

WAEC

ENGLISH Theory

Past questions

[SSCE / GCE]

Years:

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SECTION A

- 1.** You have recently moved into a new neighbourhood with your parents. Write a letter to your sister who is studying overseas giving, at least, three reasons for disliking the new place.
- 2.** Write an article for publication in a national newspaper on the topic: *Vocational training is answer to unemployment among the youths.*
- 3.** Your country's public transport system is not functioning properly. Write a letter to the Minister of Transport, highlighting the causes and suggesting, at least, two measures to remedy the situation.
- 4.** You are the Chief speaker in a debate on the topic: *The youths of today are more interested in the pursuit of pleasure than in academic work.* Write your speech for or against the topic.
- 5.** Write a story to illustrate the saying: *A good name is better than riches.*

SECTION B – COMPREHENSION

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

It was a little past 10 a.m. but the medium-sized hall that served as a prayer house was already brimming with people from different parts of the metropolis, who had come to seek cure or answers to their problems.

The majority of this lot were those with seemingly intractable mental health conditions. The superintendent of the prayer house in question was often spoken of in whispers as possessing uncanny spiritual powers to exorcise evil spirits. It was also believed that he had answers to numerous illnesses that defied orthodox medication. Wednesday of each week was set aside for these healing sessions.

On this particular Wednesday, noisy supplication to the Most High and ceaseless invocation of His name to free those supposedly held captive by alleged evil spirits had reached fever pitch.

Suddenly, a middle-aged man broke loose from the crowd and ran as fast as his wobbly legs could permit. Some male workers of the prayer house gave him a hot chase.

At first, bemused by-standers rained curses on the fleeing man wondering why a man in his right senses would in a broad daylight rob a house of God. They obviously mistook the man for a robber fleeing the scene of his crime. But he was not.

Minutes later, he was caught and chained hands and feet, despite his struggle against his captors who intermittently lashed him with horse-whip. As he was being violently dragged along the street, the man ceaselessly muttered incomprehensible words that sounded like the muttering of a colony of baboons.

Then, a clearer picture of the situation dawned on the on-lookers. The man, after all, was not a thief and had stolen nothing; his ability to think and reason properly had taken flight of him. Simply put, he was mentally deranged.

The above incident is a common occurrence in many parts of the country. It aptly underscores the devastating mental health conditions plaguing a sizeable number of people in recent times. It also points to the unspeakable and inhuman treatment which people with such health disorders suffer at the hands of self-styled spiritualists.

This is the usual lot of mental patients whose family members refuse to take advantage of orthodox treatment.

(a) What brought the people to the prayer house?

(b) State the functions of the superintendent of the prayer house.

(c) What was wrong with the on-lookers' assessment of the runaway man?

(d) Mention **two** instances of inhuman treatment in the passage?

(e) What is the writer's attitude towards the treatment of the lunatics at prayer houses?

(f) *"...like the muttering of a colony of baboons."*

(i) What figure of speech is contained in this expression?

(g) *"...whose family members refuse to take advantage of orthodox treatment".*

(i) What grammatical name is given to this 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 which can **replace** it as it is used in the passage:

(i) intractable

(ii) supplications

(iii) wobbly

(iv) bemused

(v) intermittently

(vi) deranged

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

Miss Williamson announced in class one day that she wanted one of us to live with her to help her with her domestic work after school. There was a rush to volunteer which took her completely by surprise. When she recovered and had quietened our excited shouting, there was a moment during which none of us dared to breathe, as she scanned the eager faces.

What made her choose me I have never found out, but I had noticed before that she was partial to me. '*Alright, Karimu*' she said. '*You can come, but first run along and get your father's consent.*'

My parents were only too glad to have one mouth fewer to feed and my brothers and sisters to see the back of one who inevitably, had begun to assume an air of superiority in talking to them.

Miss Williamson's bungalow was a stone's throw from the school. That very evening saw me installed on a mat in a corner of her back veranda. I was unable to sleep, excited at the thought of the good fortune that had come my way. To be within earshot of Miss Williamson's English all day, to have access to her books, to nurse the possibility, overwhelming even in thought, of going with her frequently to Rofunkti – all

these visions kept my eyes wide open and my brain racing until very late that night. With my 'lapa' pulled right over my head and happy beyond all description in my heart, I smiled myself to sleep.

I learnt a very great deal in Miss Williamson's bungalow. Apart from improving my English, I learnt about the world outside and began to sense that there were barriers much higher and much less easily gauged, than those of mere language and colour, between my own people and those from whom she sprang.

The smiling teacher in the daytime often became the brooding, restless, ill-tempered spinster in the evening. Her bungalow was shared by another lady, a doctor, also a Scot, who travelled to and fro between the two villages on a bicycle. I noticed that when not at their work or talking about it, these two women showed no signs of being happy.

As I grew up with them, I find myself wondering what had made them leave their own country and come to live this strange life among people whose ways were totally different from theirs.

(a) Why was Miss Williamson completely surprised?

(b) Why was Karimu's family happy to see him go to stay at the bungalow?

(c) State the overwhelming thought that kept Karimu awake.

(d) What did Karimu find difficult to understand about the two ladies?

(e) Mention the identical trait in these two ladies' behaviours.

(f) "*What made her choose me...*"

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

(ii) What is its function?

(g) "*...I smiled myself to sleep.*"

(i) What is the meaning of this expression?

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

(i) scanned

(ii) inevitably

(iii) nurse

(iv) visions

(v) gauged

(vi) brooding

SECTION C – SUMMARY

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

No one can deny the fact that anyone who wants to be successful in learning the English Language needs a good English dictionary.

Such dictionary should be a source of information about the language – information that is not generally available in grammar books. It should not only contain a list of words and their meaning, but also a lot of information that can help a learner to speak and write good English.

In order to use words correctly, the reader needs to know how to link it with other words in a sentence. He should also know the structure that often precede or follow it, and whether it is formal or informal. This will help him to choose what word is appropriate for a particular context. The dictionary is, therefore, an invaluable aid to reading as well as writing skills.

If the meaning of a particular word in the passage impedes the overall comprehension of the main idea presented in it, then a dictionary should be used.

Most teachers must have observed a widespread tendency among their students to attack a new passage by reading it word by word, stopping to reach for a dictionary whenever they come across a word they do not know. This is a wrong approach; the dictionary should be used only as a last resort. The main objective of reading a passage is not to define specific words but to understand the ideas and concepts of the passage.

The frequent use of a dictionary tends to focus the reader's attention on words when he should be concentrating on understanding the main ideas of the passage. Efficient reading implies obtaining the greatest amount of information from the passage in the shortest time possible.

The frequent use of a dictionary takes much time – time that can be better employed in getting an overall understanding of the passage.

Instead of turning to the last resort, the reader should continue reading. Very often, the meaning of an unfamiliar word can be guessed from the context in which it is used. The passage may give a definition, cite example or describe the circumstances surrounding the use of such a word well enough for him to know what it means.

After reading the whole passage, the reader may realize that he has understood the important ideas presented without knowing the meaning of every word.

If, after reading the entire passage, the reader is still unable to guess the meaning of a word from the context, then he should study the structure of the word. The word may be a compound word which, when broken into its component parts, can be easily understood.

If after exhausting these approaches, the reader still does not understand the meaning of a word, and if this word is vital to the comprehension of the whole passage, then and only then, should he refer to a dictionary.

(a) In **one** sentence, state the purpose of a good dictionary.

(b) In two sentences, one for **each**, state the **two** disadvantages of constantly referring to a dictionary when reading a passage.

(c) In three sentences, one for **each**, summarize the **three** steps that a reader should take before referring to a dictionary.

WAEC 2011 ENGLISH THEORY QUESTIONS

SECTION A

- 1.** You are about to leave secondary school and a friend of yours who is attending school in another town has written to enquire about what you wish to do after leaving school. Write a reply to him, explaining your plans.
- 2.** Write an article suitable for publication in your school magazine on the effects of drug abuse.
- 3.** Write a letter to the Minister of Education in your country on the poor state of schools in your area and its effect on the performance of students.
- 4.** Your house master has just been promoted to head another school. As the house prefect, write a speech you would deliver during the send-off party organized for him.
- 5.** Write a story to illustrate the saying: *A stitch in time saves nine.*

SECTION B – COMPREHENSION

6. Read the following passage **carefully** and answer the questions under it.

As I watched Musa step out of the plane, I concluded that diligence, intelligence and the luck had turned Musa from the rustic pauper of thirty years earlier to a highly successful professional.

Here was a village boy of yesteryears, an orphan from early life, cheated out of his heritage by his half-brothers and uncles whose actions forced him to fend for himself. So, how did he become an internationally acclaimed computer wizard?

When his well-to-do father died three years ago after his mother, he had just gained admission to a fee-paying secondary school. Had his parents lived, that would not have been a problem. But his closest relatives were more interested in sharing assets than handling liabilities. They shared the three buildings in the city, as well as several cocoa plantations with hundreds of palms. None considered it right to take on the care of the poor boy.

Left in the lurch, he clung on to a classmate who had longed to work in the city as a petty clerk. They moved to the city. Both

were engaged by a big-time retailer in all sorts of goods, which he gave out to the boys to hawk on the busy roads.

There were no salaries; all they had were commissions from each day's sales. Musa and his friend could be out in the street from 6.00am till almost midnight. That way, they were able to keep body and soul together.

But Musa soon decided that his returns could cater for a little more than that. His yearning for education still very keen, he cut short his daily schedules to 4.00pm to attend an evening school organized by some secondary school teachers. And he made very rapid progress.

Often after classes, he would return to the streets. He never fared worse than any of the other learners, most of whom attended classes after normal school. In time, he sat for and passed all his school certificate papers with flying colours. Indeed, his results were among the best in the country.

An oil company which had a policy of sponsoring the university education of the best students in the various disciplines awarded him a scholarship. Thus, his university education in computer science was fully sponsored. Eventually, he emerged as the best graduate in the university. The training made him a top 3D computer programmer in engineering and architectural designs.

So, as he stepped out of the plane, returning from one of his several international conferences, I could not but reach the conclusion I had made earlier.

(a) Where was the writer when he arrived at the conclusion with which he opened the passage?

(b) What tragedy had beset Musa early in life?

(c) What worsened Musa's plight?

(d) How did Musa solve the problem of acquiring Secondary education?

(e) What element of luck contributed to Musa's success?

(f) "*...keep body and soul together.*"

(i) What figure of speech is contained in this expression?

(ii) What does it mean?

(g) "*...who had longed to work in the city...*"

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

(ii) What is its function?

(h) For **each** of the following word or phrase, find another word or phrase which means the **same** and can **replace** it as it is used in the passage:

- (i) fend for (ii) considered (iii) engaged
(iv) yearning (v) eventually

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

Although rural people need kerosene for lighting, they relied on it more for cooking. However, persistent fuel scarcity had made the commodity hardly affordable where it was available. Fetching dry wood from the forest became inevitably the order of the day.

Early one morning, Jojo and I, armed with cutlasses and axes, joined other young people, who were more conversant with the forest, in search of dry wood. It soon dawned on us that this "essential commodity" had been driven so far away that we had to wander into the heart of the forest before we could find a huge branch of tree that looked dry. Convinced that it was, we went into action, each cutting from his own side.

Scarcely had we started when Jojo suddenly jumped up from her position and exclaimed "Goodness". When I inquired what happened, she explained that the ground on which she was standing was lifting her up.

This sounded weird and I went closer to examine the ground. It appeared level and full of dry leaves. There were no signs of

anything other than the bare ground. Mockingly, I asked her to return to work adding that phobia about the forest was changing into an illusion. Nevertheless, I struck the ground with my cutlass, cutting through it to reassure her that there was nothing to fear. But before I could leave, we noticed blood trickling out of the cut on the ground and we scampered away, developing goose-flesh.

As we watched from the distance, we observed that there was a writhing movement and gradually, a curled creature stretched into full length of about three and a half feet. The earthy but splendid design of the skin became visible and it started what was like a struggle away from the spot. Its pace was decreasing with every effort to crawl on while more blood was being lost as a result of the deep cut it had received.

Whether it was shock or fear that prevented me from finishing up what I started. I cannot say. But though we accomplished our aim of going to the forest that day. I was haunted by the guilt of an unwilling murderer many days after.

(a) Why was kerosene important to rural people?

(b) State **two** reasons why people sort an alternative to kerosene.

(c) What lifted Jojo up?

(d) What did the narrator start that he could not finish?

(e) "...the heart of the forest..."

(i) What figure of speech is contained in this expression?

(ii) What does it mean?

(f) "As we watched from the distance..."

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

(ii) What is its function?

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

(i) persistent

(ii) inevitably

(iii) weird

(iv) mockingly

(v) splendid

(vi) accomplished

SECTION C – SUMMARY

8. Read the following passage **carefully** and answer the question on it.

People are usually unwilling to make changes in their lives after being accustomed to a certain style of life. However, this can cause a lot of problems, as changing circumstances often make a change in lifestyle inevitable.

Take for example, people who leave their country and go abroad for various reasons. Such people will inevitably face many changes.

First, they have to adapt to a new culture and habits that are completely different from their own country. They will also have to adapt to the weather and may need to learn a new language other than their mother tongue, which they used more frequently before their relocation.

Again, at some points in their lives, some people may have cause to change their career. The reasons for this may be varied and need not concern us here, but career changes inevitably necessitate the acquisition of a different set of skill and experience in the new job, a new routine and adaptation to new friends and colleagues at work.

In the face economic recession and related circumstances, people may lose their jobs as the organizations they work for try to adjust to the adverse situation by retrenching many of their workers. (Terms of such "down-sizing", "right-sizing" and "restructuring" are the modern day euphemisms for this phenomenon). A worker who suddenly loses his or her job obviously has to adjust to a new lifestyle – at least until a new job comes along.

Closely related to job loss, is retirement. Many people carry on at their jobs as if they will remain at such jobs forever. But retirement is inevitable not only for the paid worker but also the self-employed. Retirement in most cases means a change from an active working life to a more sedentary lifestyle.

It often requires giving off official property such as accommodation and vehicles and the replacement of a regular salary with a modest pension, which may not be regular. Because of these, the prospect of retirement is often viewed with apprehension by many, as they are not prepared for it.

Outside the work domain, other changes inevitably continue to take place. For example, at some point in our lives, young men and women come together and get married and start their own families. The transition from bachelorhood or spinsterhood of course means adaptation to a spouse, raising children and discarding many habits often reckless and impulsive, of unmarried people.

Finally, as painful and unbearable as it is, death is envitable. The untimely loss of a loved one – a wife, a husband, a parent – often turns people's lives upside down, and necessitates a drastic change in lifestyle. Many people never anticipate such a loss, and if unfortunately it does occur, it can be quite devastating.

In conclusion, people have to be ready for any changes that may occur in their lives as change is inevitable and there is no guarantee for anyone that life will be stable forever.

(a) In six sentences, one for **each**, summarize the **six** factors that can cause a change in lifestyle as discussed in the passage.

SECTION A

- 1.** You have spent about six weeks in your new school. Write a letter to your father telling him about your experiences so far.
- 2.** Write an article for publication in your school magazine on the dangers of keeping bad company in school.
- 3.** Activities such as debates, drama and excursions are now rare in schools in your country. As the Senior Prefect, write a letter to your principal suggesting the revival of these activities and pointing out what students stand to gain from taking part in them.
- 4.** You are the Chief speaker in a debate on the topic: Violent video games should be banned. Write your argument for or against the topic.
- 5.** Write a story to illustrate the saying: *Where there is a will, there is a way.*

SECTION B – COMPREHENSION

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

When Bademosi heard that he had some visitors from Irete, his hometown, he concluded immediately that they must be the usual seekers of financial assistance, or job.

He decided that this time, he would give them the rough edge of his tongue. They had come because earlier callers had not reported what he had stressed: that he was not in Kapitatown for anyone's sake.

He took his time to put his office and workshop order, determined not to leave in a hurry just because of some stubborn fortune-seekers. He made sure that all his seventy-two workers had signed out before he signalled to his driver.

There, in huge limousine, he thought of the new multi-million dollar contract for his construction company and how he would get a helicopter from the profit. That would be ultimate solution to the persistent problem of the traffic congestion which he faced in Kapitatown.

The five-kilometres distance to his mansion was covered in about two hours. On arrival, his youngest wife informed him

that his visitors were chiefs from Irete. He felt a revulsion as he imagined that they must have come with a king-size request.

However, the three chiefs disarmed him with their cheerful smile. Each met him in the doorway with a bear hug. As soon as the chit-chat ended, they announced that the Irete ruling council had decided to confer on him the highest traditional title of the land, and that a date had been set for the great event. He was flabbergasted: so they had come with an offer. He immediately accepted.

Thereafter, things moved very fast. He contacted all the great names in the country, among them his state governor, the top politicians in the land and his business associates from far and near. However, he did not even pay a preparatory visit to Irete. He took everything for granted.

The great day came. Hundreds of limousine from far and near streamed into Irete. As he was not the only awardee, the conferment ceremony began with the others. Each took about fifteen minutes: so before Bademosi's turn, all invited guests had arrived.

Just as he was called, some heavily-built youngsters appeared. Shouting into the microphone, their leader announced, "Bademosi doesn't deserve the conferment and cannot have the title. A man who has deserted his community for more than

thirty years, who did not think it proper to return home to care for his ailing parents before they died, and who has consistently turned deaf ears to the calls of our youths cannot have the title. Good day, everybody!”

With that, the youths continued to appear in hundreds, angry and fierce, wielding all forms of weapons, warning everybody to disappear immediately, otherwise heads would roll, including theirs if the police wanted it so. Within minutes, the whole area was deserted.

- (a)** How had Bademosi treated visitors from his hometown?
- (b)** What evidence is there in the passage that Bademosi is wealthy?
- (c)** Why has Bademosi planned to buy a helicopter?
- (d)** What should Bademosi have done before the day of the conferment of the title?
- (e)** Give **two** reasons why the youths objected to Bademosi’s installation?
- (f)** “*As soon as the chit-chat ended...*”
 - (i)** What is the grammatical name given to this expression as it is used in this passage?
 - (ii)** What is the function?

(g) "...give them the rough edge of his tongue."

(i) What figure of speech is used in this expression?

(ii) What does it mean?

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

(i) stressed

(ii) ultimate

(iii) flabbergasted

(iv) deserted

(v) disappear

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

Part of my one-year study programme in Britain involved visiting several places of historical importance, especially those related to pre-colonial African history on which I was researching.

One was the home of William Wilberforce, the 19th century anti-slave trade statesman. The house had been turned into a museum by one of the several organizations that fought the scourge.

Among the most outstanding features of the museum were the several statues of slaves in different postures: black slaves being captured in their native homes, being chained together,

being led to the port for sale, on the slave ship and being forced to work on plantations. The sculptures were particularly remarkable in that they illustrate very movingly the bane which Wilberforce threw himself against.

As a black man, I could not help shedding tears when going from room to room on the two floors. Then, there was a period of pandemonium which I, unwittingly, caused. I was on the first floor, about to cross the lobby, when I came face to face with another visitor, a white man. When he saw me, a wave of fright swept through him. His eyes were immediately bloodshot. He shouted out of fright and ran back. Quickly, he made for the staircase, sped down to the ground floor and took to his heels.

All this while, I remained still, at a loss as to the cause of his action. He stopped shouting only when he got to the bus that brought his group. Meanwhile, others around him, realizing the cause of his fright, came to tell me that I was the cause.

They laughed it off when they told me he had thought I was one of the statues and had suddenly turned into a human being. I discovered his reason for his fright when I entered the room which he had just left and found that one of the statues looked exactly like me.

Whoever did the wax model perhaps had my picture. It was my height, my shape, my complexion, indeed the exact replica of me.

I realized what had happened, I was the only black present in the building. The man had not expected a live black person to be in the museum. Thus, the sudden sight of a black person moving around, with the stature and face of one of the statues, should certainly frighten him. I wondered what could have happened if I had pursued him down the staircase.

(a) In what capacity did the writer visit the museum?

(b) For what was William Wilberforce famous?

(c) Why did the writer stand out among the visitors in the museum at that hour?

(d) Why was the other man frightened?

(e) Why had the man assumed that the writer was a statue that had come alive?

(f) *"...a wave of fright swept through him..."*

(i) What figure of speech is contained in the expression above?

(ii) What does it mean?

(g) *"...that brought his group..."*

(i) What grammatical name is given to this 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 which can **replace** it as it is used in the passage:

(i) organizations

(ii) remarkable

(iii) pandemonium

(iv) replica

(v) pursued

SECTION C – SUMMARY

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

The number of people living in slums worldwide is estimate to be more than a billion. Experts in urbanization fear that the ever growing slums in the world will soon become more populous than the cities.

Findings like these, however, do not show clearly the devastating effect which substandard living conditions have on the poor. The situation is more serious in developing countries, where many people lack basic amenities, adequate housing and modern healthcare services.

It is an irony that while some of the richest nations want to build colonies on the moon and explore Mars, growing numbers of their poorest citizens cannot afford a decent place to live here on earth. It might be easy to conclude that the poor might remedy their situation, if they showed more initiative, but factors involved in the housing crisis are beyond their control.

The world's population is increasing at an alarming rate, such that millions of houses are needed to keep pace with this development.

It is a fact that cities provide more facilities than the rural areas. It is easier to get electricity and good water supply, pursue one's education and secure well-paid jobs in the cities than villages. Very often, those in the villages hanker for such opportunities to reside in the cities. They do not mind going away from the villages to reside in congested cities, thereby contributing to overpopulation in the cities.

In troubled areas of the world, political disasters, civil wars and suicide bombing are common. Poor people, women and children run away from such troubled areas to preserve their lives. They seek refuge in whatever shelter they can find when existing buildings are completely destroyed.

The relationship between housing and poverty cannot be ignored. People who cannot afford basic necessities such as

food and clothing, may not be able to rent or build decent houses. These and other factors have forced millions of people to settle for substandard housing. They live in abandoned buses, shipping containers, cardboard boxes and other unthinkable places.

The housing problem, just like many other problems facing the world, should be tackled with urgency. However, the cost of land for the erection of houses is high. Even land is secured, the high cost of building material is another problem to contend with. One must not therefore blame building agencies which employ methods that enable them to build inexpensive houses.

- (a)** In **five** sentences, one for **each**, state the causes of the worldwide housing problems.
- (b)** In **one** sentence, summarize the measure that poor people have adopted to solve their housing problem.

SECTION A

- 1.** Your school fees have been increased astronomically and your father has threatened to transfer you to another school. Write a letter to him giving, at least, three reasons why you would like to remain in your present school.
- 2.** Write an article for publication in a national newspaper on the importance of education in national development.
- 3.** The quality of food prepared in your school has become very poor. Write a letter to the Principal complaining about this and explaining ways in which this situation can be remedied.
- 4.** You are the Chief speaker in a debate on the topic: *Education is not as important as riches*. Write your argument for or against this topic.
- 5.** Write a story ending with the statement: *Indeed, it was the biggest lesson of my life*.

SECTION B – COMPREHENSION

6. Read the following passage **carefully** and answer the question on it.

Mr. Ogun it was that wooed me for school. That was decades ago. I had resisted vehemently: I even ran away to hibernate with my maternal grandmother. I had told Granny that I wanted to spend a few days with her. By nightfall, my father, who suspected I was hiding there, came to take me away. The following morning, he dragged me all the way to school where Mr. Ogun received all fresh students.

I swore secretly that I would abscond at the first opportunity, but throughout the day, Mr. Ogun kept a watchful eye on fresh pupils. He had a smiling face and looked very friendly.

As soon as he had registered our names, he led us to the field to play. Of all the children, I was probably the only one who looked forward to an opportunity to abscond.

Mr. Ogun seemed to have read my mind; he used my name in the songs he composed as we marched round the field. He once held me by the hand and marched along with me. As we went on, he announced, 'What a smart fellow! Clap for him!'

In the classroom, Mr. Ogun told me to sit in front as he stated, "My smartie will keep the pieces of chalk and the duster." Gradually, I was mellowing in my plan to abscond: I began to think that I could give school a try. At the end of that day, my father was around to take me home. Perhaps, he decided not to take chances.

During the first week, my father took me to school every day. Somehow, my resistance was softening, to my surprise. Every morning, as I produced the pieces of chalk from the cupboard, Mr. Ogun smiled broadly, nodding approvingly.

Before we left the class for recess, for games or for home, I dutifully kept the materials safe, and as soon as we returned, I produced them. It took me sometime to realize that my role was crucial since the pilfering of such materials was common in all the other classes.

My father soon stopped bothering about me as I would get up from bed, take my bath and get into my uniform without any prodding. My love for school was deepening, especially when I discovered that I was among the few who always did well in most tests. And Mr. Ogun would praise me to the skies.

Towards the end of the school year, we learnt that Mr. Ogun was going on a transfer to another school. How devastated I felt! Now, at last, was the time to abscond from school. But

then, I simple could not take the crucial step because my bond with school had become very firm.

(a) What evidence is there in the passage that the writer's experience took place long ago?

(b) Mention **two** things that Mr. Ogun did that won the writer for school?

(c) What was the benefit of the duty performed by the writer to the class?

(d) What do you think the writer implies when he states that he dressed up for school without any prodding?

(e) Why could he not carry out his plan to abscond when his mentor had left?

(f) "*...that my role was crucial...*"

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

(ii) What is its function?

(g) "*...my bond with school had become very firm.*"

(i) What figure of speech is used in this expression?

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

- (i) vehemently (ii) abscond (iii) probably
(iv) gradually (v) prodding (vi) devastated

7. Read the following passage **carefully** and answer the question under it.

When the Principal introduced Mr. Njobe as our new Mathematics teacher, we did not think much of him. He did not look very likeable nor did he appear to be an achiever.

Nothing was spectacular about him apart from the fact that he was a South African. Most of us who knew the goings-on in his country regarded him as one of the luckless refugees from the apartheid regime. After the mild clapping, we forgot about the man with gaunt, hungry look.

During his first lesson in our class, it struck me that not once did he consult the text book. Rather, to teach the properties of the square and rectangle, he made us measure the top of our tables, the classroom doors and other objects around.

From there, we discovered that these objects had opposite equal sides, and all the angles were equal. We did not have to

learn these from books; he made us find out. When later I consulted my textbook, what Durell, the great mathematician, wrote came very much alive. I started to see Mr. Njobe as equal to Durell.

With time, we began to like his teaching. He taught with zeal and usually through play-like methods. His class was always lively and full of jokes. For instance, to teach us the properties of a circle, he instructed us to bring out the bowls which we used for midday meal. During the lesson, he made each one measure the distance round the bowl. Incidentally, almost every bowl was different in size. We laughed at the sizes of the different bowls while we meticulously measured them.

Throughout the lesson, there was much laughter, finally, he told each student to divide the distance round the bowl by the distance through the centre. Imagine our amazement when we discovered that whatever the size of the bowl, all the answers were the same. This, he explained, is the base in all computation regarding the circle. That was fifty years ago and I have not forgotten. He actually tamed Mathematics for us, terrifying as it was.

Then, one day, we learnt that Mr. Njobe was on admission in Wesley Guild Hospital. Our representative sent to convey our good wishes were refused entry into the intensive care unit: they were told that his condition was critical.

We virtually went into mourning for weeks, but just as we were writing him off our mind, one hot afternoon, his car crawled into the school compound. As he stepped out, students swarmed out, carried him shoulder-high and danced round the school, chanting spontaneously, "*Njobe, welcome! Mathematics welcome!*"

(a) Describe the appearance of Mr. Njobe on his first day in the school?

(b) With what concept of South Africa did the writer associate Mr. Njobe?

(c) What did the students' mild clapping suggest?

(d) What impressed the writer about the new teacher during the first lesson?

(e) What was unique about the new teacher's method of teaching?

(f) "*...that these objects had opposite equal sides...*"

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

(ii) What is its function?

(g) "*He actually tamed mathematics for us...*"

(i) What figure of speech is used in this expression?

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

- (i) luckless (ii) consult (iii) meticulously
(iv) amazement (v) terrifying (vi) critical

SECTION C – SUMMARY

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

Have you ever wondered how books got published before reaching the reader? Perhaps you assume that the author is solely responsible for designing, printing and getting the book distributed to all the readers.

Actually, in most cases, it is not the author who originally conceives the idea of a book; rather it is the publisher, based on the results of a market research, who decides on the type of book to be published.

So, usually, the concept of a book begins with a market research which is an exercise carried out to establish the type of book which would sell fast among a specific group of readers.

The task of hunting for a good writer follows. The publishing house goes out to source for a good writer, usually among the academics in the secondary or tertiary institutions. Sometimes, however, such a writer is found in other professions. For instance, for a good law book, a senior advocate might be the best to consult. Discussions are held with the chosen writer to map out precisely the level of the language and the size of the book.

When the manuscript is submitted to the publisher, it is subjected to rigorous screening to establish whether it is good enough. Usually a neutral assessor is found to do a thorough critique and recommend its sustainability or otherwise.

If it is found unsatisfactory, it is simply returned and that is the end of the matter. However, if it is found publishable, whatever amendments recommended by the assessor are used by the author as guidelines to update the work.

When the final manuscript has been accepted, it is further subjected to in-house editing by the editorial staff in the publishing house. Of course, most of these are themselves experts in English Language as well as specialist in the particular field that the book covers.

In most cases, they take a critical look at the language, as well as the currency of the content. So, where outdated facts are

identified, the editorial division does the rectification. Furthermore, editors are good at economizing words; very often they cut down on the length of the material.

Whatever leaves the table of the editorial division goes into the publishing section. This has the task of doing the final typesetting, providing the pictures and illustrations where necessary and arranging for a printing press to handle the final production of the book.

Contrary to what most people often assume, a printing press is not the same as a publishing company. Indeed, most publishing companies do not have printing presses. A printing press charges money for the printing and production of the number of copies demanded by the publishers. Once the payment has been made for the printing, and the copies have been delivered by the printer, the role of the printer ends.

The publisher's marketing division takes over the copies, advertises the book, goes out to the potential users and make sales. Advertisement may be done on the radio and television networks, in newspapers and on billboards.

The staff of the marketing division may meet schools and the ministry of education to get the book adopted. The wider the publicity, the higher the sales are likely to be.

- (a)** In five sentences, one for **each**, summarize the **five** stages in the publication of a book.
- (b)** In **one** sentence, state how the publishing house creates awareness for the book.

SECTION A

- 1.** A friend of yours who has been living in Europe for some years has written to invite you to join him. Write a reply to his letter giving, at least, three reasons why you would rather remain in your country.
- 2.** Write an article suitable for publication in your school magazine on the need to inculcate good moral values in the youth.
- 3.** Write a letter to the Minister of Education in your country discussing, at least, three ways by which the quality of education could be improved.
- 4.** You are the main speaker in a debate on the topic: *Technology has made the world a better place*. Write your arguments for or against the motion.
- 5.** Write a story to illustrate the saying: *The devil makes work for idle hands*.

SECTION B – COMPREHENSION

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

The case of Dr. David Akide drives home the point that nobody should be written off as a failure as long as he has not died.

As far as can recall, he was one of the weakest in class throughout our primary school career. Right from the second grade, he was the butt of most of our jokes. Indeed, whenever the teacher referred a question to him, most of us waited eagerly to have a good laugh.

But we all admired him for two things. For one thing, he was the only one who never wrote with his right hand as he was a complete southpaw. Then, he endured all the jokes cheerfully as indeed referred to himself as “Mr. Why Hurry”. Forever sociable, he was a friend to everybody who came close enough.

Not surprising, we left him behind in the primary school, as he could not get admitted to any of the secondary schools to which he took an admission examination. That was why, from the time I entered the secondary school, I lost contact with him. Nor did any of my mates whom I closely associated with ever mentioned meeting him anywhere.

As far as most of us were concerned, David had faded away into obscurity. I imagined that he must have ended up in one of the low grade vocations since he was at least good in handicraft.

Then, a few months ago, thirty years after I last saw him in the primary school, while I was watching a 9o'clock television network programme, I saw David being interviewed by a team of reporters. He was introduced as a specialist surgeon who has made his mark in heart surgery in the nation's leading heart of a patient who had been written off by most other specialists. The patient fully recovered and was now back in his vocation as a mechanic.

I was amazed. I was pleasantly surprised. From the interview, it became clear that he had experienced a surge in intellectual prowess late in his secondary school career and zoomed into and through the university as a medical student. Thereafter, it had been one major achievement after another for him in his chosen field.

(a) What evidence is there that the writer is not a young person?

(b) For what **two** things was David Akide admired by others in the primary school?

(c) Why would he not move into a secondary school then along with the others?

(d) What did the writer assume had been the fate of David after leaving the primary school?

(e) What is established by the fact that David Akide was being interviewed by a panel of reporters on the nation's network programme?

(f) Why was the writer amazed?

(g) *"...while I was watching a 9'oclock television programme..."*

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

(ii) What is its function?

(h) *"...zoomed into and through the university..."*

(i) What figure of speech is used in this expression?

(ii) what does it mean?

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

(i) cheerfully

(ii) sociable

(iii) imagined

(iv) vocation

(v) achievement

SECTION C – SUMMARY

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

Have you ever wondered the vast difference between the conventional desktop telephone and the modern handset telephone?

The desktop telephone has one distinct function: that of making and receiving calls. Apart from that, perhaps the other use is aesthetic – adding some beauty to the furniture piece in the room. The conventional telephone set was a status symbol as only the rich and well privileged could afford it.

To obtain it, one had to fill many forms and have three well known citizens to attest to one's sterling qualities as a highly responsible member of the society. Then , after paying several fees, one had to wait for several months before the telecommunication department officials would come in to install the wires, in order to get one's set connected to the national grid.

After that, the applicant might count himself among the privileged ones in the community. But he must not heave a sigh of relief yet: his problem may just be beginning.

The inclement weather may remind him that his use of the facility is at its mercy. A rainstorm or even a strong wind can destroy some of the wire-bearing poles, thus cutting him off from other telephone users. Besides, a vehicular accident may knock down a pole or several of them. It is not even uncommon for termites to render wooden poles useless.

Finally, there are the problem of the communication department officials who are noted for bringing bills late, and cutting off wires for failure to pay promptly. Most often, the bills bear little resemblance to actual consumption. Thus, the telephone is not always there at one's service.

Like the conventional desktop telephone, the handset has the primary function of making and receiving calls. Beyond that, there are vast differences between them.

To begin with, the small handset is not much of a status symbol now. It is very easy to carry about and it can be used everywhere by all and sundry. The telephone service providers have flooded the market with lines at very low prices, such that most users can boast of two or more lines.

Gone are those days when one had to apply for a set and wait for months. Today, all that it takes is to purchase the handset, which could be very cheap or very costly depending on one's preference and purse.

Once it is purchased, it user could have access to dozens of functions. Apart from making and receiving calls, one could send text messages and receive responses within minutes. The set could be used to take pictures which could be as clear as any taken with a professional camera. One could also connect to the internet to read the newspapers and send mails.

Besides, the set could be used to store songs; it could also be used as a radio receiver. One could use the handset to programme schedules of activities. The reliable timepiece on it could be used as a watch. Young ones play games on their handset and store pictures of loved ones on them.

However, with all these advantages, the handset has two obvious shortcomings; it can be easily lost or stolen. This is where the conventional desktop is not vulnerable.

- (a)** In **three** sentences, one for **each**, summarize the problem associated with owning the desktop telephone.
- (b)** In **three** sentences, one for **each**, summarize the advantages which the handset telephone has over the desktop telephone.

SECTION A

- 1.** Write a letter to your friend in another school giving him/her three reasons why your school has been excelling in academic work.
- 2.** Write an article suitable for publication in a national newspaper on the topic: *The importance of national sports festival.*
- 3.** The School Hero is an award meant for the student considered to have exhibited exemplary leadership qualities. As the Senior Prefect, write a letter to the head of your school, giving three reasons why your nominee should be given the award.
- 4.** You are the main speaker in a debate on the topic: *Students in the rural schools have more advantages than those in the urban centres.* Write your arguments for or against the motion.
- 5.** Write a story ending with the statement: *We apologized to each other and reconciled.*

SECTION B – COMPREHENSION

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

The mansion by the roadside in my village reminds me of a similar sight in the state capital, three decades ago.

Standing conspicuously by the highway in the heart of the city, the mansion posed a bold challenge to road users. It belonged to Chief Koko who was not impressed. He made it clear that nothing should tamper with his mansion, warning that whoever defied him risked dire consequences.

Not long after the governor's official proclamation, newspaper reporters had a field day speculation on the unprecedented confrontation with the Chief.

With time, news filtered out that he asserted that whoever dared him would certainly end up where others like them had gone. The message was clear – defiance meant death! So reporters were pleading for a new route to circumvent the mansion. However, the governor made it clear that there would be no retreat.

Before long, work started on the project. One of the first casualties was a post office that was just some metres within

the specified distance. It was cut into two. Soon, the frontage of a school library also followed. But it was assumed that things would be different with the mansion whose owner tolerated no effrontery.

Day by day, the project moved closer to the mansion, with the heavy machine levelling one structure after another. Then, when it was clear that the mansion was next in line, the driver of the bulldozer requested to go on leave. This got to the governor who ordered the driver to first do his duty. He sent emissaries to the governor to spare his life since his children were still very young.

The following morning, people got a shocker! The governor himself showed up at the site and asked for the key to the bulldozer, ready to assume the role of the driver. The driver, surveying the possible consequence, carefully climbed up and pleaded that the governor should please care for his children after his demise. The governor announced that if anything were to happen he, not the driver, would be the target.

So, the driver got to work and the mansion collapsed like a pack of cards. Press photographers went to town with their cameras, hoping to capture Chief Koko in action. But nothing unusual happened and soon the whole structure became a rubble.

The aftermath?

Everybody thought either or both men would soon belong to the great beyond. But this much I know: that governor is still around; and so is the driver.

(a) What opinion did people have of Chief Koko?

(b) What does the expression, *unprecedented confrontation*, tell us about the governor?

(c) Why was it necessary to demolish buildings?

(d) When the driver said that his children were still very young, what did he imply?

(e) "...people got a shocker!" Why was the governor's action a shocker?

(f) What did the people expect Chief Koko to do after the demolition of his mansion?

(g) "*Not long after the governor's official proclamation...*"

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

(ii) What is its function?

(h) Quote a simile used in the eighth paragraph in the passage.

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

- (i) assumed (ii) retreat (iii) specified
(iv) showed up (v) collapsed

SECTION C – SUMMARY

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

Every normal human being would want to put his/her feet up once in a while and relax. But, obviously, one cannot relax all the time. A little work does not kill. Rather, it keeps one active and mentally alert.

Some people think that the invention of robots is the best thing that ever happened to man. They are convinced that the invention has saved the day because robots are ideal workers who work without complaining or getting tired. Robots never reveal company's secret for any reason – corruption, fame or blackmail.

The admirers of robots think that once a robot is programmed, it can do any piece of work with precision over a long period

without slowing down, getting bored or going on a break or vacation.

Robots can be made to perform any task. They do not grumble, protest or ask for 'inducement allowance', overtime, bonus or any of the motivations that human beings normally demand. They also work under conditions which human beings would not accept due to either incompatibility or attitude.

One good thing about the robot is that any of its damaged parts can be replaced for work to go on effectively. On the other hand, if a human being loses a vital part of the body, that part may not be replaced for work to go on as effectively as before.

There is no doubt at all that the robot is useful but I strongly believe that the human being is more efficient than the robot in many ways. Human beings are sensitive, thinking beings who are flexible and can therefore control their actions. Thus, they can perform more functions than robots.

Since human beings can think, discriminate, and make value judgements, they can solve problems on the spur of the moment. The robot, on the other hand, cannot do this because what it has been programmed for is all it is capable of doing. If a robot is wrongly programmed, it will continue to produce the wrong result until its programme is corrected.

The human being can take the initiative in many things. He can communicate or even call for assistance when needed, which the robot cannot do. The human being can be appealed to, to make some crucial changes; he can also learn from observing what goes on and modify what he is doing.

It is clear that even though robots are useful, they are deficient in many ways, and therefore cannot have an advantage over human beings. In crisis, the robot cannot face the challenge. It neither reacts nor reflects.

The robot is designed and programmed by human beings. How then can the created be superior to the creator? Robots are created to assist human beings and relieve them of some of their burdens, not to take over completely from them.

(a) In **three** sentences, one for **each**, state why the admirers of robots think that robots are more efficient than human beings.

(b) In three sentences, one for **each**, state **three** advantages which the human beings has over the robot.

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