# **RESEARCH INSTRUMENTS**

# **Reading Skills Assessment Test (Pre test)**

**READING SKILLS TEST 1** : TIME- 2 HOURS

SCHOOL CODE: -------------------------------------

STUDENT’S CODE: ------------------------------- SCORE: ------------------------

INSTRUCTIONS:

This exam is meant for the purpose of research only and the mark awarded to you will only be for that purpose. The results will help in finding out ways of improving reading skills in secondary schools.

**Answer ALL the questions**

Do **NOT** write your name or the name of school anywhere on this paper

**SECTION A: (20 Marks)**

*Read the excerpt and answer the questions in the spaces provided*

From the start, we find ourselves with a double position of the conjurer's identity: on the one hand, he is a skilled mechanic able to construct the most amazing things, while on the other he enthusiastically chooses to design a plan by which he is able to control the behaviour of a determined person. Thus the magician represents the will to create an illusion, while at the same time creating a strategy to repress unto her illusion. On the one hand, he invents numerous phantasmagoria which amaze the public, pulling out rabbits, turning rope into sticks, vomiting eggs, while on the other hand he spends his time chasing someone who, thanks to the use of trickery, traps and secretly, steals money from the secretariat of a count. One practice is legitimated to delegitimize the same practice. What is the difference, then, between the strategy of the magician and that of the thief? That one publicizes it and the other does not.

Conjuring is the art of sleight of hand. It is defined this way by a good number of the treaties that have been written on the theme. According to them, sleight of hand means carrying out concrete actions with results that are not determined by the previous knowledge of the mechanisms used in their elaboration. This creates what is called illusion; that is, an ideal effect derived from the impossibility to apply a logical judgment to what one is seeing because we do not know how it is being done. Thus, we discover that magic is an exercise in technology and faith, based on the suppression of the necessity to know the details, to know the small print in the contract, for in it is based the essential foundation of the state of conscious in the field of representation, of the social projection through images.

We might anticipate some of the strategies that the magician uses when carrying forward this fantastic world of tricks and appearances. In illusionism, the principal essence of every number is the opacity of the trick, the secrecy of the mechanism. The magician awaits the possibility to persuade the public of a determined action through its result, not of the means by which they are achieved. In the same presence of the effect the trick is assumed, so that it is left in the realm of the evident and the obvious. What is hidden is made evident, but not visible. The conjurer achieves certain results, some effects that are completely unbelievable, yet it is through their staging, "normalized" in the spectacle, that the spectator comes to observe the act with certain belief. In reality, it is the expectation generated by the effect that is going to come, which attains a "plausible" value, something evident, certain of the result. In short, it is the fact that we already know that something strange and unpredictable is going to occur that allows the act to be successful.

In illusionism there does not exist the perception of confusion, nor of contradiction. Given that we already know what is happening and that we know beforehand what surprises await us, persuasion is produced in a total degree of consensus, thanks precisely to it being found in the realm of representation, limited within the frame of the stage. The mechanisms, the machinery, are hidden to our eyes; it is the principal insurance that the magician possesses, through which he acquires a persuasive value. If he makes the trick known, the magic disappears entirely: the mechanisms are hidden to offer an objective and highly technical discourse accessible to whoever is prepared within the field. Our participation occurs in function of an invitation to legitimize the actions that are produced before us, in the same way that the illusionists invites someone to come up onto the stage from the audience to participate in an act, so that it seems that everything that occurs is subject to a common law, applicable to everyone. The invited subject justifies and ensures the veracity, the lack of tricks of the magician, as well as the supposed objectivity of the public.

In this sense, it is interesting to observe how the magicians themselves write respectfully of what they call the forced choice, that is, to make the spectator believe that he is acting and choosing freely when in reality we are dealing with a simple strategic game of the theatrical manipulator for the sake of forcing a decision that fits with their own designs.

The magician explains how to turn a spectator invited up on stage into an accomplice in a determined act, choosing what the magician desires without it being evident, making him believe that he has chosen freely. In reality, this is done through a rapid and deft sleight of hand, difficult to detect. And this not only affects the accomplice but the observing public as well, which has to be persuaded that the act is being done with total transparency. This is the reason why someone from the audience goes up on stage!

*Adapted from Sleight of Hand by Marzo J.L (1998)*

**Questions:**

1. What is the double position of a conjurer according to the passage? (2mks)

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1. Identify **TWO** ways in which the conjurer amazes his audience? (2mks)

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1. How can one differentiate between a thief and a magician? (2mks)

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1. Explain how magic is an exercise of both technology and faith? (2mks)

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1. How does the magician create an illusion in the audience’s mind? (2mks)

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1. According to the passage, what is meant by ‘forced choice’? (2mks)

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1. How according to the passage does the invited spectator become an accomplice with the magician? (2mks)

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1. Rewrite the following sentences using the instructions given. ***Tick the correct answer from the choices given)***  (6mks)
2. We already know what is happening and what surprises await us. (Rewrite using the infinitive )
   1. We already know what happens and what surprises await us.
   2. We already know what is to happen and what surprises await us.
   3. We already know what is happening and surprising to us.
   4. We already know what is to happen without surprising us.
3. The accomplice and the observing public are persuaded that the act is done with total transparency***.(use both…and)***
   1. Both the accomplice and the observing public were persuaded that the act is done with total transparency.
   2. Both accomplice and observing public are persuaded that the act is done with total transparency.
   3. Both the accomplice and the observing public are persuaded that the act is done with total transparency.
   4. Both the accomplice and the observing public have been persuaded that the act is done with total transparency.
4. The magician uses tricks to turn ropes into sticks while on the other hand steals money from the secretariat. (***use Not only… but also )***
   1. Not only does the magician use tricks to turn ropes into sticks but also steals money from the secretariat.
   2. Not only does the magician uses tricks to turn ropes into sticks but also steals money from the secretariat.
   3. The magician does not only uses tricks to turn ropes into sticks but also steals money from the secretariat.
   4. Not only the magician uses tricks to turn ropes into sticks but also steals money from the secretariat.

**SECTION B (20 marks)**

1. From the choices given as A, B or C, **underline** the word that has the same meaning from the one given in BOLD as used in the passage.(5mks)

**A B C**

* 1. phantasmagoria dream imagination trick
  2. suppression idea need inhibition
  3. realm domain judgment practice
  4. consensus harmony agreement compromise
  5. deft awkward skillful graceful

1. Explain the **meaning** of the following phrases in the context of the passage. (5mks)
2. double position ………………………………………………………….
3. small print ……………………………………………………………..
4. opacity of the trick………………………………………………………
5. a"plausible" value……………………………………………………..
6. hidden to our eyes …………………………………………………….
7. Read the excerpt and fill the blanks with the most appropriate word from the ones given.

(10 marks)

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| Mind thoughts best state of by quite the saying satisfied |

The pursuit 1.­­­­­­­­­­­­­­\_\_\_\_\_ happiness! It is not strange that men call it an illusion. But I am 2.\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that it is not the thing itself, but 3.\_\_\_\_\_\_\_\_ pursuit that is an illusion. Instead of thinking of the pursuit, why not fix our 4.\_\_\_\_\_\_\_\_\_\_\_\_\_upon the moments, the hours, perhaps the days, of this divine peace, this merriment of body and5.\_\_\_\_\_\_\_\_\_\_\_, that can be repeated, and perhaps indefinitely extended 6.\_\_\_\_\_\_\_\_\_the simplest of all means, namely, the disposition to make the 7.\_\_\_\_\_\_\_\_\_\_\_\_of whatever comes to us? Perhaps the Latin poet was right in 8\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that no man can count himself happy while in this life, that is, in a continuous 9\_\_\_\_\_\_\_\_\_\_\_\_\_of happiness; but as there is for the soul no time save the conscious moment called “now,” it is10. \_\_\_\_\_\_\_\_\_\_\_\_ possible to make that “now” a happy state of existence. The point I make is that we should not habitually postpone that season of happiness to the future.

**SECTION C ( 20 Marks)**

a) Using a tick, choose the **correctly punctuated sentence** from the sets given. (10 mks)

1. She could tell right away with relief, that his accent was Nigerian.
2. She could tell right away, with relief, that his accent was Nigerian.
3. She could tell right away, with relief that his accent was Nigerian.
4. And it was, indeed, how it worked and still worked for all of us.
5. And it was indeed, how it worked and still worked for all of us.
6. And it was, indeed how it worked and still worked for all of us.
7. Sometimes like now, he felt like a stranger in his own home.
8. Sometimes, like now, he felt like a stranger in his own home.
9. Sometimes, like now he felt like a stranger, in his own home.
10. He is a good man as long as you work well, you will eat well.
11. He is a good man, as long as you work well you will eat well.
12. He is a good man, as long as you work well, you will eat well.
13. In church, at testimony time her mother was first to hurry to the altar
14. In church, at testimony time, her mother, was first to hurry to the altar
15. In church, at testimony time, her mother was first to hurry to the altar

b) Underline the **syllable you would stress** on the words written in BOLD in the following sentences. (6 mks)

1. The class teacher checked in the **register** for those who were absent on Monday.
2. The members of the club were required to **register** with the secretary for the trip.
3. Those who **abuse** drugs in school will be punished.
4. Drug **abuse** is prohibited in school.
5. The writing **contest** will be held next week.
6. The students will **contest** with teams from all over the country.

c) Against each of the following sentences, indicate whether you would end with **a rising or a falling intonation.** (4 mks)

1. John, what time are we meeting tomorrow? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Could I come with you please? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. You actually saw the pyramids? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. My brother has identical twins\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Reading Skills Assessment Test (Post –test)**

**READING SKILLS TEST 2** : TIME- 2 HOURS

SCHOOLCODE: -------------------------------------

STUDENT’S CODE: ------------------------------- LEARNER’S SCORE: ------------------------

INSTRUCTIONS:

This exam is meant for the purpose of research only and the mark awarded to you will only be for that purpose. The exam will help in finding out ways of improving reading skills in secondary schools.

**Answer ALL the questions**

Do **NOT** write your name or the name of school anywhere on this paper

**SECTION A: (20 Marks)**

*Read the excerpt and answer the questions in the spaces provided*

You may think that expecting food to change your life is too much to ask. But have you considered that eating the right food at the right time will increase your energy, help you manage weight and ward off major illness?

Researchers have found that eating a meal with plenty of protein leaves you feeling more satisfied for longer when compared to a meal loaded with low-quality carbohydrates. Your body takes longer to digest protein, leading to a gradual increase in blood sugar. The high-protein breakfast will therefore carry you through the morning and, more importantly, through your tea break. Many high carbohydrate meals are absorbed quickly and send blood sugar on a roller coaster ride, taking your appetite with it depleting your energy.

Many foods contain antioxidants, but fruits and vegetables may be the richest source. Behaving like chemical warriors, antioxidants neutralize molecules known as free radicals before they damage arteries and body cells. This protects you from heart diseases, high blood pressure, cancer and diabetes. You can now see why antioxidants foods should be consumed in generous portions.

Actually, forget pills, antioxidants work best when consumed in foods. In fact, nutritionists recommend that we eat five portions of fruits and vegetables a day. It’s less daunting than it sounds: a portion equals a piece of fruit, three tablespoons of cooked vegetables or a glass of fresh juice.

And do you desire to relieve yourself of some baggage? Calcium is the latest weight loss star to appear on the scene. Scientists stumbled on its magic by accident. From a study that measured the blood pressure of obese people, it was discovered that those who took one large tub of yoghurt a day in their diet lost an average of eleven pounds of body fat in one year, even though they did not eat less.

A follow up study found that people on a high calcium diet lost more weight and fat than did people on low calcium diet and again, both consumed the same number of calories. Researchers believe calcium encourages fat cells to stop “getting fatter”. Instead, the cells burn extra fat without you having to go anywhere near a gymnasium.

It probably sounds strange to say that you can eat more in order to lose weight. Obviously, the question you should ask immediately is, “Eat more of what? We are talking about foods rich in fibre. They have what is referred to as low-energy density; that translates to few calories relative to weight. This means that you can down a mountain without fear of calorie overload.

Fibre also aids weight loss because it’s filling. Most high –fibre foods take a lot of chewing, triggering your body’s fullness sensors. Moreover, you absorb the food more slowly so you feel full longer.

Will the wonders of food ever cease? Not if researchers in nutrition keep up their pace. Let them keep the good news flowing-such as the fact that we don’t have to starve ourselves to lose weight and keep diseases at bay.

**Questions:**

1. According to the passage, why is it important to eat the right food? (2mks)

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1. Which foods have been mentioned as being the richest source of antioxidants? (2mks)

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1. How would one ensure they don’t stay hungry during the day? (2mks)

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1. What facts in the passage show that calcium relieves excess fat? (2mks)

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1. Interpret in your own words what the author means by saying; eating high carbohydrates meals send blood sugar on a roller coaster ride. (2mks)

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1. Identify and explain an instance of irony in the passage. (2mks)

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1. Why do you think consuming low- energy density food is advantageous? (2mks)

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1. Rewrite the following sentences using the instructions given.

(***Tick the correct answer from the choices given***) (6 mks)

1. The high-protein breakfast will carry you through the morning and through tea break.

(***Rewrite using Not only… but also***)

1. Not only does the high protein breakfast carry you through the morning but also through tea break.
2. Not only will the high protein breakfast carry you through the morning but also through your tea break.
3. Not only has the high protein breakfast carry you through the morning but also through your tea break.
4. Not only shall the high protein breakfast carry you through the morning but also through your tea break.
5. Nutritionists recommend that we eat five portions of fruit and vegetable a day.

(***Rewrite the sentence using: both... and…)***

* 1. Nutritionists recommended that we eat five portions of both fruit and vegetable a day.
  2. Nutritionists recommend that we both eat five portions of fruit and vegetable a day.
  3. Nutritionists recommend that we eat both five portions of fruit and vegetable a day.
  4. Nutritionists recommend that we eat five portions of both fruit and vegetable a day.

1. High –fibre foods take a lot of chewing triggering body –fullness. ***(Rewrite using an adjectival clause***)
2. High –fibre foods which take a lot of chewing triggering body –fullness.
3. High –fibre foods take a lot of chewing which triggers body-fullness.
4. High –fibre foods which take a lot of chewing trigger body-fullness.
5. High-fibre foods take a lot of chewing thereby triggering body-fullness.

SECTION B(20 MARKS)

a) From the choices given as A, B or C, **underline** the word that has the same meaning from the one given in bold. (5mks)

**A B C**

1. Depleting boosting reducing increasing
2. Neutralize enhance remove deactivate
3. Daunting scaring encouraging promoting
4. Baggage luggage weight burden
5. triggering terminating causing claiming

b) Explain the **meaning** of the following phrases in the context of the passage. (5mks)

1. ward off……………………………………………………
2. generous portions …………………………………………
3. latest weight loss star……………………………………
4. down a mountain…………………………………………
5. body’s fullness sensors……………………………………

c) Read the excerpt and fill the blanks with the **most appropriate** word from the ones given. (10 mks)

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| taken always a comes of bargain appears up were had |

I listened to the broadcast this afternoon with a great deal1. \_\_\_\_\_\_\_\_\_ interest. I almost forgot what2.\_\_\_\_\_\_\_\_fight had been made to assure the rights of the working man. I know there was a time when hours3. \_\_\_\_\_\_\_\_\_\_\_\_\_ longer and wages lower, but I 4. \_\_\_\_\_\_\_\_\_ forgotten just how long that fights for freedom, to5. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ collectively, and to have freedom of assembly, had taken. Sometimes, until some particular thing 6.\_\_\_\_\_\_\_\_\_\_\_\_ to your notice, you think something has been won for every working man, and then you come across, as I did the other day, a case where someone had7. \_\_\_\_\_\_\_\_\_\_\_\_\_ the law into his own hands and beaten up a labour organizer. I didn’t think we did those things any more in this country, but it 8. \_\_\_\_\_\_\_\_\_\_\_\_ that we do. Therefore, someone must be9. \_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the lookout to see that someone is ready to take 10.\_\_\_\_\_\_\_\_\_ the cudgels to defend those who can’t defend themselves.

SECTION C( 20 MARKS)

a) Using a tick, choose the **correctly punctuated sentence** from the sets given. (10 mks)

1. No it can’t be, I cannot accept its verdict.
2. No, it can’t be, I cannot accept its verdict
3. No, it can’t be, I cannot accept, its verdict.
4. With a clenched fist, he forcefully hit his open left palm, his eyes fierce with anger.
5. With a clenched fist, he forcefully hit, his open left palm, his eyes fierce with anger.
6. With a clenched fist, he forcefully hit his open left palm, his eyes, fierce with anger.
7. They could not for a moment, suppress a surge of envy.
8. They could not, for a moment, suppress a surge of envy.
9. They could not, for a moment suppress a surge of envy.
10. When he took a second look at the picture, however, he realized that Ethel, was a white woman.
11. When he took a second look at the picture, however, he realized, that Ethel was a white woman.
12. When he took a second look at the picture, however, he realized that Ethel was a white woman.
13. John arrived exhausted, from another day of standing at the gate.
14. John arrived, exhausted, from another day of standing at the gate.
15. John arrived, exhausted from another day of standing at the gate.

b) Underline the **syllable you would stress** on the words written in BOLD in the following sentences. (6 mks)

1. The school had to complete the **project** before the end of the year.
2. The students reciting the poems were expected to **project** their voices for all to hear.
3. She had to **refuse** the offer because it was not genuine.
4. You should put the **refuse** in the right place.
5. He was given a **present** by his father due to his exemplary performance.
6. The best student was to **present** his written essay before the class.

c). Against each of the following sentences, indicate whether you would end with **a rising or a falling intonation.** (4 mks)

1. Oh my God! \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Is it hot? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. She will be coming wont she? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. They will travel on Saturday. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**QUESTIONNAIRE FOR TEACHERS OF ENGLISH**

CODE: -------------------------------

This questionnaire is designed for the purpose of research only. The information generated will be reported in terms of general interpretation, so your views will not be linked to you or your school. Confidentiality is guaranteed, thus do **NOT** write your name or that of your school in the questionnaire. Kindly answer all the questions honestly by placing a tick (√) or write in the spaces provided.

*The questionnaire seeks information on the use of Readers’ theatre technique; a technique used in teaching reading skills. Readers’ theatre is a staged reading where interactive strategies are used for reading a text, adapt a script from the text and performing it to other classmates while demonstrating fluency with the aim of attaining comprehension.*

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **TEACHERS’QUESTIONNAIRE** | | | | | | | |
| **SECTION A: Background Information** | | | | | | | |
| SN | | Question | Responses(Tick🗸 on your choice) | | | |  |
| 1 | | Gender | Male  Female | | | | 1  2 |
| 2 | | Academic achievement | Masters and above  Degree  Diploma  Others | | | | 1  2  3  4 |
| 3 | | Professional Experience | Over 15 years  11-15 years  5- 10 years  Less than 5 years | | | | 1  2  3  4 |
| 4 | | Weekly workload | 10-15 lessons  16-20 lessons  21-25 lessons  26-30 lessons  Over 30 lessons | | | | 1  2  3  4  5 |
| 5 | | Rate your learners reading skills ability. | Very Dissatisfied  Dissatisfied  Satisfied  Very Satisfied | | | | 1  2  3  4 |
| **SECTION B: Usage of Readers’ Theatre Technique Strategies** | | | | | | | |
|  | | In the range of 1-4, indicate how often the following reading strategies are adopted during reading instruction.  Tick (🗸) on your choice: Very frequently VF (4), frequently F (3), occasionally O (2) and rarely R (1) | | | | | |
| SN | Statement | | | VF  4 | F  3 | O  2 | R  1 |
| **Adapting Scripts** | | | | | | | |
| 1 | Learners work and discuss in groups/pairs. | | |  |  |  |  |
| 2 | Learners engage in brainstorming on events | | |  |  |  |  |
| 3 | I guide learners on appropriate reading strategies. | | |  |  |  |  |
| **Performing Scripts** | | | | | | | |
| 4 | Learners use voice inflection during read aloud. | | |  |  |  |  |
| 5 | I model reading repeatedly during reading instruction. | | |  |  |  |  |
| 6 | Learners monitor comprehension and fluency through shared reading | | |  |  |  |  |
| **SECTION C: Opinion of Teachers** | | | | | | | |
| 7 | In your opinion, how will learners benefit when they adapt a script from the novel: Blossoms of the Savannah? | | | | | | |
| 8 | In what way(s) will learners benefit by performing adapted scripts from the novel? | | | | | | |

**THANK YOU FOR YOUR TIME**