

WEEK 1

TOPIC: WORDS ASSOCIATED WITH AGRIC AND HORTICULTURE

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

- a. define Agric and Horticulture;**
- b. list words associated with Agric and Horticulture;**
- c. explain the meaning of the words.**

Agriculture means and refer to the art or science of cultivating the ground, and raising and harvesting crops, also often including feeding, breeding and management of livestock; tillage, husbandry, farming; in a broader sense, the science and art of the production of plants and animals useful to man. In this broad use it includes farming, horticulture, forestry, dairy farming, etc.

Horticulture can be defined as the branch of plant agriculture dealing with garden crops, generally fruits, vegetables, and ornamental plants.

Agriculture and horticulture mean the utilization of land for the production of food, fiber, animals and related activities customary to agricultural and horticultural production and operations.

Some Words Associated with Agric and Horticulture:

agriculture, nursery, crop, maize, fruit, plants, bedding, fishing, harvest, crop rotation, good harvest, husbandry, mixed farming, pastoral farming, aquaculture, mono cropping, floriculture gardening husbandry garden landscape botany landscaping farming vegetable agricultural arboriculture horticultural horticulturist cultivation agronomy viticulture botanical entomology forestry handicraft sericulture hydroponics zoology dairying beekeeping bonsai aquaculture microbiology science botanic wildflower parasitology silviculture arboretum ecology grower livestock agribusiness museology agroforestry floristry

Some Words and Their Meanings

Agriculture	deliberate modification of Earth's surface through cultivation of plants and rearing of animals to obtain sustenance or economic gain
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Crop	any plant cultivated by people
Aquacultural	the cultivation of aquatic organisms (such as fish or shellfish) especially for food
Garden	a plot of ground where herbs, fruits, flowers, or vegetables are cultivated
Crop rotation	rotating the use of different fields from crop to crop each year
Arboricultural	the cultivation of trees and shrubs especially for ornamental purposes
Monocultural	the cultivation or growth of a single crop or organism especially on agricultural or forest land
Farming	The practice of intentionally performing an agricultural activity, such as growing crops or raising livestock, on land dedicated to the purpose, known as a farm.

Live stock	Any domesticated animals raised in an agricultural setting in order to produce
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	labor and/or agricultural commodities such as meat, eggs, milk, fur, leather, and wool.
Monocropping	The practice of growing a single crop repeatedly on the same land for many consecutive growing seasons.
Nursery	A nursery is a place where <u>plants</u> are <u>propagated</u> and grown to a desired size.
Seeding	The young plant that germinates from a plant embryo contained within a <u>seed</u> .
Fish farming	A branch of aquaculture involving the raising of <u>fish</u> in tanks, enclosures, or <u>hatcheries</u> with the goal of producing any of a variety of products that can be used by humans, most commonly food.
Sowing	The process of distributing <u>seeds</u> (or any other type of propagule) of crop plants in or upon an area of fertile soil, either by hand or by mechanical methods.
Husbandry	The practice of cultivating the land or raising stock
	A living organism lacking the power of locomotion

TASK

1. WAEC 1994 Cloze passage

2. Write 10 words associated with Agriculture and Horticulture and write out their meaning.

WEEK 2

TOPIC: READING TO ANSWER QUESTIONS (SELECTED JAMB PASSAGES)

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

- a. understand what a comprehension passage is;
- b. explain the content of the passage;
- c. answering questions from passages.

What's a comprehension section?

A comprehension section is where you are given a feature article, an extract from a novel or short story, or a poem that you haven't seen before. You need to read the text and then answer a series of questions on it.

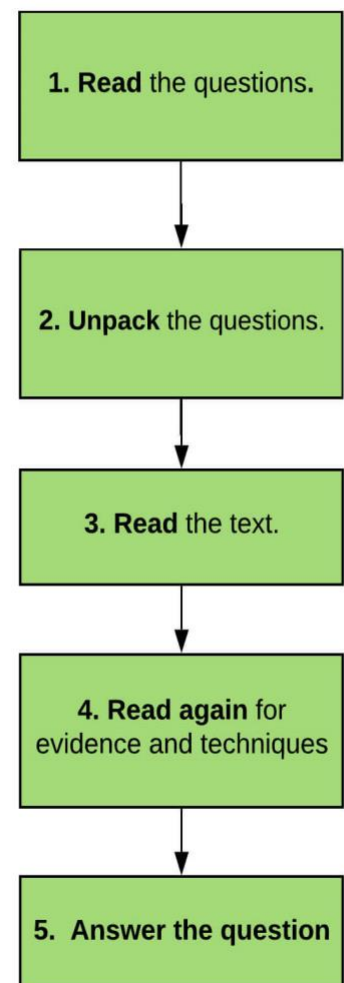
Some questions will be multiple choice, others will be written. The questions will be worth different marks and will require different length answers.

How to answer comprehension questions – Step-by-step

The process we'll look at is:

- Step 1: Read the questions
- Step 2: Unpack the questions
- Step 3: Read the text
- Step 4: Read for relevant information and techniques
- Step 5: Answer the questions – Multiple choice, or
- Step 5: Answer the questions – written responses

How to Answer Comprehension Questions



- Identify and restate the keywords in the question
- Present your answer
- Incorporate your evidence
- Explain your example
- Conclude your response

Step 1: Read the questions

It may seem backwards to read the questions first. But it actually isn't.

Reading the questions first tells you what you need to look for in the unseen text you've been given

Step 2: Unpack the questions

Make sure you read the questions a couple of times so that you know what to look for.

Questions will come in several varieties:

- Multiple choice
You are given a question or statement and 4-5 possible responses to choose from
- Questions asking you to retrieve information from the text
For example, "The narrator of the text has two friends, what are their names?"
- Questions asking you to relate information from different parts of the text
For example, the text may include difficult words that students likely won't know. This information will be in a footnote or other part of the document. Students will need to be able to relate this information together.
- Questions asking you to finish a statement
For example, "In the text, Chiamaka works as a ____."
- Questions asking you to identify a technique and/or its effect
For example, "What is the effect of Donna's observation that Eli had 'eyes like a lion'?"

- Questions asking you to interpret the text and provide analysis of it
For example, you may be asked to explain why a character does a certain action or has a certain response to things.

You should learn to identify these different types of questions by familiarising yourselves with the format and, also, learning the key verbs used in these questions.

Once you've memorised the picture, make a mental note of the information you need to find.

Step 3: Read the text

Now you know what you need to answer, you are ready to read the text they are about.

You want to be aware of the amount of time you to read the text. If you have enough reading time, you should read the text twice after you've read the questions.

As you read, you need to read to:

1. Understand the meaning of the text as a whole, and
2. Find the information the questions are asking for.

If you have the time to read the text more than once, aim to read the text the first time to understand it.

Then, read the text the second time to find what the question is asking you for

Step 4: Read for relevant information and techniques

While you are reading you need to look for the information the questions are asking for.

As you already know what you need to answer, this will make your job easier.

Depending on the things that you are asked, you should pay attention to the following while you read:

- Names of the characters
- Names of places

- Actions of the characters
- Relationships between characters
- Prominent techniques – such as, clear use of:
 - Metaphor
 - Simile
 - Symbols and motifs
 - Imagery (visual, aural, olfactory, gustatory, kinetic)
 - Onomatopoeia
 - Allusions to history or other texts

If you can't make notes during the reading time, you need to remember the parts of the text that contain the useful information you need.

Step 5: Answer the questions

Don't rush the question, take the time to make sure that you are answering correctly.

Don't be afraid to reread the pertinent part of the passage before you respond.

Identify and restate the keywords in the questions

Explain your example

The length of your explanation will depend on how many marks the question is worth.

Question:

How does Atticus try and explain courage to his son, Jem? (2 Marks)

Answer:

When Atticus is explaining courage to Jem, he states that he “wanted you to see what real courage is, instead of getting the idea that courage is a man with a gun in his hand.” In this statement, Atticus uses contrast and metaphor to show Jem that “real courage” is not “a man with a gun in his hand.”

WEEK 3

TOPIC: SUMMARY WRITING

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

- a) Define summary;**
- b) identify causes of lost of marks in summary writing;**
- c) Put down summary answers.**

WHAT IS SUMMARY?

Summary involves writing down a brief and concise account of a long passage. In other words, summary can be described as a shortened form of a long passage after removing all irrelevant points from the main points and giving a short account of the passage using your own words.

There are four main things students have to note in order to write a good summary. These are:

1. Brevity: This demand that they must be brief and concise in their answers. There is no room for the use of flowery language or any other additional information aside from the main points.
2. Relevance: This calls for a candidate's answers to be relevant to the points mentioned in the passage. Students are not expected in summary writing to give any fact or point outside the passage, however relevant they think the fact or point is.
3. Proper coverage of the passage: this demand that students must read and understand every aspect of the passage. This calls for proper understanding of the passage since the passage is unlikely to lend itself so easily to them.

4. Clarity: this means that the students are expected to put down their answers correctly.

HOW TO WRITE A GOOD SUMMARY

It is possible to score all the marks in summary in W.A.S.S.C.E, NECO and in any other examination, and it is also very easy to score zero. Students' success in summary depends on how well they follow the procedure given to them on how to write a good summary. A student who fails to take the step-by-step approach to summary writing may end up flopping the whole exercise.

You are advised to take the following approaches in summary writing: **READ THE PASSAGE VERY CAREFULLY:**

Most students fail summary simply because they fail to read the given passage carefully to understand it. You cannot write a good summary if you don't understand the given passage. Most students feel that they can have a look at the questions first before reading the passage. This approach is wrong as this may tempt you to start reading the passage piecemeal within paragraphs, searching for where the answers are and thereby putting it down verbatim or word for word.

Writing a good summary demands that you read the passage very well so as to have a proper understanding of it before attempting to put down your answers. Having said this, reading and understanding the passage may take you more than one reading.

Firstly, reading the passage very quickly to know the subject matter of the passage. S.S.C.E summary passages are never titled. This is deliberate as it is meant to make students read through the passages and to forestall students' attempt to guess at answers to the questions.

After the first reading, you can read the passage once again to intimate yourself better with the subject matter of the passage. After the second reading, you can then proceed to read the questions as this will provide an insight to what you will now focus your attention on when you are reading for the third time.

Re-read the passage for the third time and you can now underline or note where the required information for answering your question is. Of course, after the third reading, you should be ready to go back to the questions, and answer them.

HOW TO PUT DOWN SUMMARY ANSWERS.

Write in sentences: summary answers should be written in sentences. When the student writes a preamble (A kind of introduction to his sentences) to his answers, the preamble must flow into the sentences.

For example, in a question where the student is asked to summarize the factors responsible for different levels of achievement in schools, the students will need to write a preamble to all his sentences. The preamble will be: “the factors responsible for different levels of achievement in school are.....” this can be followed by his sentences summarizing the factors. e.g., the factors responsible for different levels of achievement in schools are;

(I) Where the schools are located.

(ii) Some schools are located in privileged areas where others are not.

The above sentences are complete sentences because they have their distinct subjects and verbs and other elements of a sentence. Another important thing is that you should not write more than the number of the sentences you are asked to write. Where you are asked to write two sentences, don't write one sentence or three sentences.

- Short and concise answers: summary answers should be short and concise. Avoid the inclusion of irrelevant/ extraneous materials in every scoring answer. Limit your answers only to information available in the passage.
- Use your words: in writing down your answers, make use of your own words and expression as much as possible. You are not expected to engage in middle lifting of words and expressions from the passage.
- Use good grammar: summary answers should be written down in good grammar and expression. Make sure that your answers are devoid of grammatical and expression errors.

CAUSES OF LOSS OF MARKS IN SUMMARY WRITING.

Students lost marks heavily in summary exercises because they fail to adhere strictly to the principles and procedures guiding the practice of summary. A careless student will lose some marks because various penalties are imposed on every careless presentation of summary answers. The causes of loss of marks in summary writing are:

1. **Mindless lifting of words from the passage:** This is a grievous offence in summary. Mindless lifting of a passage means copying down the answers verbatim, using the exact words and expression of the writer of the passage. Firstly, it shows poor understanding of the passage and secondly, it means that the student cannot put down another person's thoughts, points and ideas in his or her own expression. Indiscriminate lifting does not merit marks in a summary test; it only attracts zero.
2. **Absence of conciseness and relevance:** Conciseness and relevance are rigidly demanded in summary. Inclusion of irrelevant or extraneous and unnecessary material in every scoring answer will attract the penalty of deduction of one mark.
3. **Phrases and incomplete sentences:** In summary, you are expected to write your answers in complete sentences with subjects, verb and probably other elements of a sentence present in them. When a student writes phrases where complete sentence is demanded, the examiner will award 2 ½ marks instead of a mark of 5 for each of the scoring answers.
4. **Wrong preamble/introduction:** In summary answer where the students write a wrong preamble which does not flow with his sentences, he or she can only score 2½ marks instead of 5. Where the preamble taken with the rest of each answer makes a sentence, the student will score a full mark of 5.
5. **Writing two scoring point in one sentence:** where a student writes two scoring points in one sentence, he or she will get marks for the first one while the other point will be regarded as irrelevant by the examiner.
6. **Writing more than required number of sentences:** Where a candidate writes more than the required number of sentences, the required number of sentences will be marked and examiner will ignore others. The danger of this is that the scoring answers may be in those sentences the students writes in excess.
7. **Grammatical/expression errors:** with every grammatical and expression error, the students lose ½ marks.

You should be aware that one imposition of one penalty for an error does not preclude the imposition of another penalty for any other error committed even in one scoring

answer. In other words, the imposition for inclusion of irrelevant or extraneous material in one scoring answer will not arouse pity in your examiner not to impose penalty for another error you committed in the same scoring answer. Therefore, you have to make sure that you practiced summary regularly so as to acquire the necessary skills and techniques of summary writing.

TASK

Summary passage (WAEC 2010)

WEEK 4

TOPIC: READING FOR IMPLIED MEANING (Selected Jamb Passages)

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

- a. define implied meaning;**
- b. give examples of statements with implied meaning;**
- c. answer questions from given passages.**

WHAT IS IMPLIED MEANING?

An implied main idea is simply a main idea that is not directly stated by the author. You, the reader, have to figure it out. Example; when a person looks at his watch and yawns multiple times as you are talking this is an example of a situation where boredom is implied

How to Find the Implied Main Idea

1. Read the passage of text:
 - identify the topic of the passage.
 - Consider what the author wants to express about the topic.
2. Examine individual details: Ask this question to yourself: "What do each of the details of the passage have in common?"
 - Discover the common link between the details.
 - Use prior knowledge to discover the connection between individual details.

- In your own words, find the common bond among all the details of the passage and the author's point about this bond.

3. Put the details together:

- Explain the main idea that connects all the details in one sentence.
- Compose a short sentence stating the bond and what the author says about the bond.

TASK

Comprehension question (JAMB 2020 AND 2018)

WEEK 5

TOPIC: CLOSED PASSAGES ON WORDS ASSOCIATED WITH COMMERCE

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

- define commerce;**
- list words associated with commerce;**
- explain the meaning of the words.**

WORDS ASSOCIATED WITH COMMERCE AND THEIR MEANING

trade market business retail traffic commercial marketing exchange sell deal export
shop transportation finance barter international trade noncommercial resell
mercantilism arbitrage commercialism commercialize wholesale negotiate
transaction merchandise sell short transact auctioneer importation merchant
merchandising mercantile trading dealing sale exportation commercial enterprise
e-commerce affairs goods commodity agriculture resources tourism
telecommunications economic consumer agricultural banking communications
industries free trade globalization trader consumers commercially shoemaking
seller communication resale vendor huckster exporting realize shipping broker

1. trade: the commercial exchange (buying and selling on domestic or international markets) of goods and services.
2. Market: an area where goods and services are sold
3. Business: the activity of providing goods and services involving financial and commercial and industrial

4. Retail: the selling of goods to consumers; usually in small quantities and not for resale
5. Traffic: the amount of activity over a communication system during a given period of time.
6. Marketing: the commercial process involved in promoting and selling and distributing a product or service.
7. Sell: giving up for a price or reward
8. Export: commodities (goods or services) sold to a foreign country
9. Shop: an establishment for the retail sale of goods or services.
10. Commercialism: transactions (sales and purchases) having the objectives of supplying commodities (goods and services)

TASK

JAMB 2004

WEEK 6

TOPIC: CLOSED PASSAGES ON WORDS ASSOCIATED WITH POLITICS

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

- a. define politics;**
- b. list words associated with politics;**
- c. explain the meaning of the words.**

The Merriam webster dictionary defines politics as:

- a:** the art or science of government
- b:** the art or science concerned with guiding or influencing governmental policy
- c:** the art or science concerned with winning and holding control over a government

WORDS ASSOCIATED WITH POLITICS AND THEIR MEANING

federal government Executive bill cabinet congress civil service constitutional government election committee federal system democracy politics governance law governmental Aristotle politician democratic policy republic social parliamentary election political science nation public administration policy-making country politic politicians partisan polity economic civil public policies ideological local government political system liberal religious debate state administration

government presidency parliament presidential monarchy issue influence
diplomatic dukes

1. federal government: a government with strong central powers.
2. Autocracy: It is a form of government that is ruled by a single leader or party with unlimited powers.
3. Bill: It is a proposed law introduced in a legislature for consideration and approval.
4. Cabinet: It is a body of persons appointed by a Head of State or a Prime Minister to serve as heads of government departments and to act as official advisers.
5. Checks and Balances: It is a system in which each of the three branches of government is given the means to check the actions of the others.
6. Civil service: It refers to the entire body of government officials employed in the civil administration (i.e., government departments or agencies) as distinct from the military and excluding elected officials.
7. Congress: In politics, Congress (“a gathering of people”) is the name of the main legislative body in a country that operates under a congressional system of government. The bicameral legislature of the United States of America, consisting of the House of Representatives and the Senate, is commonly known as the US Congress.
8. Constitutional Government: It refers to a government in which a constitution places clearly recognized limits on the powers of those who govern. In other words, the government is run strictly according to the powers given to it by the constitution.
9. Constitutional Monarchy: It is a form of government in which a king or queen with limited governmental powers serves mainly as the ceremonial or nominal Head of State.
10. Democracy: It means government by the people, exercised either directly or through elected representatives.
11. Election Commission: The Election Commission of Malaysia was set up for the purpose of regulating and conducting elections in

Malaysia. It was set up on 4th September 1957 in accordance with Article 114 of the Federal Constitution.

12. Executive: It is the second branch or organ of the government, which is responsible for the day-to-day management of the State - i.e., responsible for implementing and enforcing the laws, policies and programmes of the government.
13. Federal System: It is a form of government where there is a division or sharing of power between a central government and several provincial or state governments. Malaysia, the United States of America, India, Canada and Australia are examples of a federal system of government.
14. Government: It refers to the organization that is the governing authority of a State.

WEEK 2

TOPIC: READING TO ANSWER QUESTIONS (EXTRACTS FROM WAEC NECO PASSAGES)

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

- a. answering questions from passages.**

WAEC 1990

Read the following passage carefully and then answer the questions which follow.

Though Hitler is dead, many mysteries about him remain unravelled. especially the mystery of how he was able to rise to supreme power. The source of his strength, the nature of his ultimate beliefs, and the workings of his fatal weaknesses, all these would be debated for many years to come. No final assessment could be made at the time, nor can we reasonably expect to reach a final assessment in our generation. Hitler's verdict on himself was given in the testament he drew up the day before his suicide. It is an astonishing and revealing document. Having sacrificed millions of Germans to his own glory, he claimed that

all his actions had proceeded out of love and loyalty to his people. With perfect detachment and single-mindedness, he claimed that he had shown the German people the way which destiny had pointed out to them, and it was not his fault that they had proved unworthy of the task. He urged the Germans to continue the struggle.

While he was dictating these words, the Russians had encircled Berlin and the Chancellery was being bombarded by Russian guns at close range. Hitler wrote that he chose to die by his own hand rather than submit to cowardly abdication or capitulation. But the most revealing paragraph of his testament referred to his possessions, which he bequeathed to the party, or if the party was no longer in existence to the state. 'Should the state too be destroyed, no further decision on my part is necessary'.

- (a) From the passage, what type of ruler was Hitler during his life?
- (b) (i) How did Hitler die? (ii) Why?
- (c) What was the last thing Hitler did before his death?
- (d) At the time of his death, how was Germany performing in the war?
- (e) What two options did Hitler give for disposing of his possessions?
- (f) For each of the following words, find another word or phrase that means the same and which can replace it in the passage:

(i) mystery; (ii) verdict; (iii) astonishing; (iv) detachment; (v) submit; (vi) bequeathed.
- (g) 'While he was dictating these words' (i) What is the grammatical term used to describe the above expression, as used in the passage? (ii) What is the function of the expression in the sentence?

Answer

- (a) Hitler was a nationalist, dictator and politician who ruled the minds of his people.
- (b) (i) He died by committing suicide (ii) He did not want to be captured alive by the Russian army Or He preferred to take his own life than to be subjected to humiliation
- (c) He wrote his will in which he gave out his possessions to the party or state
- (d) Germany was already losing the battle

- (e) (i) His property should be given out to his party
(ii) The property should be given to the state if the party was no longer in existence.
(f) (i) Mystery - secret (ii) Verdict - pronouncement, judgement (iii) astonishing - amazing, surprising (iv) detachment - indifference, aloofness (v) Submit - surrender, give in (vi) bequeathed gave, willed, handed down
(g)(I) Adverbial clause of time (ii) It is modifying the verb "had encircled."

TASK

WAEC 2018 and 2020

NECO 2021

WEEK 8

TOPIC: READING SUMMARY PASSAGES

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

- a. Put down summary answers.**

(SUMMARY) [30 MARKS]

You are advised to spend about 50 minutes on this section.

Read the following passage carefully and answer the questions on it.

You cannot expect to go through life without meeting problems. Difficulties, perplexities, and frustrations are an inevitable part of human experience. Accepting this idea of the inevitability of problems will help you to approach them in a robust frame of mind rather than thinking that you are a victim especially singled out by malignant fate. When confronted with a problem, the first thing to do is to gather all relevant data to get acquainted with the facts of the case.

Then write down exactly what the problem is, stating it simply in black and white. This gives you something definite with which to come to terms. The problem is assessed and you will now have something concrete to deal with.

Next, give serious thought to the problem, making sure that such thought does not degenerate into worry as worry accomplishes nothing. Aim at clear, dispassionate thought, viewing the problem as if it were a friend's and not your own. Look at it from all angles and from the point of view of all concerned.

You court disaster if you are entirely selfish in your outlook. The single important purpose of all this is to discover all possible solutions to the problem.

Having examined the problem broadly and impartially, carefully examine all the possible solutions or courses of action. The knowledge that you have done this will keep you from useless regrets later when you can remind yourself that all courses of action were examined and you chose what appeared to be the best. Next, eliminate all proposed solutions which are seen on further thought to be impracticable.

You will now find that your list has been whittled down to two or three possibilities. At this stage, it is often a good plan to get out into the open air. Go for a walk or a ride, preferably somewhere with wide horizons. There, out in the open, review the problem afresh. You will find it appears less formidable. Ask yourself how the difficulty will appear in ten years' time or even one! This fresh review will enable you to make a final choice as you turn to the remaining solutions and, before you return home, decide which one you are going to adopt. As you go to sleep that night, let your last thoughts be upon your decision. If, in the morning, you still feel it is the best one to take, go ahead.

If you have a friend who is capable of giving sound advice, consult him. Do this before your final decision, so that you will have the benefit of his views before you decide. Talking things over with another is always a great help. It enables you to isolate the problem and to decide which on which factors are important. Even if the friend offers no advice, a sympathetic ear will help you. Furthermore, as you describe to your friend the courses open to you, you will see them in a clearer light. Some will appear impossible even as you speak.

Alternatively, one will appear most attractive. In dealing with problems, remember the time factor. Although some problems solve themselves in time and delaying tactics is, therefore, the best form of action for them, most other problems

generally get more complicated the longer they are left. You should, therefore, get to grips with the problems immediately they occur.

All told, reasonable foresight and imagination can prevent many problems ever arising. Tact, thoughtfulness and responsible conduct can also keep life largely problem-free.

Question

In six sentences, one for each, summarize the steps to be taken when faced with a problem and state why each step is necessary. SSCE 2005

WEEK 9

TOPIC: READING TO ANSWER QUESTIONS (EXTRACTS FROM SSCE PAST QUESTIONS)

SUB-TOPIC:

SPECIFIC OBJECTIVES: at the end of this lesson, I should be able to:

- a. answering questions from passages.**

COMPREHENSION (20 marks)

Dele groaned and got out of bed. There was no clock on the mantelpiece and the room was still dark, but he knew that he was already late for work, probably by an hour. He was a commercial bus driver and had to get started as early as 5.00 a.m. and go almost non-stop till about 9.00 p.m. to be able to make the daily returns that the bus owner demanded.

On the previous day, he had attended an all-night party – a late uncle’s burial ceremony – where he had drunk himself almost senseless before crawling home in the early hours of the morning. Now, he got up shakily, splashed water on his face and hurried off to work, but not before carefully fastening on his upper left arm the amulet he had always worn for protection against accidents. A similar amulet hung concealed under the steering column of his bus.

On his way, still feeling groggy, he caught his left toe against a stump and had some misgiving. It was a bad sign, and he was supposed to go back home and then set out again. But there was no time for that now, so he hurried on.

At the bus station, Dele quickly loaded his bus and sped off without any of the necessary checks on the vehicle. He had to make up for a lost time. It was the rush hour, so the bus was overloaded as it often was, with many passengers hanging on to the doors. The tyres were threadbare, the brakes were faulty and the road was wet, but, still feeling a little sleepy, Dele sped on. Many passengers protested about his reckless driving, but he would not listen. After all, didn’t he have protection against accidents?

As the vehicle took the last turn before its destination, Dele saw a broken-down truck blocking his side of the road. Under normal circumstances, he could have brought the bus safely to a halt, but the circumstances were far from normal. The careering bus hit the parked vehicle, swerved wildly across the road, and plunged into a ditch.

Dele’s surprise before he sank into oblivion was the failure of his supposedly protective amulets.

(a) Why did Dele wake up late?

(b)...he caught his left toe against a stump and had some misgivings. What does this tell us about Dele?

(c) Give two reasons why Dele drove recklessly.

(d) Why was Dele unable to stop his faulty vehicle?

(e) What was Dele’s condition after the accident?

(f) After all, didn't he have protection against accident? What literary device is used in this expression?

(g) ...wildly across the road...

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

(ii) What is its function?

(h) For each of the following words, find another word or phrase which means the same and

can replace it in the passage:

i. probably;

ii. returns;

iii. groggy;

iv. misgiving

v. threadbare

vi. reckless.

(WAEC 2020)

WEEK 10 REVISION

WEEK 11 EXAMINATION