

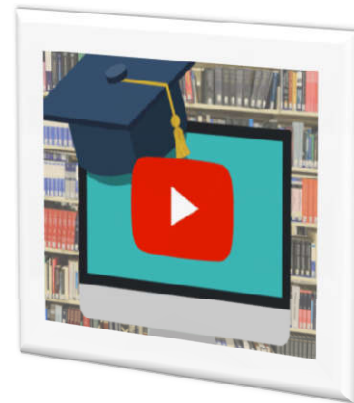
OGUN DIGICLASS

SUBJECT: ENGLISH LANGUAGE

CLASS: SECONDARY SCHOOL

TOPIC: READING (COMPREHENSION)

SUB TOPIC: Techniques For Answering Questions



Learning Objectives

To demonstrate
inference skills in
reading.

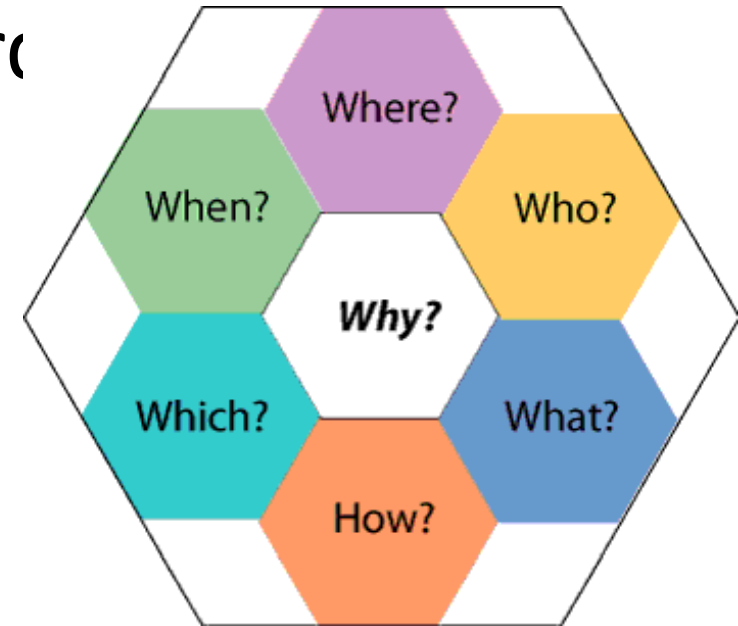
To learn how to
respond effectively to
questions which require
a personal response.

Types of Questions Asked on Comprehension

1. Wh-questions: These are questions whose word indicators begin with wh-words

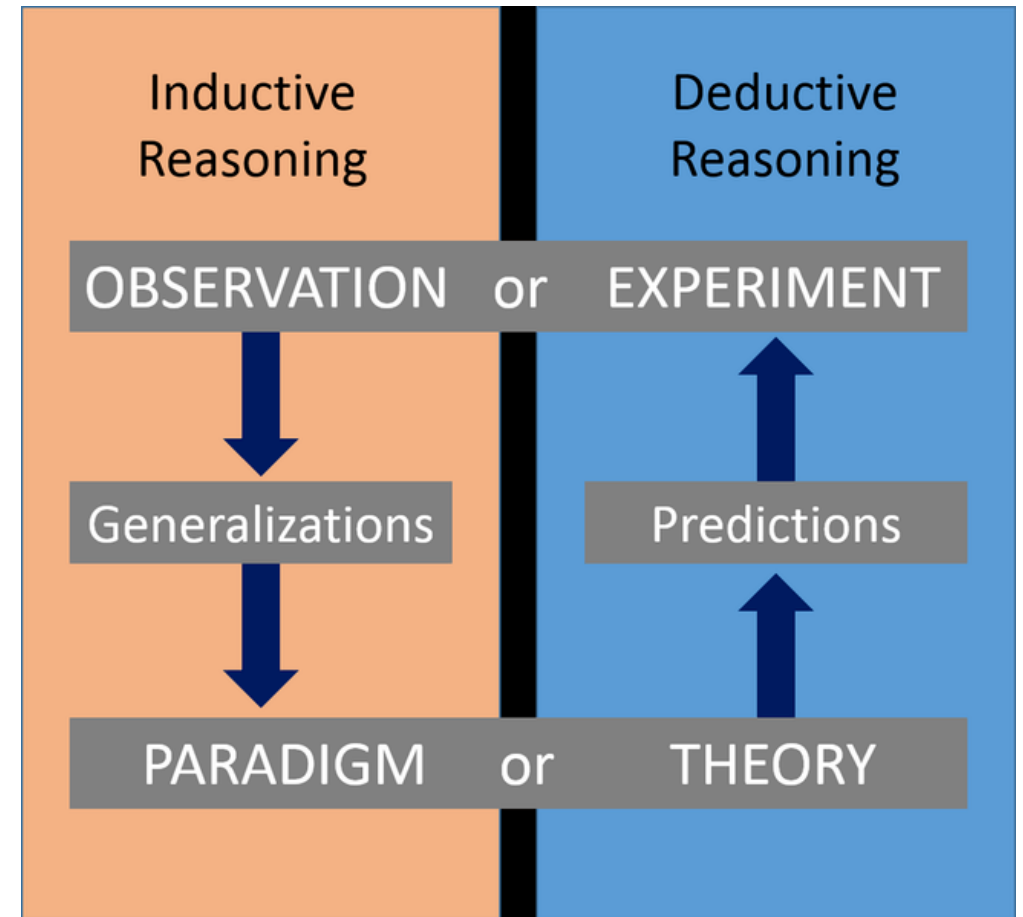
Why did the writer's father warn the boys against going out at night. (WASSCE 2016)

- The writer's father warned the boys against going out at night because it was not safe to do so.



2. Inference or deductive questions

These types of questions are set to test candidates' sense of judgment. However, candidates will get clues from the passage that will lead to the right judgment.



3. **Yes or no questions**: This type of questions demand basic fact which can be stated in simple term – ‘yes’ or ‘no’ with or without any other information.



4. **Grammatical Analysis**: This aspect of the question is often asked under comprehension passage. The aspects of grammar that are usually tested are: **noun phrase, noun clause, adjectival phrase, adjectival clause, adverbial phrase and adverbial clause**

5. Figurative Questions: Figurative expressions are usually quoted for identification. There are examples such as simile, metaphor, personification rhetorical questions, irony, synecdoche, euphemism, hyperbole, oxymoron etc.

The boy is as wise as a tortoise.---- Simile

The boy is an elephant. ---Metaphor

6. Word Substitution Questions: This is otherwise known as context questions because replacement of words is done based on the context in which the words appear and not merely on denotative meanings.

PASSAGE A

Read the following passage carefully and answer the questions on it

When I was in primary four thirty-five years ago, schools closed for the day at 1:30 p.m. My two friends and I would then proceed for 'full' recreation as we played football in hidden neighborhoods or went downstream to swim till dusk. The reprimands and occasional spanking we got from our mothers could not deter us. Our youthful adventurous spirit would not be suppressed. We were resolute in our desires to be free of what we thought were too many chores. As far as we were concerned, that should be the preserve of the female gender.

One day, we went fishing in a stream on the outskirts of the village after we had had our fill of entertainment playing football. We each caught some fish but were not satisfied; we wanted crabs which we could sell on our way back home to augment the meagre 'money for recess' that each of us got when going off to school every day. We caught two big crabs from the first two holes which were dug before going for a third. Convinced that we had dug deep enough, the eldest of us dipped his right hand into the hole that was about three-quarters filled with water and soon reported excitedly that he had made a big catch. As he dragged it to the surface, we screamed in sudden terror. The big catch was the fleshy middle part of a shimmering black snake! No one waited for the other as we scrambled for safety leaving our other catch behind.

The boy splashed frantically through the water falling over twice before reaching us on the bank of the stream. None of us ventured back more for fear of the snake than the dusk that had 'suddenly' descended on the village.

When I got home, I met mother, my two siblings and some anxious relations at the doorstep. They were about setting out to comb the entire village since their previous search to my school, and the few playgrounds in the village had been futile. The concerned look on mother's face told me I had stirred up a hornets' nest and should be prepared for the sting. My muddy legs and hands betrayed the lie I had already cooked up. I got the beating of my life, first from Mother and then Father, who came into the house and upon being told what had happened, went straight for the thick rubber he had wound around his bicycle carrier for tying loads.

(a). State two reasons why the writer and his friends came home late.

The reasons why the writer and his friends came home late.

- i. They stayed back to play football and swim.
- ii. They wanted to avoid the chores at home.

The reason why the writer and his friends came home late was that they stayed back to play football and swim.

b) Why did the boys get home late on that fateful day?

The reasons why the boys got home late that fateful day.

- i. They had played football for a long time.
- ii. They had gone fishing and crab hunting.

c) Why did the boys not realize that it was getting dark?

The boys were engrossed in fishing and catching crabs

d) How does the writer's mother usually demonstrate her disapproval?

She always reprimands or spansks the writer for coming home late.

e) “... I had stirred up a hornets’ nest and should be prepared for the sting”.

ii. What figure of speech is used in this expression?

What does it mean?

(i.) Metaphor

(ii.) The writer had looked for trouble and should be ready for the consequence/punishment.

f) “As he dragged it to the surface...”

i.) What grammatical name is given to this expression as it is used in the passage?

ii.) What is its function?

i.) Adverbial clause of time

ii.) It modifies the verb “screamed”.



g). For each of the following words, find another word or phrase which means the same and which can replace it as used in the passage:

- i. deter;**
- ii. preserve;**
- iii. augment;**
- iv. ventured;**
- v. concerned.**

i. deter— stop, hinder, check, restrain.

ii. Preserve— duty, role, function, specialty.

iii. Augment—supplement, add to, increase.

iv. Ventured-- risked going, courage to go, attempted going, went, turned.

v. Concerned— worried, anxious, trouble, distressed.