DEVELOPING A MODEL FOR TEACHING THE PROBLEMATIC VOCABULARY ITEMS BY COMPUTER

Research Article

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Abstract

This study proposes a new design of computer-based vocabulary teaching learning and teaching activity so as to enhance opportunities for learners to expand their vocabulary knowledge. There are a lot of opportunities on the internet to compensate the hampering effect of learning vocabulary items and to improve their vocabulary by means of pronunciation, intonation, meaning of target language vocabulary items by using internet facilities with almost no expenses. In this research, a new vocabulary teaching model, called **Morphological Pairing Model,** is proposed using electronic dictionaries, audacity program, and text to speech labs. Some vocabulary items are really difficult to learn due to the shift of stress phonemes, internal vowel changes, intonation, and meaning variation. In this model, problem-causing words are diagnosed and then collected via diagnostic tests. Then, words are grouped in terms of morphological pairs regarding the psycholinguistic difficulties they inherit. Later, the pronunciation and transcription of them are put together in isolation for repetition by downloading them from electronic dictionaries. Finally, some sentences for each vocabulary item are written down, and while speaking robots from **Text to Speech Labs** read them out, they are downloaded by the **Audacity** program**.** After this, the foreign language teacher designs different types of exercises and practices them in native speaker-like pronunciation and intonation using a pre-prepared PowerPoint, which is handed over to the students at the end of the lesson after the classroom practices are over for further individual practice on their own.

Keywords: audacity program, morphological pair model, problematic vocabulary items, text-to-speech labs

1. Introduction

Having a solid and large vocabulary knowledge is key to both academic and professional success. Vocabulary is the building block of language, and even within our increasingly visual world (Cook, 2013; Kress, 2003), words remain our primary means of communication. Having limited vocabulary is primary indicator of language learning disability, which in turn impedes students from obtaining upper level vocabulary instruction, and critical literacy skills which are necessary for speaking, reading, writing, making translations, and spelling. The audacity and Text-to-Speech (TSS) togetherness as a tool can serve a variety of purposes, how audacity and togetherness is practically applicable to teach the pronunciation and intonation of vocabulary items will be handled but in this study.

It is a fact that foreign language learners are not generally conscious of how much their vocabulary knowledge hamper their ability to learn and communicate effectively in the target language. Foreign language teachers are often unsure about how best to incorporate vocabulary learning into their teaching. There are traditional or old-fashioned techniques of presenting unknown words in class or requiring students in forms of incidental and intentional learning

by memorizing lists of vocabulary items (Bellomo, 2009; Doughty & Williams, 1998). In the traditional sense, there was a boom in second language vocabulary studies in the 1990s and early 2000s because a great many the number of books published by Cambridge University Press which almost seemed to corner the market for such publications (Chukharev-Hudilainen & Klepikova, 2016) and emergence of technologies on mobile assisted language learning (Chinnery, 2006; Stockwell, 2010) supported by computers keep shaping the world of foreign language learning in our times.

2. Theoretical Background

There are very many **online resources** in teaching vocabulary items (Loucky, 2010). Specifically speaking, **Computer Assisted Language Learning (CALL)** and **Lexical Approach** have proven to improve student's vocabulary mastery over target language vocabulary items (Capelle & Jamieson, 2008; Cerf, 2001; Gorjian, 2012; Healey, 2000; Manik & Christiani, 2016; Moras, 2001; Warschauer, 1999). While Healey (2000) has used computer games to teach vocabulary, Manik & Christiani (2016) have successfully applied *CALL* to teaching vocabulary by using matching word on computer. Capelle & Jamieson (2008) and Maryam (2013) proposed certain tips to teach vocabulary items by CALL and Computer assisted learning. Gorjian (2012; Son, 2007; Son, 2008) claimed that teaching foreign language vocabulary items through web-based language learning (WBLL) approach has been very retainable and instructive. Kieliszek (2015) has used vocabulary teaching through **affixes** and **word families** in terms of computer-assisted language learning. Teaching foreign language vocabulary is also possible by means of corpus linguistics (Davies, 2014; Davies & Gardner, 2013).

In the arena of foreign language learning and teaching, there is a scarcity of utilization on the audacity program (www.audacity.sourceforgenet, a software for teachers, which is a free downloadable *program* for recording and editing sound files onto words, phrases, clauses and sentences), and Text to Speech labs togetherness in foreign language vocabulary *Audacity* (http://audacity.sourceforge.net), teaching and learning. There many audio books and books with CDs on the market, which are prepared by audacity and TTS sources. Many sources, such as **Text-to-Speech** (http://**text-to-speech**.imtranslator.net), and Wordweb (a free downloadable *application*) are very useful for teaching and learning vocabulary items. In addition, one of the most widely used ones is Randall's ESL Cyber Listening *Lab* (http://www.esl-lab.com). In this respect, Kim (2008) demonstrated the effects of text, audio, and graphic aids in multimedia instruction for vocabulary learning without mentioning the Audacity and TTS togetherness. In fact, TTS tools were not created for foreign language teachers but for blind people, but now they have great benefits for the teachers and the foreign language learners alike. A specific application of Audacity and TTS together application is encountered in Demirezen (2009), who identified the perception of primary stress phoneme by using Audacity and TTS togetherness. Similarly, Demirezen (2016) demonstrated how nuclear stress in the vocabulary items were perceived by Turkish English freshmen in learning the pronunciation and stress placement in the vocabulary items of Turkish language.

In this study, how certain problem-causing English vocabulary items can be taught by using the *Audacity* and *TSS* together to form a new model titled *Morphological Pairing Model* to teach the problematic vocabulary items to Turks will be discussed. It must be noticed that the problem-causing vocabulary items are very difficult for Turks because they inherit difficult pronunciation which is made much more difficult via the internal sound changes that are triggered by nuclear stress shift. For example, the word *pose* /ˈpoʊz/ goes into a form like *position*/pəˈzɪʃən/ when a suffix like {-tion} is added to the word *pose*. While the primary stress moves on to the second syllable in the word *position*/pəˈzɪʃən/, the diphthong phoneme /oʊ/ of

the word *pose* is reduced into a schwa /ə/ phoneme, which goes unheaded by a great majority of Turkish learners of English. Thus, the vowel reduction is the main causer of pronunciation and intonation difficulty in teaching and learning vocabulary items.

pose/ˈpoʊz/ → *position*/pəˈzɪʃən/, /oʊ/ is converted into /ə/, affix **{-tion}**

proverb/ˈpɹɑvɜɹb/→ *proverbial*/pɹəˈvɜɹbiːəl/, /ɑ/ is converted into /ə/, affix **{-ial}**

music/ˈmjuːzɪk/ → *musician* /mjuːˈzɪʃən/, / ˈ / shifts onto the second syllable

soluble/ˈsɑljəbəl/ → *solution* /səˈluːʃən/, /ɑ/ is converted into /ə/, affix **{-tion}**

informal/ɪnˈfɔɹməl/→*informality*/ɪnfəɹˈmæləDi/,/ɔ/ is converted into /æ/, affix **{-ity}**

Almost all of the English vowels undergo vowel reduction as indicated by the following figure:
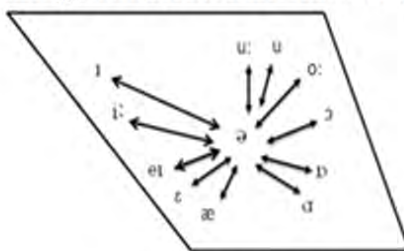
(Demirezen, 2010: 1570).

Figure 1. English vowels that undergo vowel reduction

Thus, vowel reduction is great problem to other speakers from different countries. The problematic issue is that, as exhibited by the figure, most *vowels* in *English are reduced* to a schwa-like *vowel* when unstressed. Kabak and Vogel (2001) claim that, typologically speaking, Turkish stress patterns and vowel reduction of English vowels are creating serious learning problems for Turks; Sen (2012) stated that duration and syllable structure in Latin vowel reduction are giving learning problems. Similarly, Byers (2017) claimed vowel reduction of English vowels in word-final position to Spanish learners present perplexing problems. According to Rogerson-Revell (2011) and Demirezen (2010) since there is no schwa in Turkish, ***vowel reduction*** of English vowels become a problem of learning and pronunciation for Turks.

3. Application of Audacity 1.2.6 Program TTS Labs Togetherness

3.1. Morphological Pairing Model (MPM)

MPM is a model for teaching vocabulary items that depends on **morphological analysis** (Bellomo, 2009), morphological pairing for awareness (Akbulut, 2017; Jornlin, 2015) and morphological strategies, and vocabulary through affixes and word families (Kieliszek, 2015) that enable the learners to grasp more precise processing of *vocabulary items by means of* ***derivational suffixes***. A great many derivational suffixes carry over primary stress shifts curtailed in the structure of vocabulary items that create deeper pronunciation and intonation hardships to non-native learners of English. MPM is designed to solve pronunciation and intonation hardships that impede morphological processing and analysis within prefixes and suffixes, and strategies pertaining to learning vocabulary items by means of computer applications.

3.2. Principle Steps of Morphological Pairing Model

MPM is designed to teach the correct pronunciation and intonation of foreign language vocabulary items and is an offspring of web-based approach that aims to keep them retainable

and instructive in the long-term memory. It uses the ***Audacity***, which is a downloadable *program* for recording and editing sound files onto words, phrases, clauses and sentences. It attaches it to Text to Speech, creates the audio forms of the material, and employs them as speaking exercises after installing them on PowerPoints, which are handed over to the students for their self-studies, after the end of the lesson.

The steps of MPM can be epitomized as follows:

1. Establish 15 problematic vocabulary items for the learners by means of diagnostic tests. The teacher can mingle with the students, listen to them and take eavesdropping them down the vocabulary items they are mispronouncing. Then, match them 15 other forms with the following stress shifting suffixes,

2. Match one of the Audacity program (ex: 1.2.6; 2.3.1) with some of the TTS sites (Ex: www.ivona.com; iSpeech (www.ispeech.org; (www.acapela-group.com/virtual-speaker-6-speech-solutions.html; https://ttsreader.com/, https://text-to-speech-demo. mybluemix.net/, etc.) At this junction electronic dictionaries, or any other web-based sites that allow downloading can also be used.

3. Download all of the teaching materials in VAW Microsoft, Audacity program 2.1.4 WAV Mono 44100Hz 32-bit float mute in audio tract.

4. Prepare a corpus of 15 vocabulary items and 15 of their forms with stress-shifting suffixes by paying attention to the charts given below:

Suffixes that attract the primary stress onto the last syllable;

Suffixes that will attract the stress on the last syllable /-l/:

The last syllable is always stressed (except for the exceptions).

Table 1. *Suffixes that will attract the stress on the last syllable /-l/*

Suffix	-ade	-aire	-ee	-eer	-ese
Examples	arcADE	astAIRE	absentEE	mountainEEr	BurmESE
	balusTRADE	doctrinAIRE	addressEE	auctionEER	ChinESE
	blockADE	legionnAIRE	adoptEE	commandEER	JapanESE
	brigADE	millionAIRE	advisEE	enginEER	JournalESE
	cascADE	questionnAIRE	referEE	marketEER	LebanESE
	crusADE	solitAIRE	refugEE	voluntEER	PortugESE
	parADE				VietnamESE
	serenADE				
Exceptions	Accolade		coMIttee	REINdeer	MANganese
	DEcade		COffee		
	MARmalade		TOffee		
	REnegade		YANkee		
			JUbilee		
			PEdigree		

Suffix	-ette	-oo	-que	-sce	-oon
	cigarETTE	bambOO	antIQUE	acquiESCE	afterNOON
	cassETTE	kangarOO	arabESQUE	covalESCE	balLOON
	silhouETTE	shampOO	burIESQUE	reminISCE	carTOON
	gazETTE	tattOO	opAQUE		saLOON
	etiquETTE		grotESQUE		laGOON
	brunETTE		picturESQUE		coCOON
	roulETTE		romanESQUE		monSOON
	kitchenETTE		unIQUE		tyPHOON
	Omelette	Igloo			
	PAlette				

Suffixes that will attract the stress to the syllable just before the last one /-l0/:
The syllable before the last one is always stressed (except for the exceptions).

Table 2. *Suffixes that will attract the stress to the syllable just before the last one /-l0/*

Suffix	-ia	-ial	-ible	-ic(s)	-ian	-ient	-ious	-ish
Examples	MEdia	SOcial	POSsible	characteRIStics	poliTIcian	PATient	VArious	ENglish
	vicTOria	maTErial	resPONsible	staTISIics	muSIcian	sufFIcient	SErious	esTAblish
	criTOria	SPEcial	imPOSsible	ecoNOmics	phySIcian	efFIcient	PREvious	FInish PUBlish
	multiMEdia	ofFIcial	TERRible	CRItics	techNIcian	ANcient	Obvious	PArish
	deMENtia	potENtial	VISible	GRAphics	mathemaTIcian	inGREdient	reLIgious	disTINguish
	bacTEria	esSENtial	SENsible	matheMAtics	elecTRIcian	conVEnient	Curious	RUBish
	miLItia	resiDENtial	FLExible	PHYsics	cliNIcian statisTIcian	reCIpient	CONScious	POlish
	nosTALgia	presiDENtial	HORrible	rePUBlic	paTRIcian	insufFIcient	Anxious	aBOlish
	leuKAEmia	influENtial	acCESsible	TOpic	opTIcian	GRAdient	PREcious	diMInish
	schizoPHREnia	diffeRENtial	inVIsible	elecTROnics	obsteTRIcian	coefFIcient	amBItious	
	pneuMOnia	confiDENtial	eLIgible	meCHAnics	theoreTIcian	NUtrient	susPIcious	
		seQUENtial	inCREdible			Orient	unCONScious	
		prefeRENtial	comPAtible			imPAtient	Furious	
		expoNENtial	PLAUsible			outPAtient	mysTErious	
			FEAsible			inconVEnient		
			susCEPtible					
			conVERtible					
Exceptions			Eligible	POlitics, Arabic, CAtholic, LUnatic, RHEtoric				
			Egligible					
			inCOrrigible					
			inTElligible					

Suffix	-osis	-sion	-tion					
Examples	diagNOsis fiBROsis tubercuLOsis progNOsis hypNOsis osMOsis	deCIsion comMIssion diVIsion teleVIsion disCUssion VERsion ocCAsion conCLUsion SESsion exPRESsion imPRESsion PENSion	informAtion educAtion situAtion populAtion applicAtion operAtion associAtion legislAtion administrAtion conversAtion					

Suffixes that will attract the stress to the syllable on the third last /-100/:

The third syllable counting from the end of the word is always stressed (except for the exceptions).

Table 3. *Suffixes that will attract the stress to the syllable on the third last /-100/*

Suffix	-ate	-cy	-eous	-ical	-ify	-inal	-itive	-ity
Examples	(for words of 3 or more syllables) INdicate Operate SEparate apPROpriate CANdidate EStimate asSOciate CONcentrate DEmonstrate inVEStigate GEnerate ILlustrate apPREciate	Policy Agency deMOcracy eMERgency CURrency efFIciency TENdency FREquency PREgnancy acCUracy reDUNdancy buREAUcracy consPIracy LEgacy	sponTANeous ouTRAGeous simulTAneous GORGeous homoGEnous advanTAgeous couRAgeous HIDeous heteroGEneous COURTeous miscellLAneous instanTAneous RIGHTeous	poLItical PHYsical MEdical PRActical CHEmical TEChnical CRItical hisTOrical RAdical TYpical CLASsical MUsical theoREtical CLInical eLECtrical	iDENtify JUSTify SPEcify QUAlify MOdify CLARify CLASsify NOTify SIGnify SIMPlify inTENsify TESTify VErify	oRIginal CRIminal TERminal MARginal CARdinal NOminal inTEStinal abDOminal gastroinTEStinal meDIcinal longiTUdinal VAginal aboRIginal SEminal Urinal	POsitive comPEtitive SENsitive PRImitive inFInitive COGnitive deFInitive rePEtitive inTUitive FUGitive ADditive PUnitive inSENsitive inQUIsitive TRANsitive	comMUnity auTHOrity uniVERsity QUAlity acTIvity seCUrity oppoTUnity responsiBIlity maJORity aBIlity possiBIlity reAlity capAcity

Exceptions		PREsidency consTItuency						
Suffix	**-ize**	**-phy**	**-ogy**					
Examples	REalize REcognize ORganize EMphasize CRIticize chaRACterize SUMmarize MInimize aPOlogize AUthorize SPEcialize MAximize MOdernize PRIvatize	geOgraphy phiLOsophy biOgraphy phoTOgraphy bibliOgraphy autobiOgraphy porNOgraphy toPOgraphy ethNOgraphy calLIgraphy choreOgraphy icoNOgraphy chromaTOgraphy tyPOgraphy	techNOlogy STRAtegy psyCHOlogy ideOlogy sociOlogy theOlogy biOlogy methoDOlogy aNAlogy aPOlogy termiNOlogy geOlogy anthroPOlogy					

Suffixes that do not affect stress patterns;

The following suffixes do not influence the placement of the word stress:

-al, -ally, -ess, -ful, -ish, -less, -ly, -hood, -ship

Table 4. *Suffixes that do not affect stress patterns*

Suffix	-al	-ally	-ess	-less	-hood
Examples	PERson PERsonal fiNANce fiNANcial	ACtual ACtually eVENT eVENTually	aWARE aWAREness HAppy HAppiness	reGARD reGARDless MEAning MEAningless	BROther BROtherhood LIkely LIkelyhood

(https://www.wordstress.info/wp-content/uploads/2014/08/Stress_Rules_suffixes.uploads)

Similarly, grammatical suffixes (-ed, -s, -es, -ing, -en, -est) do not influence the placement of the word stress.

5. Download the pronunciation (with their primary) stress cases forms of 15 problematic words and frequent 15 different forms with the stress shifting prefix and suffixes.
6. Design the necessary sentence forms of these words in forms short, medium, long length, in audio manifestations with various types of exercises.
7. Install all of these speaking exercises on the PowerPoint properly. Check that they all play.
8. Practice with them according to the teaching techniques (single and choir repetitions).

9. Make a creative summary at the end.
10. Hand the PowerPoint over to the students for their studies on their own.

4. Conclusion

MPM is very practical web-based model on teaching problem-causing English vocabulary items 15 within each 45-50 minute. It has many advantages. First, it singles out the problematic words to students. Second, it gives the pronunciation and primary stress phoneme related intonation of the words by developing morphological and intonational awareness. Third, it utilizes at least near native-like pronunciation and intonation to these problem-causing words via TSS speakers, whose voices may be counted as authentic material with little bits of robotic accent. Fourth, it has no expenses because the teachers can prepare the PowerPoint by using the internet easily and freely. Fifth, it gives an opportunity to the shy students to do remedial studies on their own and alleviates speaking anxiety since the PowerPoint is handed over to the learners at the end of the lesson. I did use it several times with English majors and got many thanks from them.

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APPENDIX
Read the following vocabulary items in North American English (NAE)

hypnotic /hɪpˈnɑDɪk/
hypocrisy /hɪˈpakɹɪəsi/
informality/ˌɪnfɔːɹˈmælɪti/
inquiry /ˈɪŋkwəɹi, ɪnˈkwaɪəɹi/
musician /mjuːˈzɪʃən/
mutant /ˈmjuːʔnt/   Portuguese
/ˌpɔɹtʃəˈgiːz/   position
/pəˈzɪʃən/   possibility
/ˌpasəˈbɪləDi/   posterity
/paˈstɛɹəDi/   proverbial
/pɹəˈvɜːɹbiːəl/   provincial
/pɹəˈvɪnʃəl/   soluble
/ˈsɑljəbəl/   spontaneity.
/ˌspɑːntˈniːɪti/   stability
/stəˈbɪləDi/

Read the following vocabulary items in North American English (NAE)

hypnotize /hɪpˈnətaɪz/
hypocrite/ˈhɪpəkɹɪt/
informal/ɪnˈfɔːɹməl/
inquire/ɪnˈkwaɪɹ/
music/ˈmjuːzɪk/
mutate/ˈmjuːteɪt/
Portugal/ˈpɔːɹtʃʊgəl/
pose/ ˈpoʊz/
possible/ˈpaːsɪbəl/
posterior/paːˈstɪɹiːəɹ /
proverb/ˈpɹɑːvɜːɹb/
province/ˈpɹɑːvɪns/
solemn/ˈsɑːləm/
solution/səˈluːʃən/
spontaneous/spɑːnˈteɪniːəs/
stable/ˈsteɪbəl/
hypnotic/hɪpˈnɑːtɪk/
hypocrisy/hɪˈpaːkɹɪsi/
informality/ˌɪnfɔːɹmælɪɹi/
inquiry/ɪŋˈkwaɪɹi/
musician/mjʊˈzɪʃən/
mutant/ˈmjuːtənt/
Portuguese/ˌpɔːɹtʃʊˈgiːz/
position/pəˈzɪʃən/
possibility/ˌpaːsəˈbɪləti/
posterity/paːˈstɛɹɪti/
proverbial/pɹəˈvɜːɹbiːəl/
provincial/prəˈvɪnʃəl/
solemnity/səˈlemnɪti/
soluble/ˈsɑːljʊbəl/
spontaneity/ˌspɑːntˈniːɪti/
stability/stəˈbɪlɪti/

FILL IN THE BLANKS:
SINGLE BLANKS
Fill in the blanks by choosing the words given below (You can use the same word more than once, if necessary:

hypnotize	music	possible	solemn
hypocrite	mutate	posterity	solution
informal	Portuguese	proverb	spontaneous
inquire	pose	province	stable

1. What sort of……….. do you listen to?

2. In Boston, he received a more sophisticated schooling than he had in the ……………...

3. …………….talks resumed today in an attempt to end the strike.

4. She called to ………….. whether her application had been received.

5. The biggest…………s in sports are owners who yell about player's salaries

6. I'll never be unfaithful again; I give you my solemn word.

7. The appetite, says the ……………, grows with eating.

8. 8. I'm saving these pictures for …………...

9. 9. She is such a …………….,lively woman.

10. 10. Is there a ………….. of getting a scholarship?

11. 11. Instant coffee is commercially prepared through almost all **………..** material from roasted coffee beans.

12. 12. John has to………….from an awkward teenager into a sophisticated young man.

13. 13. But here are some tips to remember if you plan to learn to………………people.

14. 14.After several part-time jobs, he's now got a ……… job in a bank.

15. 15. Can you understand this ……………..sentences?

16. 16. Nuclear waste ………… a threat to the environment

B. DOUBLE BLANKS for more frequently confused words (pick up the most logical correct answers):

1.Some doctors…………..……people by making……….……movements.
a.mutant / mutate   b.Portugal/ Portuguese   c.Hypnotize/ hypnotic
d.possible/ possibility e. Music/musician

2. He is a ……………, a rascal who has himself roused the people to riot with ………….
a.hypocrites/hypocrisy   b. Proverb/proverbial c. Solution/ soluble
                    d. informal/ informality   e. Spontaneous/ spontaneity

3. **……..………. speech contains a lot of …………………**
a.posterior/posterity   b. Pose/position   c. Solemn/solemnity
 d. informal/ informality   e. stable/stability

4. Famous ………….. fascinated the audience with his outstanding……… style.
a. posterior/ posterity   b. hypocrite/ hypocrisy   c. Musician/music
              d. spontaneous/ spontaneity   e .solemn/position

5. Some viruses……………due to their …………genes in the course of time.
a. stable / stability   b. Province/ provincial   c.mutate / mutant
              d. informal/proverb   e. music/musician

6. The …………..……. nation lives in…………..…, next to Spain, since 1143 independently.
a. mutant / mutate   b. Portuguse/Portugual   c. Solution/ soluble
d. posterior/posterity   e. possible/ possibility

7. They ………………..to photographer in a peculiar ………………. in front of the Statue of Liberty.
a. province/informal   b. solemnity/solemn   c. pose/position
        d. hyprocrite/hypocrisiy   e. music/musician

8. The word ……..…....……is derived from the word ………..…..., which comes from Latin origin.
a.mutant/possible   b. pose/position   c. possible/possibility
d.music/soluble   e. possibility/possible

9. **The …………. of human health cannot be kept in balance by just looking at the …………. pictures of the brain.**
a.pose/position   b. music/musician   c.stability/spontaneity
        d.posterity/posterior   e.province/pose

10. Ones who have a ……..……………… speech as a habit always mutter…………………..
a.proverbial/music   b.musician/stability   c.pose/solemn
        d.proverbial/proverbs   e.province/solution

11. The ……......….. manners of some people who live in a certain ……………. have become a source for the creation of some proverbs.
a.mutant/mutate   b.province/provincial c.solution/solemn
d.Portuguese/Portugual   e.hypocrite/hypocrisy

12. After three years in simple vows, the young nun may ask to take …..…..…… vows which bind her for life-long …………………..
a.solemnity/soluable   b.stability/stable   c.position/pose
        d. solemn/solemnity   e.informal/formal

13. It is appreciably ……………… in water, and it can also be seen in the ………………… of the carbon molecules.
a.spontaneity/spontaneous   b.proverbial/provincial   c.pose/position
        d. soluble/solutions   e.solemnity/solemn

14. As you grow older, you gain ………………. wisdom, but you lose …………………. in life.
a.inquiry/inquire   b.music/musician   c. spontaneous/spontaneity
        d.solemn/solemn   e. proverb/proverbial

**15.If the ………….. of inflation is provided, prices of consumer items will be
………** a.stability/stable   b.informal/formal   c.position/solemn
              d.solutions/stable   e.solemnity/solemn

C.CLOZE TEST A
Read the following passage and fill in the blanks by choosing the words given below
(You can use the same word more than once, if necessary):

Portuguese	**solemnity**	**hypocrite**	**humiliate**
province	**informality**	**hypocrisy**	**spontaneity**
Portugal	**provincial**	**proverbial**	**posterity**
solemn	**proverb**	**spontaneous**	**posterior**0ne day, a

A …………….. boy from a ……………… of ……… moved to Lizbon. He was
planning to get a job there. He was a ………….. boy, and for him ……… was very
important. However, his ……………….. accent was giving him hard time to work in
Lizbon, the capital of ……………….. His ………….., due to his ……………..
accent, was so obvious that he was always using ……………… …………………. here
and there. Eventually, he found a job for himself, but his colleagues at the office
turned out to be ………….. on him. When he was using ………… words in his
conversations, they were giving him ………….….. answers in acts of full
………….…..in ……………. manners. Facing deeply the …………………. of their
……………. for a long time, he lost his hope for future **posterity.** But later on, he
managed to adjust his ………… attitudes both in speech and manners. Finally, he
realized the following ……..........: "as one grows older, he may gain …………….
wisdom, but may lose ………………… in life."

CLOZE TEST B
 B. Read the following passage and fill in the blanks by choosing the words given
below (you can use the same word more than once, if necessary):

hypnotize	**music**	**pose**	**stable**	**inquisition**
hypnotic	**musician**	**position**	**possibility**	**stability**
inquire	**mutate**	**possible**	**solution**	
inquiry	**mutant**	**position**	**soluble**	

 A ………… person in Istanbul was trying to find …………. ……………. to
………….. himself into a ……………. …………….. because he was bored with his
………. of the thought that the ………….. of him could not have been ……………..
…………. to form beautiful tunes in songs. Therefore, he started to ………….. the
ways which he could ……… himself. First of all, he tried to ………… himself to find
a new …………… style by achieving his ……………, but he didn't know the
………….. tricks which he would try out. Then, he started to …………………
himself as a ……………..….. He was behaving almost unconsciously, which made
him feet himself to be under a strange ………….. He was still in such a …….……..
that his thoughts about his ………..… style were too ….………. Finally, his
…………….. ended in the realization of the fact that there was no …………….. of
changing his style into a ……………….. …………………….

ANSWERS
FILL IN THE BLANKS 1
1.music   9.spontaneous
2.province   10.possible
3.informal   11.solution

4.inquired   12.mutate
5.hypocrite   13.hypnotize
6.solemn   14.stable
7.proverb   15.Portugal
8.posterior   16.pose

ANSWERS
FILL IN THE BLANKS 2

1.Portuguese   9. soluble
2.solemnity   10.provincial
3.possibility   11.inquiries
4.musician   12.hypnotic
5.mutant   13.informality
6.stability   14.position
7.hypocrisy   15.spontaneity
8.posterity   16.proverbial

DOUBLE BLANKS

1.c   5.c   9.d   13.d
2.a   6.b   10.d   14.c
3.d   7.c   1.b   15.a
4.c   8.e   12.d

C. CLOZE TEST
A.

A **Portuguese** boy from a **province** of **Portugal** moved to Lizbon. He was planning to get a job there. He was a **solemn** boy, and for him **solemnity** was very important. However, his **provencial** accent was giving him hard time to work in Lizbon, the capital of **Portugal**. His **informality,** due to his **provencial** accent, was so obvious that he was always using **provincial proverbs** here and there. Eventually, he found a job for himself, but his colleagues at the office turned out to be **hypocrites** on him. When he was using **proverbial** words in his conversations, they were giving him **spontaneous** answers in acts of full **hypocrisy** in **humiliating** manners. Facing deeply the **spontaneity** of their **informality** for a long time, he lost his hope for future **posterity.** But later on, he managed to adjust his **posterior** attitudes both in speech and manners. Finally, he realized the following **proverb**: "As one grows older, he may gain **spontaneous** wisdom, but may lose **spontaneity** in life."

CLOZE TEST
B.

A **music** person in Istanbul was trying to find **possible solutions** to **mutate** himself into a mutant **musician** because he was bored with his **stability** of the thought that the **stability** of him could not have been **soluble solutions** to form beautiful tunes in songs. Therefore, he started to **inquire** the ways which he could **mutate** himself. First of all, he tried to **hypnotize** himself to find a new **music** style by achieving his **mutation**, but he didn't know the **hypnotic** tricks which he would try out. Then, he started to **pose** himself as a **mutant.** He was behaving almost unconsciously, which made him feet himself to be under a strange **inquiry**. He was still in such a **position** that his thoughts about his **music** style were too **stable**. Finally, his **inquisition** ended in the realization of the fact that there was no **possibility** of changing his style into a **mutant musician**.