

Answer all the questions.

SECTION A: GRAMMAR (10 marks)

I- Fill in the blank spaces with the appropriate forms of the expressions in the brackets.

1. By the time Shakespeare died, hemany books. (to write)

2. When I was a child, I(not used to) cook.

3. Have you(to put) the pen in your bag?

4. Write in reported speech. "I will see you tomorrow"
.....

5. If I had(Complete the sentence)

II- Complete this cloze text with suitable expressions of your own.

Professor Keng iswell-known lecturer..... History.

In fact, he is popular that he cannot pass anywhere unnoticed.

Apart being a good lecturer, he is also very good basket ball.

SECTION B: VOCABULARY (10 marks)

I- Fill in each blank space with an appropriate word chosen from the brackets.

1. Alwaysyour money in the bank. (safe, serve, save)

2. Good athletes often win.....(flags, trophies, progress reports)

3. The money you sent..... me to meet up with some pressing needs. (did, permitted, enabled)

4. The policeman arrested the suspect and kept him in..... (custody, court, prison yard)

5. I was..... if you could lend me some money. (wandering, wondering, worrying)

II- Complete this cloze text with suitable words from those in the list below.

(Sells, crowd, employee, hawkers, ticket, sight, opportunity, sales)

I am an.....in a tourism company so I wanted to use this.....to go
.....seeing. Since I am aperson, I knew how to get a cheap.....

SECTION C: COMPREHENSION (10 marks)

Read the text and answer the questions which follow. As far as possible, use your own words.

Numskull and the Rabbit

A lion king named Numskull lived in a forest. He was filled with foolish pride. Numskull constantly killed the other animals. One day, all the other animals – deer, boars, buffaloes, wild oxen, rabbits, and others – got together, and begged the lion king to stop the killing. They suggested a deal. If Numskull will stop the slaughter, they will send him one animal to be eaten each day. After listening to them, Numskull agreed to the deal. However, he threatened to eat them all if one animal did not come each day to be eaten.

One day, it being a rabbit-day, the rabbit's turn came. And when the thronging animals had given him directions, he reflected: "How is it possible to kill this lion-curse him! I can kill even a lion." So he went very slowly, planning to arrive tardily, and meditating with troubled spirit on a means of killing the lion.

Finally, the rabbit reached the place where Numskull was waiting. Numskull was thinking about how hungry he was. He was also angry that the rabbit was late and decided he would kill all the animals the next morning. "First, you are too small for a meal", Numskull said. "Second, you are tardy. Because of this wickedness I am going to kill you and tomorrow morning, I shall eliminate all other species of animals". The rabbit made up a story about how he met another great lion. The rabbit claimed that the other lion lived in a mighty fortress and the lion was Numskull's enemy. He implied that Numskull should fight the other lion, even though this lion was hiding in a strong fortress.

When he heard this, Numskull said: "My fellow, show me that thief. Even if he is hiding in a fortress, I will kill him". He took Numskull to a deep well, claiming that the other lion had crawled into it in fear. And the lion being a dreadful fool saw his own reflection in the water and gave voice to a great roar. Then from the well came a roar twice as loud, because of the echo. This lion heard, decided that his rival was very powerful, hurled himself down, and met his death. Thereupon the rabbit cheerfully carried the glad news to all the animals, received their compliments, and lived there contentedly in the forest.

Questions

1. What agreement did the animals have with Numskull?

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.....

2. What did Numskull plan to do since rabbit was late?

.....
.....

3. What story did the rabbit tell the lion once he was in his presence?

.....
.....

4. Did Numskull see a lion in the well and did he hear a lion’s roar? Does this mean that there was another lion king in the well? Justify your answer.

.....
.....

5. If you were one of the animals in the forest, what would you propose as a “thank you” gift to the rabbit? Why would you propose that particular gift?

.....
.....

SECTION D: ESSAY (10 marks)

Write an essay of about 250 – 300 words on one of the following topics:

1. Many schools do not have libraries. Many students do not even know the importance of libraries in schools. You are the Minister of Secondary Education, and it is the beginning of the school year so you want to educate the community on the importance of the library. Write a speech in which you are educating the community.

2. Do video games help students in their studies or are these video games a source of distraction that could derail students from their objectives?

3. You witnessed some form of corruption recently. You would want those involved to be punished accordingly. Write to the anti-corruption commission describing what happened. Your name is Bisi Joan and you live in Victoria City.

Examination Correction

SECTION A: GRAMMAR (10 marks)

I- Fill in the blank spaces with the appropriate forms of the expressions in the brackets.

1. By the time Shakespeare died, he **had written** many books. (*to write*)
 - Explanation: Use the past perfect tense since the action was completed before a specific point in the past.
2. When I was a child, I **didn't use to** cook. (*not used to*)
 - Explanation: "Didn't use to" is correct for actions that were not habitual in the past.
3. Have you **put** the pen in your bag? (*to put*)
 - Explanation: Use the past participle form with the present perfect tense.
4. Write in reported speech: "I will see you tomorrow."
He said he **would see me the next day**.
 - Explanation: In reported speech, future tense changes to conditional ("will" becomes "would"), and "tomorrow" changes to "the next day."
5. If I had **known**, I would have acted differently.
 - Explanation: Complete the sentence logically using the third conditional structure.

II- Complete this cloze text with suitable expressions of your own.

Professor Keng is a **very** well-known lecturer **in** History.
In fact, he is **so** popular that he cannot pass anywhere unnoticed.
Apart **from** being a good lecturer, he is also very good **at** basketball.

SECTION B: VOCABULARY (10 marks)

I- Fill in each blank space with an appropriate word chosen from the brackets.

1. Always **save** your money in the bank. (*safe, serve, save*)
 - Explanation: "Save" means to set aside money for future use.
2. Good athletes often win **trophies**. (*flags, trophies, progress reports*)
 - Explanation: Athletes typically receive trophies as awards.
3. The money you sent **enabled** me to meet up with some pressing needs. (*did, permitted, enabled*)
 - Explanation: "Enabled" implies providing the ability or means to do something.
4. The policeman arrested the suspect and kept him in **custody**. (*custody, court, prison yard*)
 - Explanation: "Custody" refers to being under police control.
5. I was **wondering** if you could lend me some money. (*wandering, wondering, worrying*)
 - Explanation: "Wondering" expresses curiosity or inquiry.

II- Complete this cloze text with suitable words from those in the list below.

(Sells, crowd, employee, hawkers, ticket, sight, opportunity, sales)

I am an **employee** in a tourism company so I wanted to use this **opportunity** to go **sight** seeing. Since I am a **sales** person, I knew how to get a cheap **ticket**.

SECTION C: COMPREHENSION (10 marks)

Read the text and answer the questions which follow. As far as possible, use your own words.

Text Summary:

The story revolves around Numskull, a prideful lion king who constantly killed animals. To stop his killing spree, the animals agreed to send one animal daily to be eaten by him. One day, it was the rabbit's turn, but instead of submitting, the rabbit tricked Numskull into fighting his reflection in a well, leading to the lion's death. The rabbit then returned triumphantly to the animals.

Questions:

- 1. What agreement did the animals have with Numskull?**
The animals agreed to send one animal daily to be eaten by Numskull if he stopped killing them indiscriminately. In return, Numskull promised to stop the slaughter.
- 2. What did Numskull plan to do since the rabbit was late?**
Numskull planned to kill all the animals the next morning because the rabbit arrived late, which angered him.
- 3. What story did the rabbit tell the lion once he was in his presence?**
The rabbit told Numskull about another powerful lion living in a mighty fortress who was his rival. He claimed this other lion had challenged Numskull's authority and dared him to fight.
- 4. Did Numskull see a lion in the well and did he hear a lion's roar? Does this mean that there was another lion king in the well? Justify your answer.**
No, there was no other lion king in the well. Numskull saw his own reflection in the water and heard his own roar echoed back louder due to the well's acoustics. His foolishness led him to believe it was a rival lion.
- 5. If you were one of the animals in the forest, what would you propose as a "thank you" gift to the rabbit? Why would you propose that particular gift?**
I would propose giving the rabbit a permanent place of honor among the animals as a symbol of wisdom and bravery. This gift would recognize his cleverness and courage in saving everyone from Numskull.

SECTION D: ESSAY (10 marks)

Choose one topic and write an essay of about 250–300 words. Below is a sample response for Topic 1:

Topic 1: Many schools do not have libraries. Many students do not even know the importance of libraries in schools. You are the Minister of Secondary Education, and it is the beginning of the school year so you want to educate the community on the importance of the library.

Ladies and gentlemen, esteemed educators, parents, and students, today I stand before you to emphasize the critical role of school libraries in fostering education and intellectual growth. Libraries are more than just buildings filled with books; they are gateways to knowledge, creativity, and innovation.

Firstly, libraries provide access to vast resources such as books, journals, and digital materials that support academic learning. Students can explore subjects beyond their textbooks, deepening their understanding and curiosity. For instance, a student interested in science might discover groundbreaking theories through library resources, sparking a lifelong passion for discovery.

Secondly, libraries promote reading habits, which are essential for cognitive development. Regular reading improves vocabulary, comprehension, and critical thinking skills. These skills are crucial for

success in both academics and real life. Unfortunately, many schools lack proper libraries, depriving students of these opportunities.

Moreover, libraries serve as safe spaces for collaboration and independent study. They encourage teamwork, research, and self-directed learning—qualities highly valued in today’s fast-paced world. By investing in libraries, we invest in our children’s futures.

As your Minister of Secondary Education, I urge every school to prioritize establishing or upgrading their libraries. Let us work together to create environments where every child has equal access to quality educational resources. Together, we can transform our schools into hubs of learning and inspiration.

Thank you.