

**S101/1 June**  
**S.S.C.E. 1994**  
**ENGLISH**  
**LANGUAGE 1**  
2¼ hours

**THE WEST AFRICAN EXAMINATIONS COUNCIL**  
**NIGERIA**

**Senior School Certificate Examination**

June 1994

ENGLISH LANGUAGE 1

2¼ hours

*Answer **four** questions in all: **one** question from Part A, and questions **7, 8 and 9**.*

**PART A**

[50 marks]

*Answer **one** question from this part. All questions carry equal marks. Your answer should **not** be less than 400 words **except** where otherwise stated. You are advised to spend about 50 minutes on this part.*

**1.** You are about to leave school after spending six years as a student. Write a letter to the principal, expressing your candid views on the strengths and weaknesses of the school and giving suggestions for improvement.

**2.** Write an article for publication in a literary magazine on the need to promote the study of the indigenous languages of your country.

**3.** You are the main speaker in a school debate the topic of which is: *Bribery and corruption are worse enemies of our country than armed robbery.*

Write your speech for **or** against the topic.

**4.** You have been involved in an incident in which very many of your friends criticized your role. Narrate the incident to a close friend and defend the role you played.

5. An elder sister of yours who has left school had confided to you in her last letter that she plans to elope with her lover whom your parents do not approve of. Write a letter to her advising her against such an action, and suggesting steps she could take to obtain your parents' consent.

6. Write a story which ends with the words: . . . *I really agree that a patient dog eats the fattest bone.*

PART B  
SECTION I  
COMPREHENSION  
[30 marks]

Answer **all** the questions in this part.

You are advised to spend about 45 minutes on this section.

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

Learning to speak one's language comes naturally to a human being; we learn it without formal instruction. But writing is an unnatural activity; it must be taught formally and studied deliberately. Indeed, many of the problems that arise in learning to write are simply problems of finding the proper written equivalent for the various features of speech. The spelling of our words is a clumsy attempt to reproduce the sound of our voices. The punctuation of our sentences and the setting of paragraphs are designed to give some approximation of the pauses and intonation we use automatically to give shape and point to our speaking.

The writer of English (or any other language) loses a whole world of gestures, facial expressions and tone of voice the minute he decides to write something rather than say it aloud. He loses the immediacy of direct contact with his audience. If there were no compensation at all for all these disadvantages, then communicating with other people through the medium of squiggles on paper would be as unsatisfactory as trying to wash your feet with your socks on.

Writing takes more effort than speech, but the effort we make simply to capture our words on paper can also lead us to compose things that are worth the effort. The unusual energy that goes into achievement in any art or sport can and should function finally to help the individual increase his own powers and perfect his abilities. Three hundred and fifty years ago, a clever man pointed out that practice in speaking makes a man 'ready' or quick in his responses, while practice in writing makes a man 'exact', helps him to polish and perfect his thoughts.

- (a) Why did the writer say that writing is an unnatural activity?
- (b) Give **two** specific examples of problems encountered in learning to write.
- (c) Mention any **two** disadvantages that arise in written communication.
- (d) What major advantage comes from the acquisition of good written skills?
- (e) ... *that goes into achievement in any art or sport*
- (i) What grammatical name is used to describe the above expression?
- (ii) What is its function?
- (f) For **each** of the following words find another word or phrase that means the same and can replace it as used in the passage:
- (i) deliberately;
- (ii) equivalent;
- (iii) designed;
- (iv) compensation;
- (v) responses;
- (vi) polish.

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

I am a foot taller than the tallest girl in my village and twice the weight of the fattest. On my only visit to a beautician, the woman said she found my face a challenge. Yet, despite these social disadvantages, I feel cheerful, happy, confident and secure.

Several years ago, I visited the city for the first time, and I saw something there that made me realize the stupidity of trying to conform — of trying to be like everybody else — even with particular physical disadvantages. There was a small, plump woman, all dressed up but looking really stuffed and funny in the fashion wear. She also carried a shooting stick. But because she was so plump, when she sat on the stick, it went deep into the ground and she couldn't pull it out. She



tugged and tugged, tears of rage in her eyes. When the final tug brought it out, she crashed with it to the ground. I saw her walk away. Her day had been ruined. She had made a fool of herself in public. She had impressed nobody. In her own sad eyes, she was a failure.

But hardly anyone took any notice of her and her misery in the busy street. I remember well when I was like that in the days before I learned that nobody really cared what you did. And watching that miserable small woman as she walked away gave me renewed inspiration.

(a) Briefly describe **two** physical characteristics of the writer as shown in the passage.

(b) Why is the writer not bothered about her social disadvantages?

(c) (i) How did the woman with the shooting stick feel after the incident?

(ii) Why was the feeling unnecessary?

(d) . . . *when she sat on the stick* . . .

(i) What grammatical name is used to describe the above expression?

(ii) What is its function?

(e) For each of the following words, find another word or phrase that means the same and can replace it in the passage:

(i) disadvantages;

(ii) conform;

(iii) tugged;

(iv) rage;

(v) miserable;

(vi) inspiration.

The European quarters were far removed from those of Africans. The provision of social amenities followed the same pattern. Thus, there were separate African and European hospitals, schools, clubs, and the like. It is interesting to note that the situation has barely changed quantitatively since independence. The Nigerian elite in the civil service and the private sector have merely moved away from their own people into the positions formerly occupied by the Europeans.

(a) In **four** sentences, **one** for **each**, summarize the factors that were responsible for the growth of Jos as described in the passage.

(b) In **two** sentences, summarize the common features of the organization of social life in Jos as described in the passage.