

TITLE : "The influence of purpose inferential
questions on the comprehension outcomes
of narrative reading at the intermediate
level"

A study submitted in part fulfilment of the
requirements for the MASTER OF ARTS at the
UNIVERSITY OF CANTERBURY.

DATE : 1 9 8 3

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Questions and the Purpose In-

ferential Comprehension Questions :

... (i) Black Beauty

...(ii) Children on the Oregon Trail

...(iii) Jock of the Bushveld

...(iv) The Wizard of Earthsea

... (v) Warrior Scarlet.

INTRODUCTION

Recent research in the U K (Lunzer and Gardiner, 1979) and in the U S A (Durkin, 1979) has questioned the effectiveness of reading comprehension instruction in schools beyond the level of initial reading instruction. This comment originates in the common practice of teaching comprehension by having pupils answer predominantly literal or recall level questions on previously read passages. The search for more effective alternative comprehension instruction strategies, has been frustrated however by the lack of a comprehensive model of the comprehension process despite the improved knowledge of the basic cognitive processes involved. This does not detract from the need to engage in research on how to improve the reading comprehension abilities of pupils in school (Pearson, 1982).

The importance of a reader's purpose to the outcomes and rate of his reading has led many teachers to assume that the manipulation of reading purpose in the form of pre-questions would enable them to influence the outcomes of their pupils' reading in a predictable manner. The research which has been conducted into the area under a variety of rubrics has in this respect been disappointing. It indicates that where such outcomes are influenced by pre-adjunct purpose questions they are not predictable in their effects and may even affect comprehension detrimentally. It is difficult to draw conclusions on the basis of previous research however due to the varying definitions of comprehension adopted by researchers, the wide range of ages and 'ability' levels of subjects, the various procedures adopted in the studies and the markedly different levels of generality in the purposes posed.

The purpose of this study is to test whether purpose questions set on various aspects of excerpts from suitable children's literature and clarified in discussion will facilitate the improved inferential comprehension of intermediate level pupils. It was hypothesised in the study that the influential nature of purpose in reading does operate and can be manipulated by the teacher, provided the purpose questions are understood by the reader and the material being read is not at 'frustration' level.

REVIEW OF LITERATURE

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Knowledge of the basic cognitive processes involved in reading comprehension as well as knowledge about basic instructional processes grew markedly in the seventies. These developments were not matched however by an advance in knowledge about how to teach reading comprehension (Pearson, 1982). The implication of Pearson's conclusion is that research should focus on explicit attempts to help students develop independent strategies for coping with the kinds of comprehension problems they need to solve in their school-related reading.

Research on how to improve retention of reading material has been conducted under a number of different theoretical rubrics such as levels of Processing (Craik and Lockhart, 1972), Mathemagenic Behaviours (Fraser, 1970; Rothkopf, 1970) and the Generative Model of Learning (Wittrock, Marks and Doctorow, 1975). These models focus on textual or instructional variables that maintain the reader's attention to the material being read (Anderson, 1970; Jenkins and Pany, 1980; Pearson, 1982).

The literature tends to show that improved retention of information is achieved when reading is organised around topics or has clear topic statements (Doctorow, Wittrock and Marks, 1978; Meyer, Brandt and Bluth, 1980); readers generate questions about what they are reading (Andrè and Anderson, 1979; Fraser and Schwartz, 1975); or questions are inserted in the passage (Anderson, 1970; Swenson and Kulhavy, 1974).

Posing questions prior to, during, or following the reading of a passage is one of the most frequently mentioned variables for

developing comprehension (Weintraub, 1969). The specific area of interest in this study was on the effects of pre-adjunct inferential questions on the outcomes of reading comprehension of narrative passages. Clarification was sought on the role played by such questions. Despite the enthusiasm for purpose questions (pre-adjunct or pre-questions) as facilitators of comprehension amongst teacher trainers and text-book writers, (Smith, 1967; Melnik, 1969; Weintraub, 1969) opinion amongst researchers on their effects is divided. The gains noted by Grant and Hall (1967)* and Frase (1970) for example were not sustained in the findings of Farley (1972)*, Pettit (1970)*, Bloomer and Heitzmann (1965)*, Noakes (1969)* or Goudey (1970)*. Wiesendanger and Wollenburg's (1978) research illustrates the point. They found that inferential purpose questions were better than literal or factual questions but their results showed overall reading comprehension was best if no questions were asked at all.

An explanation for the apparent inconsistencies can be found in references to a number of variables in the research situations. Firstly the nature of the purpose questions asked appear markedly to influence study outcomes. These questions tend to reflect the definition of comprehension adopted by researchers. Doake (1972) for example found that reasoning-type questions placed in pre-reading adjunct positions strongly facilitated learning. The most effective place for literal type questions however was in the post-reading adjunct positions. This finding is typical of much of the research into adjunct questions (Rothkopf, 1967).

* cited by Bernstein, S.L. The Effects of question-asking behaviour on problem solution and comprehension of written material

Literal-type questions which tend to predominate in research on adjunct questions merely require the reader to establish 'who', 'what', 'when', or 'where'. Questions at the inferential level on the other hand tend to require more complex processing. The reader has first to establish what the question means and then to process the text content in the light of this meaning. Once 'reading' is completed the reader reorganises the relevant information in terms of the issues raised by his purpose and evaluates it according to the specified criteria. The nature of the purpose questions asked in studies will profoundly influence the outcomes and practical implications of these studies as Doake's (1972) findings indicate. Stansen (1977) was critical of the generalised nature of the purpose questions asked in several studies and stressed the need for purpose questions to provide specific information to guide the reader's search.

A second issue inadequately addressed in many existing studies is the tendency to generalise research findings across age and ability ranges (Memory, 1981). Doake's (1972) study focussed on training college students whilst Frase (1970) was concerned with elementary school children. Researchers who were strongly critical of Frase's conclusions i.e. Heitzmann (1965), Noakes (1969) and Goudey (1970) conducted their research on eighth, fifth and fourth graders respectively. To further complicate the picture Grant and Halls (1967) found that only 'average' ability pupils appeared to benefit from purpose questions. These outcomes coupled with that of Memory (1981) indicate that further research is necessary to gauge whether the efficacy of purpose questions of specified type facilitate comprehension at a defined level and whether these effects are age or ability related.

The interactive nature of the comprehension process (Pearson, 1982) suggests that the disparities in the outcomes of research on the effects of purpose questions on comprehension is probably due in varying degrees on the reader's background (age, ability level, experiences), reading purpose, interest, the complexity of the text and questions and the discourse type. This should not discourage researchers claimed Pearson (1982) as it increases the likelihood that a small set of factors may be identified which can be manipulated systematically to improve comprehension. The factor examined in this study is the purpose for reading.

RATIONALE FOR THE HYPOTHESES.

If purpose determines what a reader processes from his reading he should, if set a purpose which he understands, read more efficiently in terms of that purpose than a reader reading the same material in a generalised manner. If the comprehension sought is not limited by literal-type questions and the purpose (externally imposed and therefore not necessarily meaningful to the reader) for reading is clarified in a discussion the reader should read more efficiently and comprehend better in terms of the purpose than readers of similar age and ability who read in a generalised unstructured manner.

THE HYPOTHESES

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- HYPOTHESIS 1 Form 11 pupils of mixed ability and sex who are given a purpose for reading prior to the reading of narrative text will read more efficiently than similar groups of pupils instructed to read the same passages
- HYPOTHESIS 2 Form 11 pupils who read narrative texts for a specific purpose clarified in discussion will read more efficiently than similar groups of pupils who, given the same amount of time, are instructed to read the same passages.
- HYPOTHESIS 3 Form 11 pupils who read narrative texts for a specific purpose clarified in experimenter-directed group discussions will read more efficiently than similar pupils who are merely given the purpose questions and instructed to read.

'Reading efficiency' was defined for the purposes of the experiment in terms of each reader's composite score on twenty inferential questions set on five passages drawn from children's literature appropriate to the intermediate level. The experiments were conducted over a three-week period. The outcomes of these tests represented the dependent variables in the study.

The independent variable was the treatment assigned to each of the three groups by the experimenter. This was designed to influence their perceived purpose for reading.

Controlled for in the study were the reading abilities of the pupils in each group as measured by the P A T Comprehension results (raw scores), chronological age and sex. Precisely the same amount of time was allowed for each of the groups in the total reading experience i.e the control group was allowed the same amount of time for reading as experimental group 1 was allowed for reading the purpose question and the passage. This period was the same allowed experimental group 2 for the reading and discussion of the purpose question and the reading of the passage. The tester in each test session was the same person i.e. the experimenter.

A variable which could not be controlled for was the need to comply with the administrative arrangements of the school. This precluded the possibility of controlling for environmental variables such as the times of day and classroom settings in which testing took place.

METHOD

METHOD SECTION

Subjects

One hundred and sixtyfive form 11 pupils from a co-educational intermediate school serving a predominantly middle class suburb of Christchurch were the subjects in the study. They were divided into a control group and two experimental groups of 56, 56 and 53 pupils respectively. Each group consisted of two 'unstreamed' classes. The two 'streamed' groups in the school, including one classified as 'gifted' were excluded from the study sample.

The three groups included were matched for chronological age, sex and P A T Comprehension test raw scores.

Tasks and Procedures.

The tests were given at the rate of two per group each week and one in the last week. The time allowed the control group for reading was the same as that allowed experimental group 1 for reading the purpose question plus the passage, and experimental group 2 for reading and discussing the purpose question plus reading the passage. The amount of time in each case varied according to the length of the passage. The time allowed for written responses to the four questions set on each passage was the same for each group.

Six passages, thirty-six questions and six prequestions were field-tested in an intermediate school in Christchurch to eliminate potentially unreliable questions, distractors, ambiguities, assess the suitability of the chosen passages and to exclude other influences. After the initial pilot test on a group of thirtyfour students one passage was eliminated from the programme and seven questions from the remaining five passages were rewritten. The revised programme of (5 x 4) twenty on five passages was then retested on another class in the same school and yielded remarkably consistent results. A split-half reliability co-efficient of .91 was gained in the second pilot test.

The time allowed for the reading of the passages and the answering of questions was also established in the piloting. The pupils were observed in the reading situation and were allowed sufficient time to read the passage three times: on the first occasion at normal speed, on the second occasion at a comfortable rate, and on the third at speed.

The following were the times allocated to the 'reading' of each passage:

	<u>Time</u>
1. Black Beauty	9 minutes
2. Children on the Oregon Trail	9 "
3. Jock of the Bushveld	9 "
4. Wizard of Earthsea	12 "
5. Warrior Scarlet	12 "

The P A T Comprehension scores and chronological ages were provided the experimenter from the school records by the Headmaster of the school. The mean scores for each of the groups on these variables was as follows :

	P A T C	C A (Months)
Control Group	48.27	148.46
Exp Group 1	48.39	149.20
Exp Group 2	50.34	147.98

An ANOVA showed no significant differences between the groups on these scores at the outset of the experiment.

The groups were also controlled for sex. The breakdown was as follows :

	N	Male	Female
Control Group	56	29	27
Exp Group 1	56	27	29
Exp Group 2	53	26	27

To measure the facilitative effect of inferential purpose questions on the outcomes of reading comprehension four questions on each of five ($5 \times 4 = 20$ questions) passages were answered independently by each subject in written form over the three week period it took to complete the testing. Each question was marked by the experimenter and re-marked independently by an experienced senior-primary teacher without knowledge of the group to which they belonged. A number of different answers to each question were accepted provided they were deemed appropriate by both markers. Each response was awarded two, one or no marks depending on the suitability of the response. The passages and questions are included in Appendix I. The composite result for each subject was out of a total of forty.

Test Procedures.

The tests were given each group at least two days apart. To begin the test session the experimenter would distribute face-down copies of the passage (or, in the case of the experimental groups the passage plus the purpose questions) to each subject. The test session would begin with the instruction "begin reading". The time was kept with a stop watch.

* The control group was instructed to read for a comprehension test

* Experimental group one was instructed to read for a comprehension test. The subjects were also informed that the purpose question would provide a general indication of the nature of the comprehension questions.

* Experimental group two was instructed to read for a comprehension test after they had read and discussed the purpose question. The subjects were read aloud by the experimenter the purpose question and were informed that it would provide a general indication of the nature of the purpose questions. The pupils were then allowed to discuss the purpose questions with their classmates and to raise any queries about its meaning with the experimenter. When the pupils were satisfied that they understood the purpose question they were set to read the passage. This procedure seemed most closely to resemble the approach likely to be adopted in a normal comprehension development session with a class teacher. Snow (1980) emphasised the need for research of the type undertaken here to be as natural as possible to the daily school life of pupils.

In the case of each group the passage was turned face down at the end of the prescribed time. At this point the pupils were instructed to turn over the questions set on the passage which had been distributed during the course of the reading. The time allowed the answering of the passage was checked on a stopwatch from the issuing of this instruction. The pupils were not allowed access to the passage whilst answering the questions and it was collected during this time by the experimenter.

Each pupil's responses were entered on a clear sheet of paper provided by the experimenter at the start of the session. At the end of the rest session the sheets were collected and held by the experimenter. New sheets were provided for each test. At this point the pupils were encouraged to ask any questions they might have about the experiment, the test or the passage.

DATA ANALYSIS

DATA ANALYSIS.

An Analysis of Covariance was undertaken on the outcomes of the P A T reading comprehension scores, chronological ages (measured in months) and the 'Purpose Inferential Comprehension' Test (P I T). This procedure was used because the groups were not matched precisely on P A T reading comprehension in the baseline phase. The covariance analysis overcomes this discrepancy by adjusting for initial differences between groups in reading comprehension. This facilitates calculation of the effects of the treatments on the scores adjusted for these initial differences.

A significant main effect was noted in the outcomes of the analysis of the P.I.T. tests ($F = 10.18$, $df 2, 160$, $P < .001$). A Scheffe post hoc analysis was made of the results.

RESULTS.

TABLE 3. Analysis of Covariance Summary Table of Group with Age and P A T comprehension Outcomes.

	ss	df	MS	F	Significance of F
Covariates	5823.827	2	2911.913	99.972	0.000
Age	2.256	1	2.256	0.077	0.781
P A T C	5821.056	1	5821.056	199.849	0.000
Main Effects Group	593.210	2	296.605	10.189	0.000
Explained	6417.036	4	1604.259	55.078	0.000
Residual	4660.358	160	29.127		
TOTAL	11077.394	164	67.545		

Following the discovery of a significant main effect a posteriori contrasts further examined the data. Scheffe comparisons ($\alpha .05$) were used by virtue of the simplicity and conservation of the technique and because of the unequal sizes of the groups.

TABLE 4. Pairs of Groups Significantly Different at the 0.050 level.

MEAN	Group	2	1	3
15.1250	Exp Group *			
18.6429	Control Group			
19.1321	Exp Group **	*		

* Experimental Group 1 : Purpose Question only presented.

** Experimental Group 2 : Purpose Question, clarified in interactive discussion, presented.

Scheffe contrasts revealed that experimental group 1 (M = 15.13, N = 56) and experimental group 2 (M = 19, N = 53) differed significantly from each other. No difference was obtained between the other pairs of comparisons.

TABLE 5. Analysis of Variance Summary Table of P I T Treatment by Group.

Source	df	ss	MS	F-Ratio	F Pro 3
Between Groups	2	528.3363	264.168	4.057	0.0191
Within Groups	162	10549.0576	65.118		
TOTAL	164	11077.3939			

DISCUSSION OF THE RESULTS

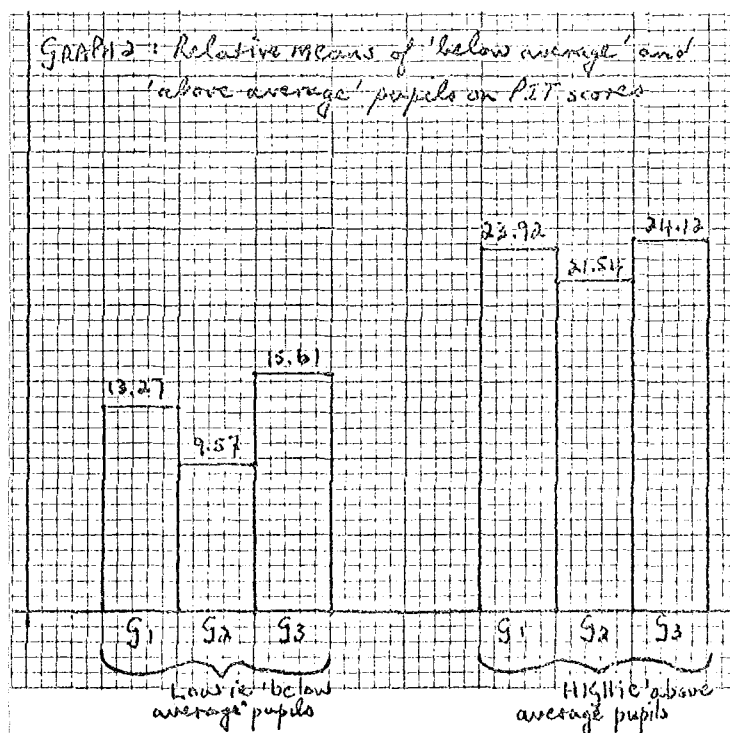
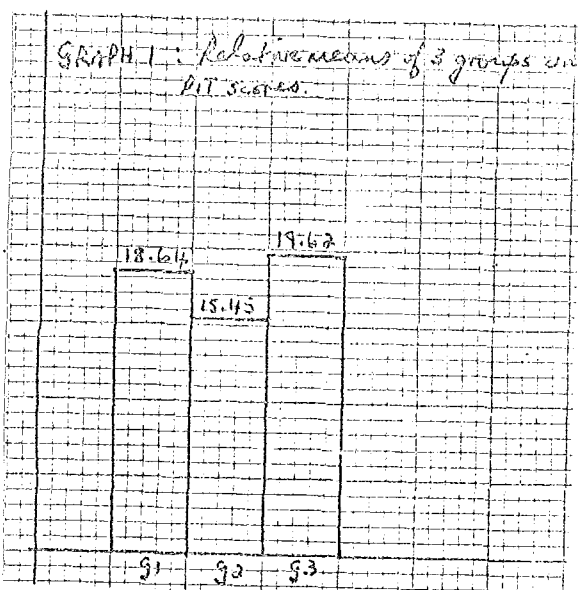
DISCUSSION OF THE RESULTS.

The results contradicted hypotheses one and two of the study and confirmed hypothesis three. Under the conditions of this study, pre-adjunct inferential questions did not seem to significantly improve the outcomes of intermediate pupils inferential comprehension of narrative passages. Similarly there seemed to be no significant difference of effect in outcome between pupils who merely read narrative passages for the purpose of measuring comprehension and those who are given a purpose question whose meaning and intention is clarified in discussion. There was a significant difference between the outcomes of those pupils merely given a purpose question and those given the same purpose question whose meaning and intention was clarified in discussion.

These outcomes tend to support the research which suggested that purpose questions in themselves do not significantly effect the outcome of comprehension. (Farley, 1972; Goudey, 1970). They also seem to contradict the suggestion, common in the literature on reading (Melnik, 1969; Weintraub, 1969), that purpose questions facilitate the comprehension of narrative material. The study also differs in part from the conclusion reported by Wiesendanger and Wollenburg (1978) that comprehension is best if no purpose questions are asked at all. The outcomes of the group which was given purpose questions clarified in discussion, the most likely situation in the classroom, were not significantly lower than those of the control group. The finding that a purpose question presented in isolation seems to detract from comprehension outcomes does support the Wiesendanger and Wollenburg (1978) conclusion.

In an examination of the relative performances of the top half of the sample no significant differences were found between the control and the purpose only groups ($t = 1.8456$, $p > .05$) or between the two experimental groups ($t = 1.4526$, $p > .05$). The strong influence exerted on the overall result by the pupils in the significant differences between the control group and the purpose only group ($t = 3.605$, $p < .05$) and the two experimental groups ($t = 4.308$, $p < .01$) - see graphs 1 and 2. This finding seems to indicate that the presentation of a purpose question to lower ability pupils in isolation from a discussion clarifying its meaning and intention is more likely to hinder than to promote comprehension.

GRAPHS 1 and 2.



CONCLUSIONS AND RECOMMENDATIONS

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The outcomes of this study suggest that if intermediate teachers in New Zealand schools intend to direct the attention of their pupils to specific features in narrative passages through the use of inferential purpose questions the meanings and intentions of these questions should first be clarified in discussion without the distraction of the purpose question. Alternatively the pupils should be allowed to read the passage undisturbed and then to focus on the specifics included in questions.

The break-down of the sample into 'above average' and 'below average' groups produced some interesting findings. For 'above average' readers it did not seem to matter whether a purpose question, clarified or otherwise, was included. For 'below average' pupils the purpose question presented in isolation seemed to detract from comprehension. For 'below average' pupils it seems necessary either to clarify the meaning and intention of the purpose question before reading takes place or to avoid the use of inferential type purpose questions in narrative passages.

The subjects included in this study were not accustomed to the use of purpose questions in their reading. It is not unlikely that practice or training in the use of such questions may profoundly have influenced the outcomes of the study. The need for purpose questions emphasised in much current teacher training literature and in L.A.R.I.C. indicates that further research on the issue is necessary.

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APPENDIX 1 - THE PASSAGES, PURPOSE QUESTIONS
AND THE PURPOSE INFERENTIAL COM-
PREHENSION QUESTIONS.

BLACK BEAUTY

In this passage the horse Black Beauty speaks about the difficulty of being an overworked horse for a difficult master. Half-starved, regularly beaten and overworked Black Beauty is on his last legs ..

My life was now so utterly wretched, that I wished I might, like Ginger, drop down dead at my work, and be out of my misery; and one day my wish very nearly came to pass.

I went on the stand at eight in the morning, and had done a good share of work, when we had to take a fare to the railway. A long train was just expected in, so my driver pulled up at the back of some of the outside cabs, to take the chance of a return fare. It was a very heavy train, and as all the cabs were soon engaged, ours was called for. There was a party of four; a noisy, blustering man with a lady, a little boy, and a young girl, and a great deal of luggage. The lady and the boy got into the cab, and while the man ordered about the luggage, the young girl came and looked at me.

'Papa', she said, 'I am sure this poor horse cannot take us and all our luggage so far, he is so very weak and worn out; do look at him.'

'Oh! he's all right, miss,' said my driver, 'He's strong enough.'

The porter, who was pulling about some heavy boxes, suggested to the gentleman, as there was so much luggage, whether he would not take a second cab.

'Can your horse do it, or can't he?' said the blustering man.

'Oh! he can do it all right, sir; send up the boxes, porter: he could take more than that,' and he helped to haul up a box so heavy that I could feel the springs go down.

'Papa, papa, do take a second cab,' said the young girl in a beseeching tone; 'I am sure we are wrong, I am sure it is very cruel.'

'Nonsense, Grace, get in at once, and don't make all this fuss; a pretty thing it would be if a man of business had to examine every cab-horse before he hired it - the man knows his own business of course: there, get in and hold your tongue!'

My gentle friend had to obey; and box after box was dragged up and lodged on the top of the cab, or settled by the side of the driver. At last all was ready, and with his usual jerk at the rein, and slash of the whip, he drove out of the station.

The load was very heavy, and I had had neither food nor rest since the morning; but I did my best, as I always had done, in spite of cruelty and injustice.

I got along fairly till we came to Ludgate Hill, but there, the heavy load and my own exhaustion were too much. I was struggling to keep on, goaded by constant chucks of the rein and use of the whip, when, in a single moment - I cannot tell how - my feet slipped from under me, and I fell heavily to the ground on my side; the suddenness and the force with which I fell, seemed to beat all the breath out of my body. I lay perfectly still; indeed, I had no power to move, and I thought now I was going to die. I heard a sort of confusion round me, loud angry voices, and the getting down of the luggage, but it was all like a dream. I thought I heard that sweet pitiful voice saying, 'Oh! that poor horse! it is all our fault.' Some one came and loosened the throat strap of my bridle, and undid the traces which kept the collar so tight upon me. Some one said, 'He's dead, he'll never get up again.' Then I could hear a policeman giving orders, but I did not even open my eyes; I could only draw a gasping breath now and then. Some cold water was thrown over my head, and some cordial was poured into my mouth, and something was covered over me. I cannot tell how long I lay there, but I found my life coming back, and a kind-voiced man was patting me and encouraging me to rise. After some more cordial had been given me, and after one or two attempts, I staggered to my feet, and was gently led to some stables which were close by. Here I was put into a well-littered stall, and some warm gruel was brought to me, which I drank thankfully.

In the evening I was sufficiently recovered to be led back to Skinner's stables, where I think they did the best for me they could. In the morning Skinner came with a farrier to look at me. He examined me very closely, and said -

'This is a case of overwork more than disease, and if you could give him a run off for six months, he would be able to work again; but now there is not an ounce of strength in him.'

'Then he must just go to the dogs,' said Skinner, 'I have no meadows to nurse sick horses in - he might get well or he might not; that sort of thing don't suit my business. My plan is to work 'em as long as they'll go, and then sell 'em for what they'll fetch, at the knacker's.'

What does the treatment of Black Beauty in this passage tell us about the different people in the story?

1. What had the girl and her father travelled on before they hired the cab?
a) a horse b) a car c) a train d) a bus
2. Why did Black Beauty collapse in the road where he did?
a) his feet slipped
b) he was sick
c) he was angry
d) he was hungry
3. What can we tell about Grace from the way she behaved before Black Beauty set off?
4. The girl's father had little time for Grace's pleading? What does this tell us about him?
5. A 'knacker' is a butcher. What kind of person do you think Skinner is?
6. What do you think the writer of Black Beauty is telling us about what different people think is important?

CHILDREN ON THE OREGON TRAIL

The children have finally neared their dreamed of destination. They have barely survived a dangerous and hazardous journey. They are totally exhausted, half-starved and almost without hope and even in this last stage of their trek John has to be harsh and cruel to force them onwards ..

That, that was impossible! How could it be, so - so suddenly? It was such a wonderful sight, what he saw there. So splendid, so unbelievable, so ... it must be an optical illusion, he thought. He shook his head and shut his eyes. Then he opened them again. He looked at Independence, he looked down... it was not an optical illusion, it was what he had been hungering for all those weeks, and now that it was there he could not believe it.

Far below him, far below this last chain of the Blue Mountains, lay a wide, long, green valley, with trees and shrubs still clad in their autumn yellow. There were the small square shapes of a few log cabins, a thin plume of smoke rose from a chimney - it was the mission station of Dr. Marcus Whitman. It was Oregon; it must be the Columbia valley. Down there he saw a winding, silver ribbon with edges of luxuriant green.

Great Father in Heaven, they were there! .

He did not look round at the others. He did not beckon and he did not wave; he did not shout. He stood motionless, gazing down, and let them come.

Now their bleeding feet had climbed the last mountain ridge; now they were standing on the crest of the whole massif, staring down into that broad green valley in the west. Behind them stretched a prehistoric landscape - a labyrinth of mountains cut by deep canyons, a hard, savage world in black and white. Like patient snails they had found their way, creeping up and creeping down, a tiny caravan of insignificant dwarfs in the land of the giants.

Beneath them, at the foot of the long, long last slope, stretched the green valley, warm in its autumn colours.

Yonder in the depths, wound the Columbia River.

Farther off, and round about, extending far into the remote distance, where the whole world turned blue, the majestic hill country of Oregon lay spread before them in a tremendous panorama.

There was the land where all promises and dreams would come true.

The children stared down. They shivered. John did not allow them much time to rest. With groping steps, he began the long descent. Slowly they came behind him, down - down - down. Oscar ran on in front.

John walked as if in a dream.

His legs, swathed in pieces of wolf's hide, seemed totally numb.

Nevertheless, they continued to carry him. He stared into the depths. A strip of leather kept his long hair out of his eyes. On his back he was carrying little Lizzy, in his arms the bundle of fur containing Indepentia, who had not made a single movement, not given a sign of life, for many hours now, and perhaps was dead ...

Behind John waddled the cow.

She groaned; descending was much more difficult for her than climbing, and her worn hooves were split down to the quick.

On the open, inflamed, dirty galls on her skinny back, Louise and Matilda sagged like limp dolls, wrapped in rags and wolf skins. It was as if there was no light left in their eyes, no blood left in their cheeks, no strength, no sap, left in their whole bodies. Their hair hung long and tangled round their heads.

Francis and Cathie were walking - they hobbled, they were exhausted with hunger and fatigue, their faces were grey, gaunt and dull; Francis urged Cathie onwards in a weak, husky voice, which she did not hear.

They crept down the slope, they stumbled, fell, scrambled to their feet again, dragged themselves on, coughing, panting. Francis's breath wheezed. Even now, John still had the greatest difficulty in keeping them moving - still, with the end in sight, they would sooner have laid down and died where they were; still he had to pause and wait, chivvy them, be rough and hard ...

And at last, at last, in a silence that was more heartrending than the loudest weeping, they stood in that valley of the blest, before the door of Dr. Whitman's log house.

Writers and Poets often compare our passage through life to a journey of adventure. It is sometimes true that we have to suffer great hardship before we find some peace and contentment. How does the way in which the writer describes the children and their journey help us to understand their struggle?

1. Who is the leader of the children?
 - a) John
 - b) Independence
 - c) Doc Whitman
 - d) Lizzy
2. What did John see from the mountaintop?
3. How does the writer make us feel about the future in his description of the valley?
4. How has the writer managed to show us how difficult the Journey has been for the children?
5. What sort of person was John? How can you tell?
6. What sort of country had the children come through?

JOCK OF THE BUSHVELD

A man working in the African bushveld needs a good, strong working dog and a companion in the animal he selects as his own. The only pup left in the litter that the writer has to choose from is the 'runt'

It seems when Ted makes his announcement of his choice there is still a chance that the writer may yet get the 'champ' of the litter.

The puppies had been behaving very badly, and had stolen several nekstrops and chewed up parts of one or two big whips; the drivers were grumbling about all the damage done and all the extra work it gave them. Ted, exasperated by the worry of it all, announced that the puppies were quite old enough to be taken away; those who had picked puppies must take them at once and look after them, or let someone else have them.

When I heard him say that my heart gave a little thump from excitement, for I knew the day had come when the great question would be settled once and for all. Here was a glorious and unexpected chance. Perhaps one of the others would not or could not take his, and I might get one of the good ones ... I thought of very little else all day long, wondering if any of the good ones would be left - and if so, which?

In the afternoon Ted came up to where we were all lying in the shade and startled us with the momentous announcement:

"Billy Griffiths can't take his pup!"

Every man of us sat up. Billy's pup was the first pick, the champion of the litter, the biggest and strongest of the lot. Several of the others said at once that they would exchange theirs for this one; but Ted smiled and shook his head.

"No," he said, "you had a good pick in the beginning." Then he turned to me and added: "You've only had leavings. You can have Billy's pup."

It seemed too good to be true. Not even in my wildest imaginings had I fancied myself getting the pick of the lot. I hardly waited to thank Ted before going off to look at my champion. He was a fine fellow, well built and strong, and looked as if he could beat all the rest put together.

His legs were straight; his neck sturdy; his muzzle dark and shapely; his ears equal and well carried; and in the sunlight his yellow coat looked quite bright, with occasional glints of gold in it.

As I put him back again with the others the odd puppy, who had stood up and sniffed at me when I came, licked my hand and twiddled his tail with the friendliest and most independent air - as if he knew me quite well and was glad to see me - and I patted the poor little chap as he waddled up. I had forgotten him in the excitement of getting Billy's pup. But the sight of him made me think of his funny ways, his pluck and independence, and of how he had not a friend in the world except Jess and me; and I felt downright sorry for him.

I picked him up and talked to him; and when his wizened little face was close to mine, he opened his mouth as if laughing, and shooting out his red tongue dabbed me right on the tip of my nose in pure friendliness.

I put him back with the other puppies and returned to the tree where Ted and the rest were sitting. As I came up there was a shout of laughter, and - turning round to see what had provoked it - I found "The Rat" at my heels. He had followed me and was trotting and stumbling along, tripping every yard or so, but getting up again with head erect, ears cocked and his stumpy tail twiddling away, just as pleased and proud as if he was doing what a dog is supposed to do - that is, follow his master wherever he goes.

All the old jokes were fired off at me again, and I had no peace for quite a time. They all had something to say: "I'll back 'The Rat'!" "He is going to take care of you!" "He is afraid you'll get lost!" and so on; and they were still chaffing about it when I grabbed "The Rat" and took him back again.

The poor friendless Rat! He was uglier than before and yet I could not help liking him. I fell asleep that night thinking of the two puppies - the best and the worst in the litter. No sooner had I gone over all the splendid points in Billy's pup - and made up my mind that he was certainly the finest I had ever seen - than the friendly, wizened little face, the half-cocked ears and the head on one side, the cocky little stump of a tail, and the comical dignified plucky look of the odd puppy would all come back to me. The thought of how he had licked my hand and twiddled his tail at me, and how he dabbed me on the nose, and then the manful way in which he had struggled after me through the grass, all made my heart go soft towards him - and I fell asleep not knowing what to do.

When I woke up in the morning, my first thought was of the odd puppy. What would he feel like if - after looking on me as really belonging to him - he was to be left behind or given away to any one who would take him? From the way he had followed me the night before it was clear he was looking after me - and the other fellows thought the same thing.

We used to make our first trek at about three o'clock in the morning, so as to be outspanned by sunrise. Walking along during that morning trek I recalled all the stories that the others had told of miserable puppies having grown into wonderful dogs, and of great men who had been very ordinary children; and at breakfast I took the plunge.

"Ted," I said, bracing myself for the laughter, "if you don't mind, I'll stick to 'The Rat'."

If I had fired off a gun under their noses they would have been much less startled. Robbie made a grab for his plate as it slipped from his knees. The others stopped eating and drinking, held their beakers of steaming coffee well out of the way to get a better look at me, and when they saw it was seriously meant there was a chorus of :

"Well, I'm hanged."

I took him in hand at once - for now he was really mine - and brought him over for his saucer of soaked bread and milk to where we sat at breakfast.

Beside me there was a rough camp table. I put the puppy and his saucer in a safe place under the table out of the way of stray feet, and sank the saucer into the sand so that when he trod in it he would not spill the food; for puppies are quite as stupid as they are greedy, and seem to think that they can eat faster by getting further into the dish. He appeared to be more ravenous than usual, and we were all amused by the way the little fellow craned his thin neck out further and further until he tipped up behind, and his nose bumping into the saucer see-sawed him back again. He finished it all and looked round briskly at me, licking his lips and twiddling his stumpy tail.

He was too full to move. He stood where he was, with his legs well spread and his little body blown out like a balloon, and finished licking the drops and crumbs off his face without moving a foot.

He had been standing very close to the leg of the table, but not quite touching it, when he finished feeding. Even after he had done washing his face and cleaning up generally, he stood there stock still for several minutes, as though it was altogether too much trouble to move. One little bandy hind leg stuck out behind the table-leg, and the bulge of his little tummy stuck out in front of it; so that, when at last he decided to make a move, the very first little lurch brought his hip up against the table-leg.

In an instant the puppy's appearance changed completely. The hair on his back and shoulders bristled; his head went up erect; one ear stood up straight and the other at half cock; and his stumpy tail quivered with rage. He evidently thought that one of the other puppies had come up behind to interfere with him. He was too proud to turn round and appear to be nervous. With head erect he glared hard straight in front of him, and, with all the little breath that he had left after his big feed, he growled ferociously in comical little gasps. He stood like that, not moving an inch, with the front foot still ready to take that step forward. Then, as nothing more happened, the hair on his back gradually went flat again; the fierceness died out of his face; and the growling stopped.

After a minute's pause, he again very slowly and carefully began to step forward. Of course exactly the same thing happened again, except that this time he shook all over with rage, and the growling was fiercer and more choky. One could not imagine anything so small being in so great a rage. He took longer to cool down, too, and much longer before he made the third attempt to start. But the third time it was all over in a second. He seemed to think that this was more than any dog could stand, and that he must put a stop to it. The instant his hap touched the leg, he whipped round with a ferocious snarl - his little white teeth bared and gleaming - and bumped his nose against the table-leg.

JOCK OF THE BUSHVELD

What can we tell about the writer from the way he feels about the 'runt' ? What does the behaviour of the puppy tell us about his character ?

1. Why did Ted give the writer first choice of Billy Griffith's pup when Billy found he could not have it ?
2. Give one reason why the writer stuck with his selection of the 'runt' instead of Billy Griffith's pup ?
3. The choices we make and our reasons for those choices tell much about the kinds of people we are. This is true of the writer in this passage. What did his choice of the 'runt' and his reasons for his choice tell us about him ?
4. The puppy's response to the writer tells us a lot about his character. What do you think the 'runt' will be like as he grows older ? What do his actions tell us ?
5. The puppy's reaction to the table-leg also tells us a lot about his character. What does it say about his character ?

THE WIZARD OF EARTHSEA

Ged is a very talented boy who has been accepted for training in a school for young wizards. He is a very proud person however who enjoys showing off his talents and boasting. He also has a very quick temper. In this passage he has reacted very angrily to an older boy Jasper and, determined to prove that he is superior, he decides to do what no wizard is allowed to: he will call up a spirit from the dead. The results are disastrous ..

"Now," Ged said to Jasper, quietly as before, "what are you going to do to prove yourself my superior, Jasper?"

"I don't have to do anything, Goatherd. Yet I will. I will give you a chance - an opportunity. Envy eats you like a worm in an apple. Let's let out the worm. Once by Roke Knoll you boasted that Gontish wizards don't play games. Come to Roke Knoll now and show us what it is they do instead. And afterwards, maybe I will show you a little sorcery."

"Yes, I should like to see that," Ged answered. The younger boys, used to seeing his black temper break out at the least hint of slight or insult, watched him in wonder at his coolness now. Vetch watched him not in wonder, but with growing fear. He tried to intervene again, but Jasper said, "Come, keep out of this, Vetch. What will you do with the chance I give you, Goatherd? Will you show us an illusion, a fireball, a charm to cure goats with the mange?"

"What would you like me to do, Jasper?"

The older lad shrugged. "Summon up a spirit from the dead, for all I care!"

"I will."

"You will not." Jasper looked straight at him, rage suddenly flaming out over his disdain. "You will not. You cannot. You brag and brag -"

"By my name, I will do it!"

They all stood utterly motionless for a moment.

Breaking away from Vetch who would have held him back by main force, Ged strode out of the courtyard, not looking back. The dancing werelights overhead died out, sinking down. Jasper hesitated a second, then followed after Ged. And the rest came straggling behind, in silence, curious and afraid.

The slopes of Roke Knoll went up dark into the darkness of summer night before moonrise. The presence of that hill where many wonders had been worked was heavy, like a weight in the air about them. As they came on to the hillside they thought of how the roots of it were deep, deeper than the sea, reaching down even to the old, blind, secret fires at the world's core. They stopped on the east slope. Stars hung over the black grass above them on the hill's crest. No wind blew.

Ged went a few paces up the slope away from the others and turning said in a clear voice, "Jasper! Whose spirit shall I call?"

"Call whom you like. None will listen to you." Jasper's voice shook a little, with anger perhaps. Ged answered him softly, mockingly, "Are you afraid?"

He did not even listen for Jasper's reply, if he made one. He no longer cared about Jasper. Now that they stood on Roke Knoll, hate and rage were gone, replaced by utter certainty. He need envy no one. He knew that his power, this night, on this dark enchanted ground, was greater than it had ever been, filling him till he trembled with the sense of strength barely kept in check. He knew now that Jasper was far beneath him, had been sent perhaps only to bring him here tonight, no rival but a mere servant of Ged's destiny. Under his feet he felt the hillroots going down and down into the dark, and over his head he saw the dry, far fires of the stars. Between, all things were his to order, to command. He stood at the centre of the world.

"Don't be afraid," he said, smiling. "I'll call a woman's spirit. You need not fear a woman. Elfarran I will call, the fair lady of the Deed of Enlad".

"She died a thousand years ago, her bones lie afar under the Sea of Éa, and maybe there never was such a woman."

"Do years and distances matter to the dead? Do the Songs lie?" God said with the same gentle mockery, and then saying, "Watch the air between my hands," he turned away from the others and stood still.

In a great slow gesture he stretched out his arms, the gesture of welcome that opens an invocation. He began to speak.

He had read the runes of this Spell of Summoning in Ogion's book, two years and more ago, and never since had seen them. In darkness he had read them then. Now in this darkness it was as if he read them again on the page open before him in the night. But now he understood what he read, speaking it aloud word after word, and he saw the markings of how the spell must be woven with the sound of the voice and the motion of body and hand.

The other boys stood watching, not speaking, not moving unless they shivered a little; for the great spell was beginning to work. Ged's voice was soft still, but changed, with a deep singing in it, and the words he spoke were not known to them.

He fell silent. Suddenly the wind rose roaring in the grass. Ged dropped to his knees and called out aloud. Then he fell forward as if to embrace earth with his outstretched arms and when he rose he held something dark in his straining hands and arms, something so heavy that he shook with effort getting to his feet. The hot wind whined in the black tossing grasses on the hill. If the stars shone now none saw them.

The words of the enchantment hissed and mumbled on Ged's lips, and then he cried out aloud and clearly, "Elfarran!"

Again he cried the name, "Elfarran!"

And the third time, "Elfarran!"

The shapeless mass of darkness he had lifted split apart. It sundered, and a pale spindle of light gleamed between his opened arms, a faint oval reaching from the ground up to height of his raised hands. In the oval of light for a moment there moved a form, a human shape: a tall woman looking back over her shoulder. Her face was beautiful, and sorrowful, and full of fear.

Only for a moment did the spirit glimmer there. Then the sallow oval between Ged's arms grew bright. It widened and spread, a rent in the darkness of the earth and night, a ripping open of the fabric of the world. Through it blazed a terrible brightness. And through that bright misshapen breach clambered something like a clot of black shadow, quick and hideous, and it leaped straight out at Ged's face.

Staggering back under the weight of the thing, Ged gave a short, hoarse scream. The little otak watching from Vetch's shoulder, the animal that had no voice, screamed aloud also and leaped as if to attack.

Ged fell, struggling and writhing, while the bright rip in the world's darkness above him widened and stretched. The boys that watched fled, and Jasper bent down to the ground hiding his eyes from the terrible light. Vetch alone ran forward to his friend. So only he saw the lump of shadow that clung to Ged, tearing at his flesh. It was like a black beast, the size of a young child, though it seemed to swell and shrink; and it had no head or face, only the four taloned paws with which it gripped and tore. Vetch sobbed with horror, yet he put out his hands to try to pull the thing away from Ged. Before he touched it, he was bound still, unable to move.

The intolerable brightness faded, and slowly the torn edges of the world closed together. Nearby a voice was speaking as softly as a tree whispers or a fountain plays.

Starlight began to shine again, and the grasses of the hillside were whitened with the light of the moon just rising. The night was healed. Restored and steady lay the balance of light and dark. The shadow-beast was gone. Ged lay sprawled on his back, his arms flung out as if they kept the wide gesture of welcome and invocation. His face was blackened with blood and there were great black stains on his shirt.

The writer of the 'Wizard of Earthsea', Ursula Le Guin, shows us in this passage how a bad temper and pride can lead us to release into the world evil which we cannot control.

The things we say and do affect the people around us. The things God has said and done in this passage release a force of evil into the world in the form of the shadow beast. How does the author help us to understand this idea?

1. Darkness and blackness are often mentioned in the passage. How do they help us to understand what is going to happen when God summons the spirit and breaks the law?
2. Why do you think God can be blamed for the release of the shadow beast?
3. How does the time of day and repeated use of the colour black enable us to understand what God has done in releasing the evil shadow?
4. A responsible person tries to repair the damage he has done. What do you think God will have to do to make up for his deed?

WARRIOR SCARLET

WARRIOR SCARLET.

In order to be recognised as a man in his tribe Drem has to kill a wolf. The idea behind this act is that to become a mature person one has to face one's greatest fear because it is only in doing this that one can overcome fear. Drem had not succeeded in his battle with a huge grey wolf and had to be rescued. He was therefore banished from the tribe to become a permanent shepherd. One bitterly cold night he is caught in a situation which will force him once more to face up to the thing he fears most: the great grey wolf. He has sent his dog 'Whitethroat' for help while he stays with an injured old shepherd and an ewe who is about to give birth ...

How far would Whitethroat have got on his way back to the fold by now? He had no idea, no means of knowing how time was going by, as he crouched, spear ready to hand, over the old shepherd, trying to add the shelter of his own body to that of the spindle bushes. Maybe Whitethroat would never get back to the fold at all; maybe he would meet the wolves, his father's kind, instead. Peering out through the bushes, with every strained sense on the alert for danger, it seemed to him once again that the snow was slackening. A little later he was sure of it. That was one thing to the good. It was scarcely snowing at all now; there might be something left of their track for the others to follow - if Whitethroat ever got through. It was growing lighter, too, the low sky breaking up into hurrying masses through which every now and then a greasy blur of tarnished silver showed where the moon rode high. Behind him the ewe was becoming restless. The lamb would be here soon.

Ah, but it seemed that he had been right in his thinking. The wolf kind would be here first!

From somewhere ahead of him in the grey murk, it rose; long-drawn, savage, and unutterably sad, the cry of a wolf on the hunting trail. Another cry echoed it, nearer than the first - and then there was only the wind in the silence. Drem felt as though all the blood in his body had jumped back to his heart and an icy stillness took him. The ewe stirred behind him, snorting and stamping her foot; he prayed that she might not bleat in terror - not that it would make much difference if she did, for the wolves were down wind of them, and the gusts would carry their scent, if indeed the brutes were not running on it already. Something brushed against his knee, and Cu was

/2...

crouching beside him; he could feel the tremors running through the old dog's body: tremors of fear and fury and hate. He laid his hand for an instant on the dog's neck, and felt the harsh hairs rising against his palm.

Nothing more happened for so long that he felt he could not bear the waiting for a heart-beat longer; he must yell, beat his spear against the chalk, anything to break the thin-drawn agony of waiting. But still he crouched silent, his heart beating with a slow, heavy drub that seemed to wait to listen between each beat, and the old hound crouching against his knee. The ewe was snorting again, in pain and terror. She had gone off her feet, and Drem thought she needed help, but he could not help her; not now. The moon swam out suddenly, free of the scudding, curdled cloud into a lake of clear sky - and in the sliding silver light, something moved on the smooth whiteness of the snow before the quarry mouth. Something dark, and running low, like a great hound. But it was no hound; and behind it came two more.

Now that the moment had come it was almost a relief; and as the wolves swerved in their tracks and headed in towards him, Drem began to yell; yell and throw the lumps of chalk that he had gathered. That might frighten them back for a while, but not for long. If only he had some means of making a fire - fire to singe their hides! The great grey leader flinched from the lump of chalk that caught him on the shoulder, and gave back a little. But they were famine-driven; even in that fitful light Drem could see how their bones stared through their hides; and seeing that there was none against them but one lone shepherd and a dog, they would not be long held from their attack by yelling and lumps of chalk.

They slunk to and fro, dodging the clods he flung at them, and he saw their shining eyes in the moonlight, their lolling tongues and the thick, raised hair of their manes. There was a kind of hideous mirth about them, as though they knew that there could be but one end to the thing, and could afford to laugh.

Already the great grey leader was slinking forward again, his belly almost on the snowy ground, his jaws widening in that obscene grin ...

Drem had no idea how long he had held them off with his lumps of chalk. He had nothing to throw now, except Doli's spear. He caught that up and flung it; but the broad fighting spear was not meant for throwing, and in the uncertain light it did no more than graze the leader's shoulder as it flew. He had nothing left to throw at all now; and the wolves knew it. This was the kill. Drem had caught up his own spear and half risen to his feet, crouching there, his eyes wide and fixed on the oncoming grey leader. His mouth was very dry. The old hound crouched snarling at his side, and behind him he was aware, though he did not know how, that the ewe had struggled to her feet again, bleating in wild pain and terror.

Nearer and nearer, circling warily, came the grey leader, squirming and slinking low-bellied over the snow. In the last moment it seemed to Drem that he had known this wolf before; and the wolf had known him. The wicked grin, the welcome in the savage yellow eyes belonged to a before-time as well as to now. But then it had been the wolf who waited for the meeting. Now it was Drem.

Then the great beast gathered himself on his haunches, and sprang. Drem leapt to meet him, while Cu flung himself with a snarl at the throat of the second wolf, the she-wolf. Even as they came together, there was a distant shout - a burst of shouting - but Drem did not hear it. In all his world there was only himself and his wolf, and old Doli; and the ewe struggling to bring her lamb to birth behind him.

And then not even Doli and the ewe, only himself and his wolf. He had side-slipped as the wolf sprang forward, and his spear took the great brute behind the shoulder and was all but wrenched from his grasp as it turned, yowling, almost in mid leap. Fiery pain slashed at his right shoulder just as it had done before; but he scarcely felt it as he drove his shortened spear home again. He was dragged to his knees, the wolf almost on top of him, tearing at his shoulder, striving to come at his throat. He drove his chin down on to his breast, and stabbed his spear dagger-wise again and again into its body as they rolled together in the snow. The third wolf was on him now; there was a terrible stricken howling - he did not know whether it was himself or his wolf that howled - a worrying and a snarling and a yelling. There was the taste of blood in his mouth, and a darkness flaring into ragged lights before his eyes ...

And then the yelling was a different yelling, neither his own nor his wolf's; and the lights were the saffron mares'-tails of torches carried by running men - and it was all over. In some unbelievable way it was all over. He was crouching with hanging head in the churned and trampled snow, staring down at the red that blotched and spattered the whiteness. Scarlet on white; Warrior Scarlet; and for a moment he thought hazily that it was the scarlet on the white breast of the swan that had been his first kill. Then his brain cleared somewhat, and he saw that it was blood on snow - hot blood on cold snow, steaming a little in the flaring light of the torches. Old Cu and the she-wolf lay sprawled together, both with their last fight fought, and at a little distance; the third, a young one, snapped and snarled in its death agony, with somebody else's spear through it. But the torch light fell fullest and fiercest on the body of the great grey leader lying outstretched almost against Drem's knee.

There were men all around him; Whitethroat nuzzling into his face, trying to lick all at the same time the torn and streaming wounds in his right arm and breast and shoulder. Someone was supporting him, and he knew that it was Vortrix; and Vortrix's voice was in his ears, lit with a ringing triumph. 'He has killed his wolf! See, Luga, Urian, a fine Wolf Slaying there has been here! He has killed his wolf!'

And I think that his wolf has killed him,' Urian said.

But Drem only heard them vaguely and a long way off. 'Look to Doli,' he mumbled. 'The ewe too - she - '

'It is well with the ewe.' That time it was Hunno's voice. 'She needs no looking to.' And suddenly he was aware of the thin crying of a new born lamb; and a moment of swift exultancy leapt in him, not because he had slain the great grey leader but of all unlikely reasons, because a lamb had come unscathed into the world.

It was the last thing he knew with any clearness for a long time.

How does the story of Drem lead us to understand that it is only in facing up to the thing we fear most that we can overcome the fear?

1. What kind of atmosphere is the writer trying to create in this passage through his use of the time of day, weather and the wolves?
2. Which part of the story takes the longest to tell, the build-up to the fight, or the fight itself? Why?
3. Drem is more thrilled to hear the cry of the new-born lamb than he was about the killing of the wolf. How does this help us to understand the way in which he has grown through his experience?
4. Why does Drem not leave the injured old shepherd and the ewe and return to the safety of his home?

THE SCORING PROCEDURE AND MODEL ANSWERS.

In each question two marks were allocated for a good response, one mark for a good attempt which was not absolutely accurate, and no marks for an inaccurate or inappropriate response. The mark allocation and model answers for each question is included below.

I BLACK BEAUTY

Questions 1 and 2 were dummies included to boost the confidence of the pupils at the start of the exercise.

Question 3 - Grace is sensitive, kind, thoughtful, humane or synonyms for these words (2).

Question 4 - Grace's father is insensitive, materialistic, brusque, brutal or synonyms for these words (2).

Question 5 - Skinner is exploitative, unfeeling, inhumane or synonyms for these words (2).

Question 6 - Peoples actions and attitudes and the tone and content of what they say reveal much about their characters (2).

II OREGON TRAIL

Questions 1 and 2 in this passage were dummies included to inspire confidence in the pupils at the start of the exercise.

Question 3 - The description of the valley elicits a sense of hope, renewal, promise, rebirth, a new dawn or ideas and words to that effect (2).

Question 4 - The difficulty of the journey is manifest in the children's exhaustion, physical condition and listlessness or words and ideas to this effect (2).

Question 5 - John was caring and strong. The former is apparent from his carrying of the baby and his fatherliness to the children. The latter in his inspiration and driving of the children despite their overwhelming listlessness and exhaustion (2).

Question 6 - The country was rough, rugged, dangerous or synonyms for these words (2).

III JOCK OF THE BUSHVELD.

Questions 1 and 2 were dummy questions.

Question 3 - The author is loyal. He responds to the puppy's lack of appeal which shows that he is sensitive and caring.

Question 4 - The puppy is independent, proud, aggressive, unafraid and it seems will be a faithful and loyal dog later.

Question 5 - The puppy is watchful, defensive, gutsy or words to that effect.

IV THE WIZARD OF EARTHSEA.

No dummy questions.

Question 1 - The terms conjure a sense of dread, evil, fear or words to that effect. Atmosphere is sinister and frightening (2).

Question 2 - Ged chose to break the law. His motivation was arrogance, conceit, pride, a desire to show off or words to that effect (2). One mark if partly answered only.

Question 3 - Enhances sense of doom, fear, evil at work (2)
or ideas to that effect.

Question 4 - Open-ended but seeks to right the wrong he has
done by seeking out and destroying the spirit or
sacrificing his pride would earn (2)

V WARRIOR SCARLET.

Question 1 - The use of eerie, sinister, dangerous or similar
words to describe the atmosphere. This is revealed
by the weather (cold/snowing) time of day(night)
and the wolves who portend evil, danger, etc.

Question 2 -- The build-up creates tension.

Question 3 - That rebirth and life is more important than
death/the future is more relevant than the past/
the Christian connotation.

Question 4 - Out of a sense of duty/loyalty/compassion Drem
felt the need to protect the shepherd and the
sheep. Alternatively Drem was inspired with the
desire to become a mature warrior.