

Practice Comprehension-4: Silver Boomerang

Question 1:

a) Why do you think Mrs. Dovecot asked about the reason of the donation again if "she knew well enough". (line 13). How do you think she felt during this moment?

> She did not have the money // couldn't end the reason of his asking // could not give Clement what he wanted.
 Feeling: Sad / Devastated / Hopeless [2]

b) Explain what the writer means when he says, "Dave Dovecot availed the approach of his son." (line 21)

Availed = Used // utilized // Benefited from // Took advantage of
 Approach = Advance // Nearing // coming ... [2]

c) How did Clement feel about his situation - after his parents refused to help him out- as he sat "under the breadfruit tree" (line 34) . Give two details from the text to support your answer.

Clement's feeling: Any other than part (a)'s (Helpless / depressed / selfconscious)
 Details: Clement leaned against her so that he could feel the cheering warmth of her arms
 Biting his nails he told her of his morning's shame.
 It's been a real torture at school! explained Clement patiently once more. [3]

(d) (i) After hearing Clement's story, Evelina "thought for a long time" and came up with a plan to solve his problem. (line 40). Explain in your own words, what was her plan?

Sing Carols / songs to raise money [1]

(ii) What was the problem with this plan?

It wasn't Christmas [1]

e) Explain why Evelina was ready to end their journey, 'Let's make this our last and call it a day'. (line 51)

They had collected enough money. [1]

f) (i) Why do you think the headmaster lined up the boys who had brought no silver across the platform?

Accidental typo from Comprehension #1 [1]

(ii) Give one detail from the text that shows us how Mr. Megahey demonstrated behavior contrary to his usual demeanor. "It was very nice."

Either one of his dialogues: "Thanks for your singing, he said kindly" [1]

g) When Evelina said, 'Now I'm going tell you how we'll fix that brute, Mr. Chase.' What was she planning to do? (line 68-69)

Give him more money than he expected // quiten his arrogance // shock him by bringing money so he cannot embarrass the boys. [1]

(h) Explain using your own words, Evelina's different feelings about Clement's situation.

Give three details from anywhere in the text to support your answer.

→ Caring / love /adore:

.....
She listened as attentively as a mother, and as she listened, she put her hand around his neck and drew his head gently down upon her young bosom.

→ Confident / Amadant / Determined.

.....
'Never you mind,' she said. '//I'll get our hats and then we'll be off.// She got to her feet and slipped quickly into the house.

→ Motivated / seeking revenge: Now I going tell you how we'll fix that brute, Mr Chase.' [3]

Question 2:

a) Read this sentence from the text: 'Dave Dovecot, a grizzled, gangling labourer, held his plate in his left hand, while with his right he piled his mouth from a peeling metal spoon;'

What effect does the writer want to suggest about the water by using the words 'grizzled, gangling labourer'? [2]

Synonyms: lanky, bony, thin // worker, layman, poor
Associations: Hardwork / old people / greying hair
Result: poor // wornout

b) What two impressions does the writer want to convey to the reader in the sentence:

'A long thread of a woman whose bones want had picked like an eagle'

= She was poor (explained)
= She was weak / meager / malnourished (explained) [2]

c) What effect is the writer trying to suggest by using the phrase. "his father - was a far harder nut to crack."(line 21) [1]

More difficult to convince // stubborn // won't give money.

d) Explain why the Evelina uses the word 'brute' rather than the word 'man' in the expression "Now I going tell you how we'll fix that brute, Mr. Chase". (line 68-69) [1]

Animal / inhuman / no humanity / worse than an animal.
His actions weren't humanly / abnormal

e) Identify one example of how the writer uses language effectively to convey Clement's situation 'The lad'll have money what I's got to sweat blood for..... down upon her young bosom.' (Paragraph 8- 9)

Explain the impression the writer creates in the example you have identified. [3]

Example: Any expression with a valid explanation

Explanation: