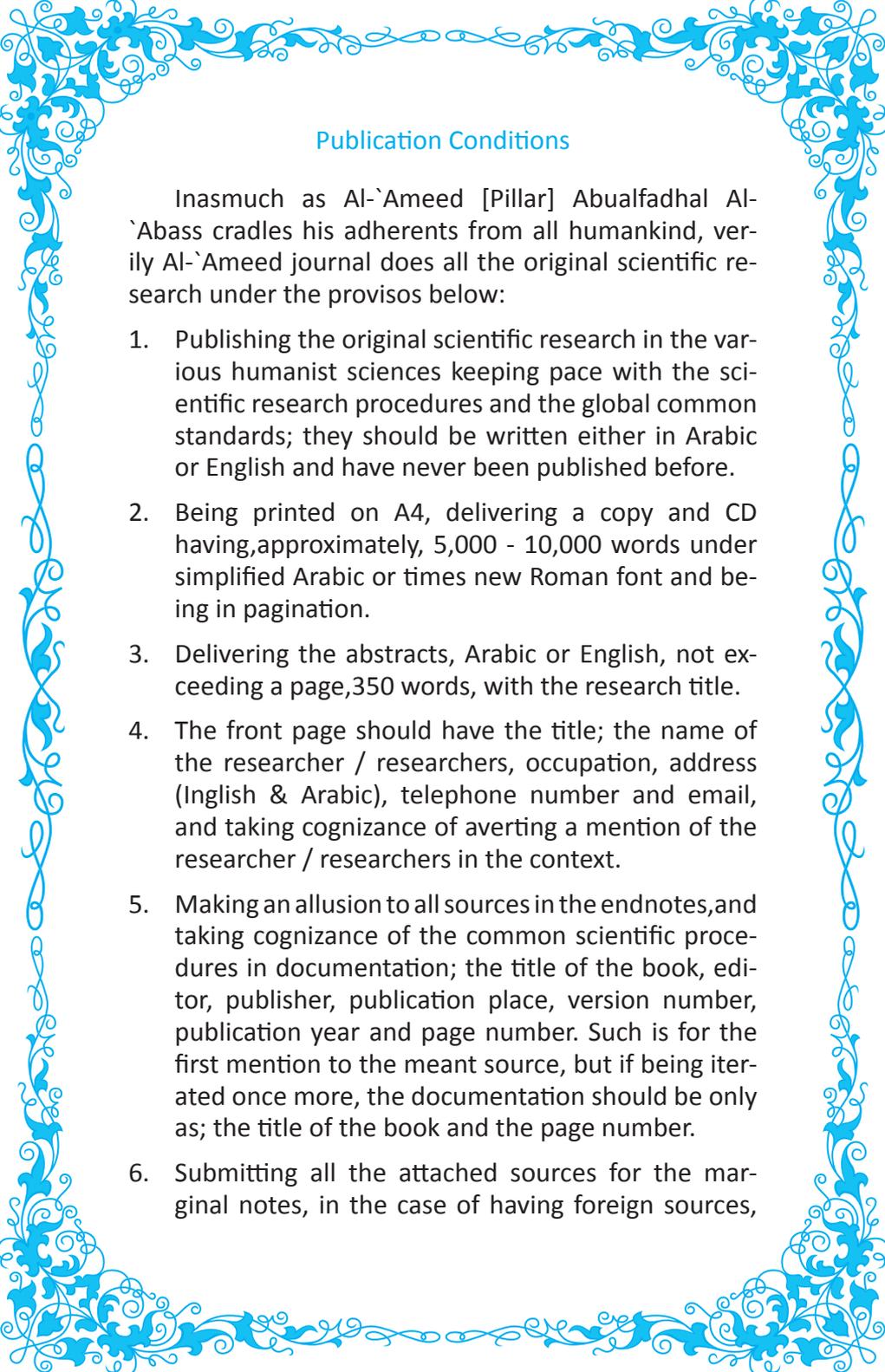
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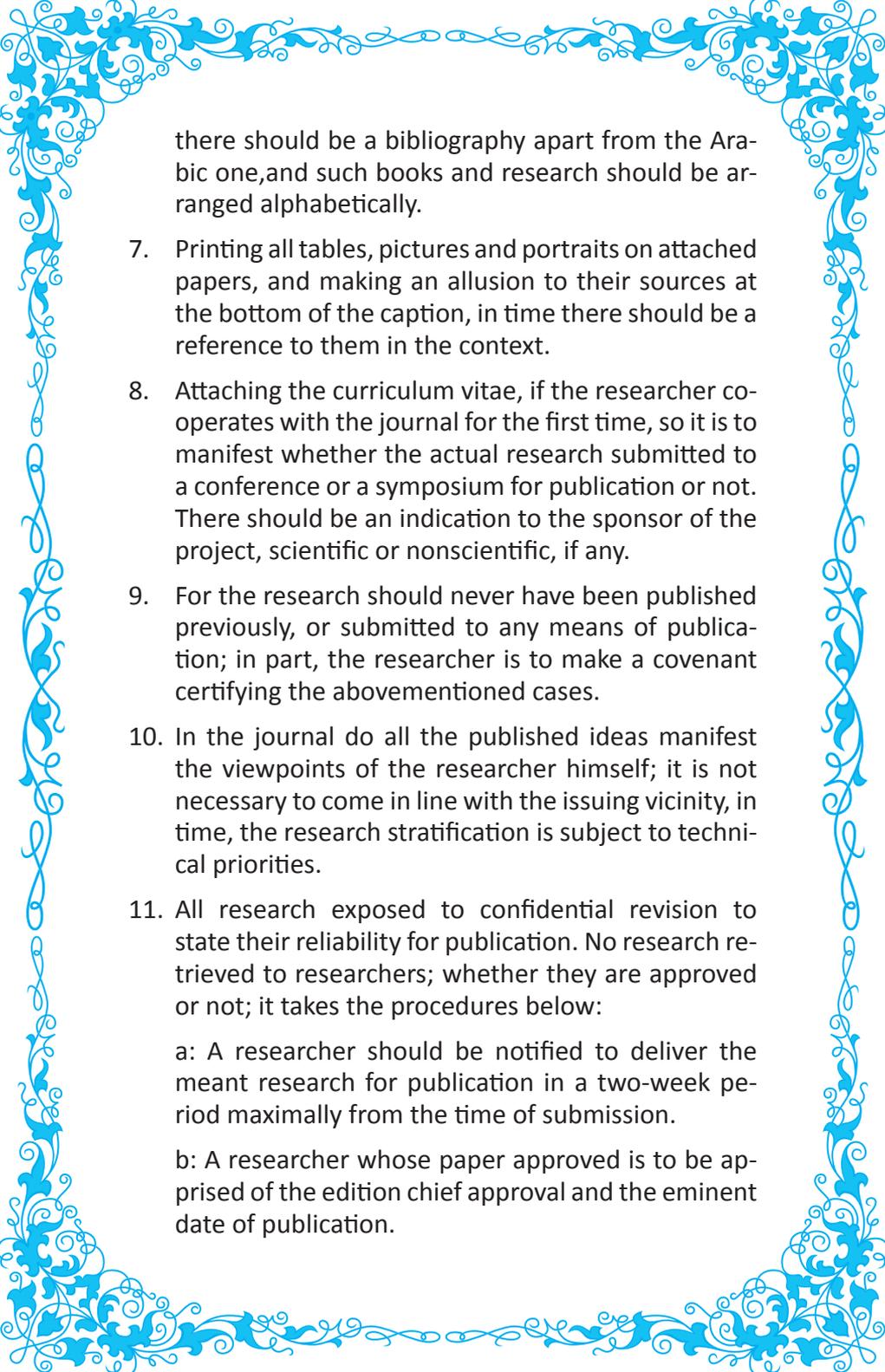




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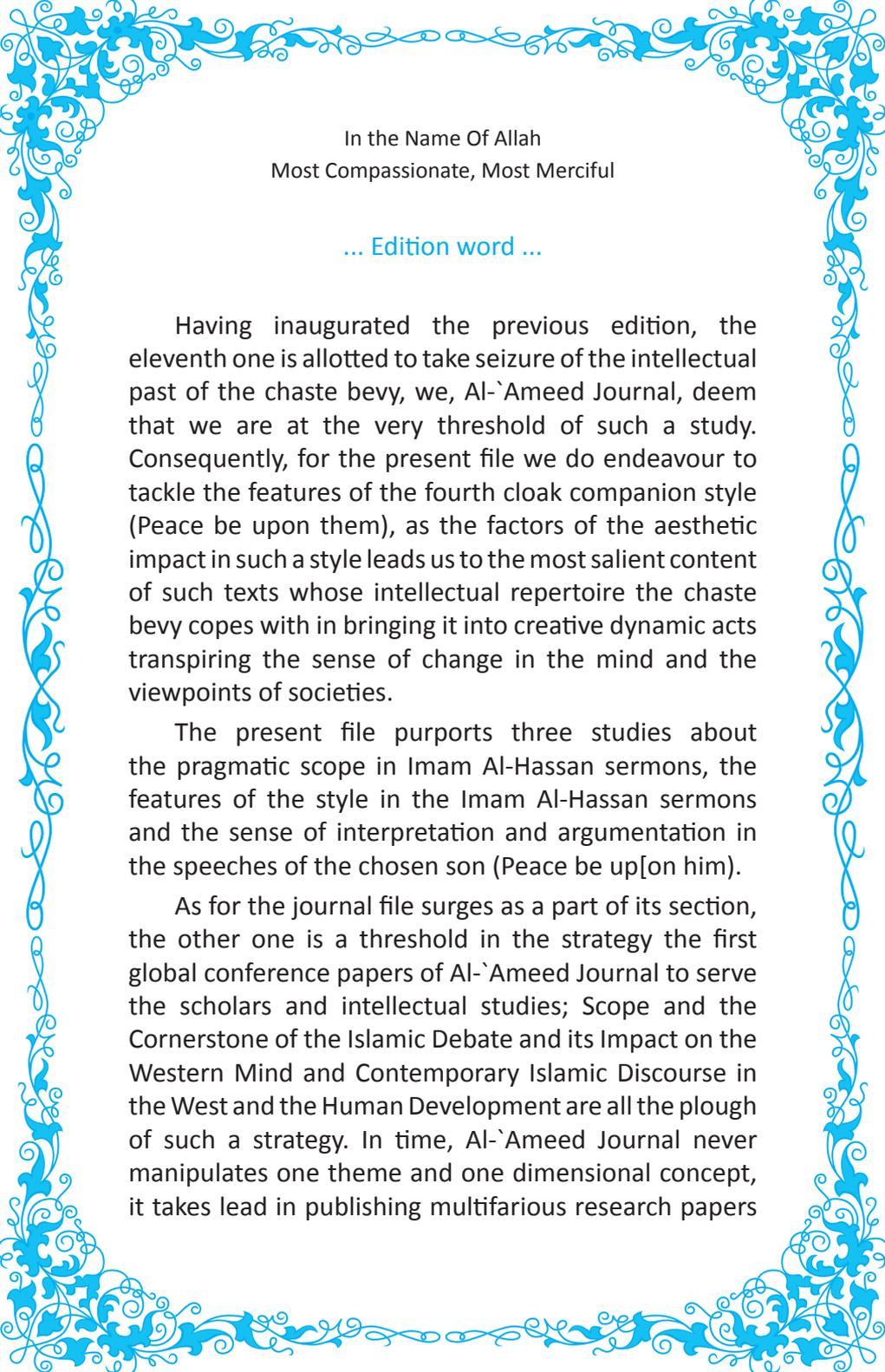
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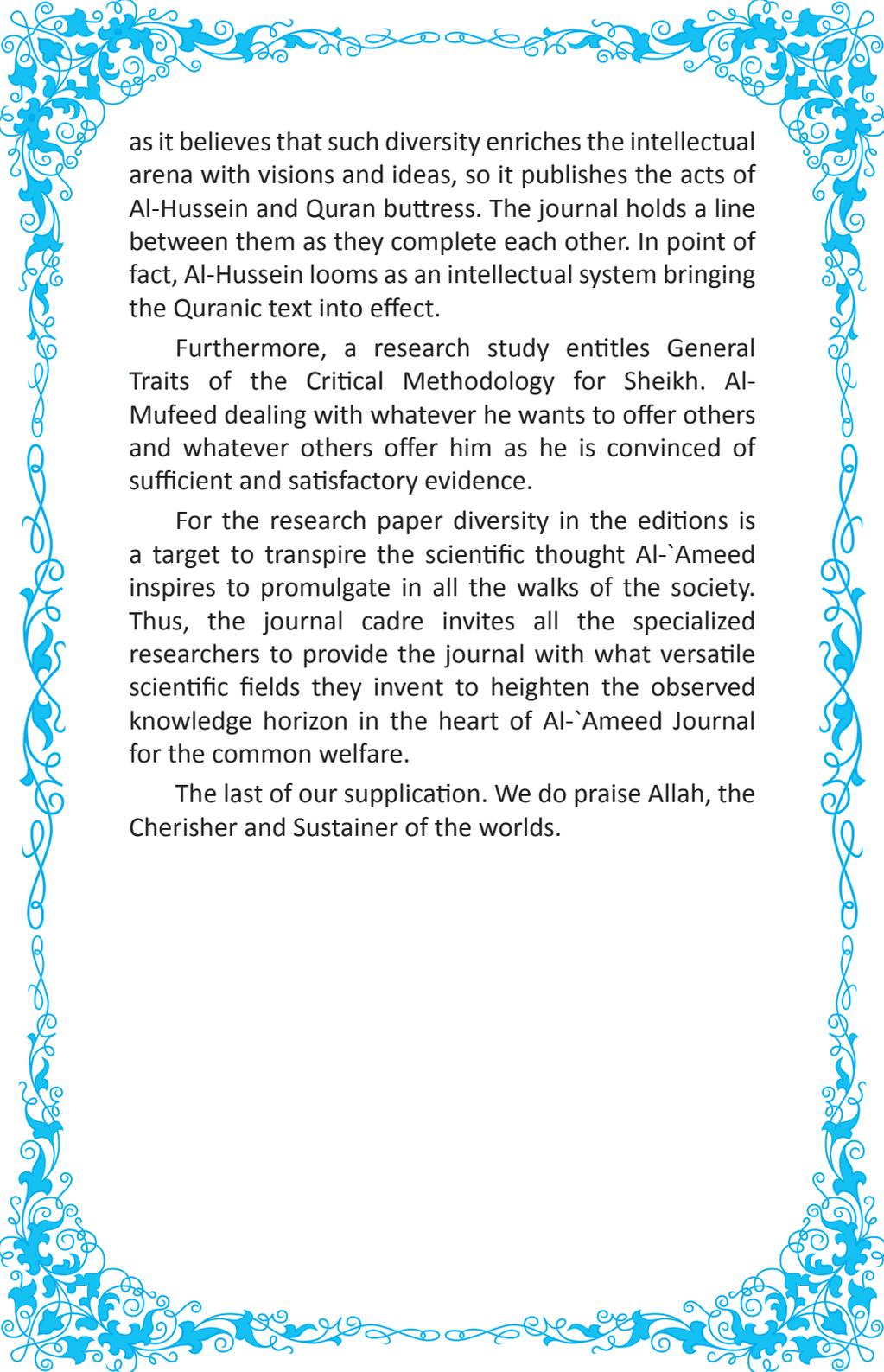
In the Name Of Allah  
Most Compassionate, Most Merciful

... Edition word ...

Having inaugurated the previous edition, the eleventh one is allotted to take seizure of the intellectual past of the chaste bevy, we, Al-`Ameed Journal, deem that we are at the very threshold of such a study. Consequently, for the present file we do endeavour to tackle the features of the fourth cloak companion style (Peace be upon them), as the factors of the aesthetic impact in such a style leads us to the most salient content of such texts whose intellectual repertoire the chaste bevy copes with in bringing it into creative dynamic acts transpiring the sense of change in the mind and the viewpoints of societies.

The present file purports three studies about the pragmatic scope in Imam Al-Hassan sermons, the features of the style in the Imam Al-Hassan sermons and the sense of interpretation and argumentation in the speeches of the chosen son (Peace be up[on him]).

As for the journal file surges as a part of its section, the other one is a threshold in the strategy the first global conference papers of Al-`Ameed Journal to serve the scholars and intellectual studies; Scope and the Cornerstone of the Islamic Debate and its Impact on the Western Mind and Contemporary Islamic Discourse in the West and the Human Development are all the plough of such a strategy. In time, Al-`Ameed Journal never manipulates one theme and one dimensional concept, it takes lead in publishing multifarious research papers



as it believes that such diversity enriches the intellectual arena with visions and ideas, so it publishes the acts of Al-Hussein and Quran buttress. The journal holds a line between them as they complete each other. In point of fact, Al-Hussein looms as an intellectual system bringing the Quranic text into effect.

Furthermore, a research study entitles General Traits of the Critical Methodology for Sheikh. Al-Mufeed dealing with whatever he wants to offer others and whatever others offer him as he is convinced of sufficient and satisfactory evidence.

For the research paper diversity in the editions is a target to transpire the scientific thought Al-`Ameed inspires to promulgate in all the walks of the society. Thus, the journal cadre invites all the specialized researchers to provide the journal with what versatile scientific fields they invent to heighten the observed knowledge horizon in the heart of Al-`Ameed Journal for the common welfare.

The last of our supplication. We do praise Allah, the Cherisher and Sustainer of the worlds.

**Using Contextualized  
Pictures in Teaching  
Vocabulary to Intermediate  
School in Iraq**

استخدام الصور النصيه  
في تدريس المفردات للمدارس  
المتوسطه في العراق

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## Abstract

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking.

Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them.

Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, The study aims at investigating the following questions:

1. Which is more effective in learning a new Language, the use of picture or contextualization in teaching vocabulary items or teaching by using definition?
2. Is teaching through pictures easier than using definition to learn vocabulary?

After dividing the sample into two groups, control and study groups, the statistic results are to be confirmed and the meant targets are to be obtained

## ملخص البحث

ان معرفة الكلمة وما تعنيه ليس بالعمل السهل أو لا لان الكلمات تأتي بشكلين شفوي والمكتوب. المعنى المكتوب يتضمن تلك الكلمات التي ندركها ونستعملها في الاستماع والكلام. المعاني المكتوبة تتضمن تلك الكلمات التي ندركها ونستعملها في القراءة والكتابة. ثانيا معرفة الكلمات تأتي بشكلين استدراكي وإنتاجي بالنسبة للاستدراكية تتضمن كلمات ندركها عندما نسمع أو نرى الأشياء. بينما الإنتاجية تتضمن تلك الكلمات التي نستعملها عندما نتكلم او نكتب. المعنى الاستدراكي هو اكبر من الإنتاجي ويعتبر المعنى من العناصر الرئيسة في الاختبارات القياسية ويجب إن يعطى الاهتمام المطلوب لتدريس هذه الفعالية المهمة باللغة. اهداف الدراسة تتلخص:

(١) هل استعمال الطريقة التقليدية المتمثلة بالكلمة ومعناها أكثر فاعلية للطلبة؟

(٢) هل التدريس باستخدام الصور لتوضيح المعنى أسهل من طريقة الكلمة ومعناها؟

وبعد تقسيم العينة إلى مجموعتين تجريبية وضابطة واستعمال أنوفا لمكافئة المجموعتين تم احتساب النتائج إحصائيا وتم التوصل إلى النتائج التي تثبت الاهداف المذكورة بالدراسة.

## I-Introduction

Vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than this definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize and use in reading and writing. Second, word knowledge also comes in two forms, receptive and productive. Receptive vocabulary includes words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we do not know their full definitions and connotations – or ever use them ourselves as we speak and write (Kamil & Hiebert, in press). The word vocabulary is used with varying meanings. For example, for beginning reading teachers, the word might be synonymous with “sight vocabulary,” by which they mean a set of the most common words in English that young students need to be able to recognize quickly as they see them in print. However, for teachers of upper elementary and secondary school students, vocabulary usually means the “hard” words that students encounter in content area textbook and literature selections.

Vocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to the field. Laufer (1997:34) states that vocabulary learning is at the heart of language learning and language use. In fact, it is what makes the essence of a language. Without vocabulary, speakers cannot convey meaning and communicate with each other in a particular language. During the period of 1940-1970, vocabulary was neglected in teacher-preparation programs. As Allen (1983:52) mentioned, this was due to three crucial reasons. First, many felt that one must know how the words work together in English sentences; therefore, grammar should be emphasized more than vocabulary. Second, some methodologists believed that the meanings

of words could not be adequately taught. So, it was better to avoid teaching them. Third, some specialists were afraid that being exposed to too many words might lead the students to make mistakes in sentence construction. However, any experienced teacher knows that even when students have more or less mastered the English grammar, they still face masses of unknown words as they continue to study. As Moats refers in her study about the language abilities of kindergarten students in a large city district, she found that many children were unable to name pictures that showed the meanings of words such as sewing or parachute (Moats, 2001:72).

A number of research studies recently conducted have dealt with lexical problems of language learners. Scholars such as Allen (1983:53) and Bowen, et al. (1985) have shown that lexical problems frequently interfere with communication; in other words, communication may break down when people do not use the right words. Therefore, there is an increased interest in vocabulary as a component of every language. Vocabulary is viewed as a significant component of standardized language tests; and attention is being given by methodologists and program planners to the most effective ways to promote the command of vocabulary among learners.

There are various techniques and devices for teaching of vocabulary in methodology textbooks. Weatherford (1990:62) state that there are a variety of classroom techniques for second language vocabulary learning. The techniques include rote rehearsal; the use of visual aids; rote-playing; vocabulary learning in a specific cultural context; vocabulary learning through art activities; the root-word approach; mnemonic techniques, such as the key word approach; use of the notion of semantic fields to illustrate conceptual relationships between words; two types of vocabulary learning through music (simple song, and physical activities) as in Total Physical Response instruction; study of cognates and direct borrowing; study of loan translations; use of soap-opera style drama tapes in the language laboratory; analogies; computer-assisted instruction through drills and games; and synonyms.

Aims

The study aims at investigating the following questions:

1. Which is more effective in learning a new Language,the use of picture or contextualization in teaching vocabulary items or teaching by using definition?
2. Is teaching through pictures easier than using definition to learn vocabulary?

## II-Literature

### Review

Although vocabulary has been the subject of many studies, few researches have revealed the effective techniques of vocabulary teaching. So it is of prime importance to attempt to find the most effective technique of vocabulary teaching. Different techniques are used by teachers, such as teaching the words: through lists, translation, synonyms, antonyms, contexts, and so on. Some teachers believe before teaching vocabulary to their students, they should have been taught the grammar of the foreign language. Therefore, they give little or no attention to vocabulary. Allen (1983:54) also states that in many English language classes, even where teachers have devoted much time to vocabulary teaching, the results have been disappointing. Sometimes, after months or even years of English, many of the words most needed have never been learned. Especially in countries where English is not the main language of communication, many teachers want more help with vocabulary instruction than they used to receive.

Vocabulary is an inseparable part of any language learning process. It would be impossible to learn a language without vocabulary. The important role of vocabulary has been

emphasized in all different methods in language teaching. According to Rivers (1981:110), "vocabulary cannot be taught. It can be presented, explained, included in all kinds of activities, but it must be learned by the individual" . She continues, "As language teachers, we must arouse interest in words and a certain excitement in personal development in this area" (Ibid). She suggests that language teachers must help their students by giving them ideas on

how to learn vocabulary and some guidance on what to learn.

One way to add new words to one's vocabularies is by locating words in the dictionary and learning what they mean. But this is a slow process to increase word power. Another way is through context. As we listen and read, we often meet new words in contexts. O'Harra (1984) claims that context is the setting or surroundings of a word; therefore, when we listen to someone's talk, the context of a word is the statement that includes the word. Sometimes we read words in a written context. Thus, the paragraph may tell us what the new word means, or enough clues may be provided in the sentence which contains the word; or even one or two nearby words may explain the meaning of a new word we find in the text when reading.

Moreover, according to Raimes (1983:81), pictures can help the teachers and students in teaching and learning vocabulary, and other components of language. As a matter of fact, pictures can help students to imagine the real object. In short, the concept of picture is the shared experience of many people because of their matching ability which enables them to match the words with pictures. It should be mentioned that pictures as mental representation of mind can better affect learning. Pictures are used in the classrooms as teaching devices and can be found to give practice in most skills and components and in most stages of teaching. They can motivate students whereby nowadays, motivation has been found to be an important factor in learning everything.

In addition, Allen (1983:63) believes that the more modalities are involved in association, the more readily items will become available in various situations. Items should therefore be presented in association with visual representations (pictures, objects), aurally, and in association with activities of all kinds. Hence, there is a great need for research into the vocabulary teaching methods to guide us toward the most effective one.

Poor vocabulary knowledge of Intermediate Iraqi EFL students is a matter of serious concern among those in and around education, and their quest for finding suitable remedies is getting more and more intense. If this study manages to show an effective technique in vocabulary teaching, we may get some steps closer to find-

ing of a remedy for poor vocabulary knowledge of our Intermediate and even higher studies EFL learners. Therefore, this study presents contextualization and picture methods in order to find one of the most effective techniques of vocabulary teaching.

In the former, the new words are taught in the context using contextual clues and the students infer the meaning of words from the context. In the latter, the new words are taught through pictures, and board drawings. It should be noted that these two methods together with the traditional way of teaching vocabulary through translations are mostly used by Iraqi teachers to teach vocabulary items to Intermediate EFL students. So, it is of prime importance to find the most effective technique of vocabulary teaching.

Beyond providing exposure to a range of new and unfamiliar words, reading widely contributes to vocabulary growth by offering students opportunities to make connections among familiar words and unfamiliar but semantically related words – word families. Nagy and Anderson (1984:77) found that of the 10,000 or so “new” words that grade 5 students encounter in their reading, some 4,000 are derivatives of familiar words; that is, compound words and words with suffixes or prefixes, and other 1,300 are inflections of familiar words. Research indicates that the intentional, explicit teaching of specific words and word-learning strategies can both add words to students’ vocabularies (see Tomeson & Aarnoutse, 1998; White, 1989 et al.) and improve reading comprehension of texts containing those words. Whereas, intentional instruction can benefit all students, it is especially important for students who have not developed the decoding and comprehension skills necessary for wide reading. For these students in particular, intentional, explicit teaching of specific word meanings and of word-learning strategies is especially important (National Reading Panel, 2000).

### III-Research Methods and Procedure

#### A-Subjects

The subjects of this study were 96 Intermediate female students within the age range of 12-14 studying English at Baghdad

Intermediate school( Grade three) They were randomly divided into three groups and by utilizing the statistical technique of one-way ANOVA, their close homogeneity was confirmed. Then, these two groups were randomly assigned to two experimental groups and one control group, each consisting of 32 students. The experimental groups received different treatments including teaching vocabulary items through contextualization and pictures. The control group received traditional treatment. That is, the vocabulary items were taught through definitions and synonyms.

#### B-Instrumentation

The instrumentation used in this study included a general test of language proficiency, a pretest, and a posttest. homogeneous groups. The pretest was a vocabulary test prepared by the researchers in the way described below: 100 vocabulary items were selected from the students` textbooks they have studied during their primary schools. The researchers made a one hundred-item multiple-choice test and did a pilot study on a smaller group. 10 items were discarded and some changed. The reliability of the test was calculated to be 0.75.

To make the test valid, the researchers made a correlation between the students` grades on their final exam of the preceding semester and their grades on the researchers test in the pilot study. The correlation was 0.5123. The ninety-item multiple-choice test was split into two equal halves based on odd and even numbers. One part was considered as the pretest, and the other one as the posttest. The aim of the posttest was to reveal the efficacy of the treatments provided to the experimental groups during the semester.

#### C-Procedure

First, the general test was administered to 96 subjects. The time given was one hour and the correct answer to each item received one point. There was no penalty for false responses. After taking the exam, each subject was rendered a grade based on his performance on the test. Out of 96 students, 85 students whose grades were between one standard deviation above and below the mean were selected, and divided randomly into three groups. The homogeneity of the groups was confirmed through statistical technique of one-way ANOVA. Four subjects were discarded later

because of the problems they had. Then, the vocabulary pretest was administered to the three groups. The time given for this test was forty-five minutes, and the students were asked to answer the forty five-item vocabulary test. The correct answer to each item received one point, and there was no penalty for false responses.

The whole research project took place in one semester and the students were taught (The New English Course for Iraq ). During the semester, the new words of each unit were presented to the students through two methods of contextualization and pictures. In the experimental classes (contextualization and picture group) the words were used in some model sentences, and by means of contextual cues the students inferred what the meaning of each word was .And also some pictures were prepared in which the new words were presented through them. The second class (control group), did not receive these types of treatment, but the new words were presented through definitions and synonyms. At the end of the semester vocabulary development of the students in all the two groups were tested using the posttest. On the basis of these tests the efficacy of the two methods of vocabulary teaching were determined. (See the appendix for the test papers)

### V-Data Analysis and Results

To analyze the tests results , several statistical procedures were utilized and the results are presented in the following section.

#### Analysis-1

A one-way ANOVA was utilized to find whether the three selected groups were almost homogeneous. To do so, their grades in the general test were used. The results are presented in Table 1.

Table-1  
The Performance on the General Test

Source	D.F.	SS	MS	F ratio	F critical
Between group	2	2.1453	1.1210	.0265	3.02
Within group	96	2622.9394	23.7432		

$P < .04$

As the results of the one-way ANOVA show, F ratio (.0265) doesn't exceed the F critical value (3.02) at the .04 level of significance. This implies that there was no significant difference among the two groups and as a result the two groups were almost homogeneous.

#### Analysis-2

A one-way ANOVA was used to find how the control and experimental groups performed in the pretest and whether they were homogeneous or not. To do so, their grades in the pretest of vocabulary was used. The results are presented in Table 2.

Table-2  
The Performance on the pretest

Source	D.F.	SS	MS	F ratio	F critical
Between group	2	4.5200	2.4320	.0254	2.05
Within group	96	4321.2500	45.9059		

$P < .05$

As the results of the one-way ANOVA show, F ratio (.0254) does not exceed the F critical value (2.05) at the .05 level of significance.

This implies that there was no significant difference among the control and two experimental groups and as a result the two groups were almost the same.

#### Analysis-3

Another one-way ANOVA was conducted to see how the control and experimental groups performed in the posttest and whether the differences among their means were significant. The results are presented in Table 3.

Table-3  
The Performance on the posttest

Source	D.F.	SS	MS	F ratio	F critical
Between group	2	1243.7564	523.654	8.6543	4.06
Within group	96	653.3438	70.9832		

$P < .05$

As the results of the one-way ANOVA in Table 3 show, F ratio (8.6543) exceeds the F critical value (4.06) implying that there was a significant difference among subjects' performances on different methods of teaching vocabulary items.

#### Analysis- 4

To see how each group performed in its pretest and posttest, paired t-test technique was utilized to compare the means of each group in its pretest and posttest performances. The results are presented in Tables 4, 5, and 6.

Table- 4  
t-test for paired samples of picture group

Variable	Number of pairs	Corr	2-tail sig	Mean	SD	SE of Mean
Posttest picture	32	.955	.000	33.1250	7.156	1.265
Pretest picture				18.6875 8.873		1.569

Paired Differences

Mean	SD	SE of Mean	t-value	DF	2-tail Sig	t-critical
14.4375	2.940	.520	27.78	31	.000	2.042

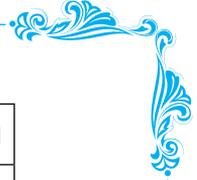
95% CI (13.377, 15.498)  $p < .05$

As the results in Table 4 show, the t-value (27.78) does exceed the t-critical (2.042) implying that the picture group performed significantly better in the posttest. That is, the treatment had a positive effect on the students in picture group, and their level of vocabulary improved.

Table-5  
t-test for paired samples of context groups

Variable	Number of pairs	Corr	2-tail sig	Mean	SD	SE of Mean
Posttest context	32	.975	.000	25.3125	8.544	1.510
Pretest context				18.3125	7.320	1.294

Paired Differences



Mean	SD	SE of Mean	t-value	DF	2-tail Sig	t-critical
7.0000	2.155	.381	18.37	31	.000	2.042

95% CI (6.223, 7.777)  $p < .05$

As the results in Table 5 show, the t-value (18.37) does exceed the t-critical (2.042) implying that the context group performed significantly better in the posttest.

Table-6  
t-test for paired samples of control group

Variable	Number of pairs	Corr	2-tail sig	Mean	SD	SE of Mean
Posttest control	32	.982	.000	23.4688	10.746	1.900
Pretest control				18.8750	8.087	1.430

Paired Differences

Mean	SD	SE of Mean	t-value	DF	2-tail Sig	t-critical
4.5938	3.181	.562	8.17	31	.000	2.042

95% CI (3.447, 5.741)  $p < .05$

As the results in Table 6 show, the t-value (8.17) exceeds the t-critical (2.042) implying that the control group performed significantly better in the posttest. Therefore, as the results of the above analyses reveal, picture seems to be a good method in teaching vocabulary items to Iraqi EFL students, and it is more suitable than translation method in teaching vocabulary. Moreover, it was revealed that picture and context are better than the traditional way.

V-Conclusions and Suggestions

According to the results aimed at, teaching through pictures is preferred and more effective as a technique in the process of teaching vocabulary .By using pictures ,the theme will be clear and will



be printed there in the minds of the students and need few steps to be there in the minds .By mixing pictures with context ,the idea will be vivid and clear and needs little interpretation to understand .Through performing the tests ,it aimed at the traditional way of teaching has less effect on the minds of the students ,apparently ,the new words will be recently forgotten due to the methods that are used in handling the new vocabulary.

vocabulary is a very important part of the language; therefore a teacher must equip himself with up-to-date techniques and methods of teaching them. So, the results of this research can be valuable for language teachers. Also, it could help those dealing with foreign language teaching, such as syllabus designers, material developers, test makers, and the like can use the results for their teaching methods to enhance the level of teaching and consequently the level of learning the new vocabulary ,as a result ,it is suggested to follow up the new method of teaching vocabulary through pictures and contextualizing them during the lesson. It is authorized to experiment the same process at college level to see the result of applying such process on undergraduate students and if is effective in the process of learning new vocabulary.

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## Appendix I

Student's Name: -----

Pretest & Posttest of Vocabulary

Vocabulary test(Pretest)

- 1-The boy is sleeping in his -----  
1. bathroom 2. bed room 3. dining room 4.sitting room
- 2- There are many flowers in the -----  
1. book 2. hall 3. garden 4. table
- 3- Ali is in the ----- . He is watching a film.  
1. class 2. park 3. cinema 4. bathroom
- 4- Nada is reading a -----  
1. pencil 2. car 3. book 4. watches
- 5- The boy is putting off his -----  
1. coat 2. coal 3. game 4. car
- 6- My teacher is riding a new -----  
1. car 2.horse 3. desk 4. chair
- 7- The man with a new ----- is my father  
1. tie 2. jug 3.sack 4. dress
- 8- My father bought a big -----  
1. house 2. wall 3. orange 4. carrot
- 9- She is buying a blue ----- and a green skirt.  
1. puppet 2. trousers 3. jeans 4. blouse
- 10- Does he like drawing -----?  
No, he doesn't.  
1. rubber 2. trousers 3. maps 4. jeans
- 11- I always drink ----- in the morning.  
1. cake 2. mug 3. bread 4. tea
- 12- My mother likes tea with -----  
1-ink 2. cup 3. rice 4. pen
- 13- I hate fried ----- at lunch.  
1. flower 2. rose 3. cake 4. fish
- 14- He eats cheese with ----- for breakfast..  
1. pen 2. board 3. bread 4. tree
- 15- There are some books on the -----  
1. light 2. glasses 3. cat 4. table

16- I can speak ----- well.

1. English 2. robot 3. wall 4. table

17- Harry can't ride a -----

1. chess 2. ball 3. bicycle 4. cooker

18- He can climb up the -----

1. hill 2. ceiling 3. desk 4. cook

19- I need a ----- to play with.

1. pen 2. car 3. ball 4. watch

20- My brother plays ----- in the yard

1. desk 2. walk 3. ruler 4. football

21- She is washing her ----- with water

1. letter 2. face 3. garden 4. post

22- Have you got a -----? I want to post this letter.

1. stamp 2. desk 3. date 4. book

23- I can drive my -----

1. horse 2. donkey 3. car 4. bike

24- We fly by a -----

1. carpet 2. kite 3. motorcycle 4. Plane

25- When did you arrive? On -----

1. Sunday 2. June 3. April 4. September

26- I can ----- in water.

1. drive 2. cook 3. climb 4. swim

27- She can drive her ----- quickly.

1. car 2. camel 3. bike 4. rabbit

28- There is a hole. You should -----

1. eat 2. jump 3. write 4. read

29- I can ----- into water, but I can't swim.

1. make 2. close 3. open 4. dive

30- Can you ride a -----

1. horse 2. glass 3. jug 4. chair

31- I am travelling to Europe, I need a -----

1. magazine 2. book 3. passport 4. bed

32- She needs a ----- to cut the meat.

1. ball 2. torch 3. knife 4. ladder

- 33- We have a hole in this garden ,we need to -----  
1. jump 2. read 3. sleep 4. write
- 34- You need a ----- to see the time.  
1. bucket 2. snow 3. magazine 4. watch
- 35- I want to climb the wall. Have you got a -----  
1. rope 2. lighter 3. torch 4. rubber
- 36- He was killed in a car -----  
1. accident 2. net 3. lightv4. magazine
- 37- I have a headache ,I need to see a -----  
1. kite 2. cinema 3. doctor 4. engineer
- 38- Tanker is used for carrying -----  
1. pen 2. flower 3. knife 4. oil
- 39- Ali is using a ----- to look up the meaning of the word.  
1. fridge 2. telephone box 3. dictionary 4. sink
- 40- Cindy is lying in a bed at the ----- . She had an accident yesterday.  
1. hospital 2. school 3. garden 4. lake
- 41- Please, listen to the -----, then answer the questions.  
1. door 2. light 3. table 4. tape
- 42- He is writing his name by his -----  
1. pen 2. fork 3. zip 4. newspaper
- 43- Let's go to the ----- to see a film.  
1. bus 2. zoo 3. park 4. movie
- 44- They read the new -----  
1. suitcase 2. cup 3. magazine 4. envelope
- 45- I ate an ----- for dinner  
1. cap 2. book 3. apple 4. newspaper

## Vocabulary Test (Posttest)

Student's Name: -----

- 1- I am eating in the -----  
1. dining room 2. garden 3. bedroom 4. kitchen
- 2- I put my car in the -----  
1. garage 2. hospital 3. living room 4. school
- 3- My family have lunch in the -----  
1. bedroom 2. bank 3. dining room 4. zoo
- 4- She switched off the -----  
1. garage 2. letter 3. light 4. door
- 5- My father is writing on the -----  
1. people 2. clothes 3. door 4. table
- 6- My sister wears a nice -----  
1. hat 2. dish 3. mat 4. bag
- 7- I wear my ----- when I play football.  
1. blouse 2. tracksuit 3. coat 4. dress
- 8- In Iraq, we wear ----- during winter.  
1. sweaters 2. bells 3. coats 4. bags
- 9- I took off my ----- when it is hot.  
1. pan 2. hat 3. T-shirt 4. blouse -----?
- 10- We have two.....  
1. eyes 2. bread 3. mouth 4. nose
- 11- Iraq exports -----  
1. potato 2. milk 3. dates 4. tomato
- 12- We use ----- to make omelet.  
1. carrot 2. coffee 3. banana 4. egg
- 13- people in Iraq eat ----- at lunch.  
1. orange 2. apple 3. rice 4. egg
- 14- Put the milk in the -----  
1. sandwich 2. wardrobe 3. refrigerator 4. suitcase
- 15- There are some oranges in the -----  
1. cupboard 2. basket 3. neck 4. book
- 16- Ali read a ----- in the morning.  
1. mop 2. newspaper 3. door 4. fork
- 17- Nada can ----- the dishes in the kitchen.  
1. wash 2. write 3. ride 4. play

- 18- They are playing ----- in the yard.  
1. football 2. ski 3. swim 4. umbrella
- 19- I have got a robot. He can play -----  
1. mat 2. chess 3. bed 4. homework
- 20- Our team play ----- in the yard.  
1. football 2. car 3. dish 4. swim
- 21- Put the letter in the -----  
1. radio 2. address 3. paper 4. envelope
- 22- Write a dot in your book -----  
1. paper 2. color 3. dot 4. bag
- 23- What is your -----? my name is Ahmad  
1. name 2. pop singer 3. bag 4. book
- 24- The man who sells fruit is a -----  
1. postman 2. teacher 3. grocer 4. footballer
- 25- A ----- is a man who teaches students .  
1. teacher 2. footballer 3. doctor 4. singer
- 26- A butcher ----- meat.  
1. climbs 2. puts 3. sells 4. rides
- 27- My brother can ----- when there is snow.  
1. open 2. wash 3. ski 4. cook
- 28- He ----- His hand with water  
1. wash 2. drink 3. swim 4. speak
- 29- Nada can row a ----- in the sea .  
1. cup 2. boat 3. coat 4. poster
- 30- A pilot can fly a -----  
1. bicycle 2. car 3. house 4. plane
- 31- There is a ----- . You can swim in it.  
1. lake 2. park 3. road 4. mountain
- 32- It is cold. Have you got a -----? I want to make fire.  
1. key 2. map 3. lighter 4. desk
- 33- I have got a ----- . Aren't you hungry?  
1. ring 2. sandwich 3. drink 4. passport
- 34- When you go a broad , you should have a -----  
1. duck 2. puppet 3. tape 4. passport
- 35- I locked up the door . Where is the -----?  
1. bus 2. nut 3. key 4. kite
- 36- A ----- is a place where two roads meet and the drivers

should stop at it.

1. yard 2. house 3. crossroad 4. garage

37- A car that carries sick people to the hospital is -----

1. lorry 2. ambulance 3. van 4. boat

38- There are a lot of cars in the -----

1. nest 2. rope 3. road 4. robot

39- I have got a headache, I should see a -----

1. pianist 2. student 3. doctor 4. worker

40- A nurse ----- sick people.

1. looks for 2. looks in 3. looks up 4. looks after

41- I read two -----

1. stories 2. circles 3. roads 4. boxes

42- I like Iraqi -----

1. date 2. comb 3. gas 4. finger

43- I'm hungry . Let's go and have breakfast in the -----

1. classroom 2. tin 3. restaurant 4. lake

44- How does your mother cook food in the kitchen?

She cooks on a gas -----

1. table 2. mat 3. cupboard 4. cooker

45- I want to buy a sandwich, but I haven't got any -----

1. clothes 2. money 3. map 4. food

## Appendix II

### Vocabulary words through context

#### Lesson One

1. My father has a toothache. He'd better see a dentist.
2. They caught the train after they'd bought the tickets..
3. The boys are playing with a ball in the garden. They are playing under the apple trees.
4. A:Do you think the car in the garage? It is not in your house. B:I have parked it in the garage.
5. A- Who built the Ziggurat? B-It was built during the reign of Ur-Nammu.
6. There are some chairs and a table in our dining room. We eat lunch in the dining room.
7. The streets of Ur were unpaved ,carts pulled by mules were not allowed to enter the city.
8. A:Do you like to go to the cinema to see a film? B: No, I'm not interested in cinema. Let's go to the park for a walk.
9. When I'm hungry, I usually go to a restaurant and have a meal.

#### Lesson Two

10. The camel is not a wild animal .It is a desert animal.
11. I saw a fine Arab horse.. It is very beautiful.
12. The girl wearing a blue skirt and a green coat is her sister. She never wears jeans or trousers.
13. Do you wear a coat in winter? No, I usually wear a jacket because it is warmer than a coat.
14. It is very cold. Put on your overcoat, if you're going out.
15. Ibn Batuta was a famous Arab explorer.

16. It's too warm today. I can't wear even a shirt. I just wear a T-shirt.
17. A:What do you wear when you go to school? B:I wear a white shirt, grey trousers, and black shoes.
18. On Fridays, we use to go on a picnic to Hilla.

### Lesson Three

19. They were looking for the tablets of clay.
20. A:Do you want milk or coffee? B: I usually drink milk because it's good for my health.
21. We have got two apple trees in our house. My mother makes apple juice and sometimes apple pie from this fruit.
22. We saw the damaged aeroplane lying on the ground.
23. Our hen laid a large brown egg, and I had it for breakfast.
24. A:What did you have for lunch? B:I had rice and meat.
25. A:What do you eat for breakfast? B:First, I take sugar in tea and then I have it with bread and cheese.
26. Ali is very hungry. He is eating a chicken sandwich.
27. If you want to keep the food cold, you should put it in the refrigerator.

### Lesson Four

28. My father teaches well .He is a good teacher.
29. Water that is not pure is impure.
30. We can hear sound when there is a movement.
31. I want to play tennis with my friend. But I can't find my rackets.
32. Electricity is made by big generators.
33. We have a swimming pool in our house..
34. When there is a lot of snow, I ski down the hill near my house.  
It is

my favorite sport.

35. A child fell into the river. Her father dived into the water to save her.
36. When I play basketball, I wear my tracksuit.

### Lesson Five

37. Monkeys can climb the tree.
38. A: Can you ride a bike? B: No, I can't. But my father can drive. He's a lorry driver.
39. Look! The children are very happy. They are jumping up and down.
40. He is late for the bus. He is running very fast to the bus-stop.
41. Your hands are dirty. You should wash them before lunch.
42. Football is one of the world's most popular games.
43. The referee controls the football game .
44. The man upstairs is my uncle.
45. My mother made cake for you ,do you like it?

### Lesson Six

46. A: What is your favorite color? B: mine is blue.
47. They have been living abroad before they came here.
48. My father reads Al-Iraq. It is a weekly newspaper.
49. We like our teacher ,he is friendly to us.
50. A: How do you travel to Egypt by train or plane? B: I go by plane. I like flying in the sky.
51. When Philip broke his leg, an ambulance took him to hospital.
52. A: How did you carry these large pieces of wood? B: We carried them with a lorry.
53. Alcohol is harmful ; moreover ,it is not good to smell.

54. When I was in the street, I wanted to phone my wife to tell her that I wasn't able to go home. But I couldn't find a telephone box.

### Lesson Seven

55. Ali is brushing his teeth by a brush.
56. She wrote a letter, put it in an envelope, and posted it.
57. A: What's that on the envelope? B: It's a stamp. You should stick a stamp on to a letter, then post it.
58. A: What's your address? B: It's 32 Jamila Street, Baghdad.
59. Today's date is the 20th of May.
60. Give me a piece of chalk. I'm going to write your names on the blackboard.
61. A: Where are you flying? B: I'm going to Canada.
62. A: Have you got a passport to cross the border? B: Yes, I have.
63. There are many weekly newspapers in Iraq such as ,Iraq, Iraq today, Alsabah..
64. Basrah is a place where I was born.

### Lesson Eight

65. I have a headache today. I must see a doctor.
66. My sister is a nurse ,she looks after sick people. She spends her time in helping the sick.
67. I drove to the town where my father lives.
68. Ali is having his diner in the dining room, he likes eating on his chair.
69. I spent most of my time reading in the library, I like reading there.
70. Alice went to her friend's house. There was a party and there were many people at the party. All of them were happy.

71. We have got a robot. Its name is Brain Box. It can speak, walk, and clean the house. My mother is very happy to have it.
72. We bought a new house ,it costs a lot, now we don't have enough money.
73. Cindy likes music very much. She also plays the piano well. Lesson Nine
74. My father is very old. He can't see well. He wears glasses when he reads a book.
75. At night, when it gets dark, my mother turns the lamp on.
76. A:Where is your brother? B:He's in his room listening to a tape. He likes music very much.
77. Nada works in a company. She is a fast typist. Every day, she types many letters with a typewriter.
78. Switch on your torch and show me the way. Here is very dark.
79. A:I want to smoke a cigarette. Have you got a lighter? B:No, but I have got a box of matches.
80. Her mother laid the table, then said "Dinner is ready; come to the table."
81. Kate is in the kitchen. She has washed the dishes and now she is putting them into the cupboard.
82. Jack said good night to his father and mother and went to bed to sleep.

### Lesson Ten

83. Scotland is a cold country. In winter, there is often a heavy fall of snow.
84. The basketball match was very good indeed, we spent a great time there. I'm going to see it again..
85. There is a big lake near our city. You can swim and go fishing there.
86. There are three ways here. I don't know where to go. Take out

your map, and show me the right way.

87. The children tied a piece of rope to the tree and used it as a swing.

88. Horse is a nice animal. It carries many things and you can also ride on it.

89. A:How do you carry your clothes when you travel? B:I put my shirts, socks, sweater, and coat in a suitcase.

90. A:Open the door, please. B: But it is locked and I haven't got the key.

91. We have got an electric cooker in our kitchen and my mother always cooks food on it.