



## **HERITAGE GLOBAL ACADEMY**

2, Olaiya Close, off Okiki Street, Agric., Ikorodu, Lagos

### **2ND TERM ENGLISH LANGUAGE FIRST CLASS ASSESSMENT**

**DURATION: Answer ALL the Questions within 40 Minutes**

#### **SECTION A: Comprehension Passage (20 Marks)**

**INSTRUCTIONS: Read the following passage carefully and answer the questions that follow.**

Here is a universal problem which the UNESCO and other international bodies such as UNO, ECOWAS, ISESCO, OAU, NERC, NUC, and UBE, and a host of others have been striving hard to tackle. When we say illiteracy, we are talking of the inability to read and write. The world population today is polarized by those who are educated and those who are unlettered. In this essay, we are going to analyze the menace which poses threats and, of course, untold hazards to the society where education is still a mirage.

Education is the antithesis of illiteracy. This definition gives us the impetus to identify what pristine qualities education has over the illiteracy. And, if I were asked; which one has an edge over the other, there is no iota of skepticism in giving it to education. We know how much education has bettered the lot of lots of us. It was through education that Carl Benz invented Mercedes Benz. John Bard too who invented television, Marchese Maicon who invented the radio, Galileo who invented the telescope, Orchville and Wilbur who invented the aeroplane were able to achieve these feats through education.

Had they not been privileged to attain education, how would we have had at our disposal these various sets of life comfort in term of the technologies which each of them invented? Illiteracy would have locked them up away from us and into the oblivion. And, we would not have had the advantage to hear of them nor get acquainted with their handwork today.

This tells us how too badly illiteracy could disparage the humanity in humans. We would not have been better off than the beasts in the forest. Or what is the essence of being human when we are devoid of education? The illiterate are in stark darkness. They are moving with the blindfold covering their eyes. They have eyes that are sunk in the sockets; ears that have imploded fast within; and mouths which are fraught and replete with garbage of verbiage. As a result, they cannot see clearly nor hear anything even faintly, let alone speak in a voice that logically musters the gusto for being heard at all.

Now that we have analyzed the menace of illiteracy, we are being privileged to see how terribly inimical illiteracy could be to the society. This informs the exigency for giving education to all and sundry in our society. With what we have discussed so far, evidence abounds that it is fundamentally

awry, awful, awkward, and absurd to deprive anyone of education. An illiterate is he who is kept rustically at home when his peers are in school, learning how to better their own lot. Such a one is too badly diseased since illiteracy itself is a disease.

To sum up the menace of illiteracy, we could contend that the illiterate have the sensory organs that are basically non-functional. No wonder we find the vagabonds, hoodlums, hooligans, urchins, beggars, miscreants, rogues, armed robbers, kidnappers and a host of other discredited elements mostly from the class of illiterate. Even if they are not stark illiterate, they have half education which is tantamount to no education, after all.

### **QUESTIONS:**

1. Enumerate two basic things which would have happened if the people who invented modern technologies had not had education.
2. Give three features of the illiterate as highlighted in this passage.
3. What happens to one who is kept rustically at home while his peers are in school?
4. Give the full meaning of the following acronyms cum abbreviations: UNESCO, UNO, NERC, NUC, and UBE.
5. Give the passage a befitting title to sum up the whole message passed on to the readers.

### **Comprehension Passage B (20 Marks)**

**INSTRUCTIONS:** Read the following passage carefully and answer the questions that follow.

*This passage illustrates an old belief, common in the days when a high percentage of children died in infancy, that such children are evil beings from the supernatural odd-world who come into life for short periods and return 'home' whenever they wish. It is interesting that this belief in the changelings is rapidly dying out.*

Mosun had suffered a good deal in her life. She had borne ten children and nine of them had died in infancy, usually before the age of three. As she buried one child after another, her sorrow increased to despair and then to anguish. The birth of her children, which was supposed to be the mother's crowning glory, became mere agony. The naming ceremony after seven days became an empty ritual. Her deepening despair reflected in the names she gave her children. One of them was apology Ikudaisi - 'Death-spare-this.' But Death took no apology. Daisi died in his fifth month. The next was a baby girl named Kokumọ - 'Die-No-More.' She died in her eleventh month, and two others after her. Mosun then became defiant and named her next baby Ikupayi - 'Death-snatch-this.' And so Death did.

After the death of Mosun's second child, Ajala had gone to an old fetishist to inquire what was wrong. This old magical talisman told him that the baby was a changeling. A changeling was a Born-to-Die child, one of those wicked children who when they died, entered their mother's womb to be born repeated times over and over again.

By the time Ikudaisi died, Mosun her mother had become too bitter a woman. Her husband's first wife had already had three sons, all very strong and healthy. When she had her third son in

succession, Ajala slaughtered two cows for her in appreciation. Mosun had no grief but good wishes for her senior rival wife. But she had grown so bitter about her own destiny that she could not rejoice with others over their good fortune. And so, on the day that her senior co-wife celebrated the birth of her three sons with feasting and music and dancing galore, Mosun was the only one who went about with her eyes heavy with tears of sorrow. Her husband's wife took this for a welter of envy and ill-will, just as husband's wives were accustomed with. How could she understand that Mosun's bitterness did not flow outwards to others but inwards into her own soul?

At last Durojaye – 'Wait-to-live', was born, and though sickly, she seemed determined to live. At first Mosun accepted her as she had accepted others – with sharp hopelessness. But when Duro lived on to her third, fourth and fifth years, love returned once more to her mother, and this love sometimes metamorphosed into fear, anxiety and anguish. Mosun determined to nurse her baby to health, and she injected all her life in nursing her to a nicety. She succeeded in this during which Durojaye bubbled with energy like fresh puff-puff. At such times she seemed beyond danger. But all of a sudden, she would go down again on sickness. Everyone knew she was a changeling. These sudden changes from sickness to health and health to sickness were typical of her kind in their usual evil rounds of birth and death and rebirth which preceded another death upon death.

Mosun believed deep inside her now that Duro had stayed to live long but all of a sudden, a snake emerged from under the mat on which she slept one afternoon. It struck her on the left leg, and before help could be rendered, she had bid the world a farewell.

**QUESTIONS:**

1. Explain in one very brief sentence how Mosun's deepening despair reflected in the name she gave her children.
2. What does the author mean by the following short expression: *And so Death did?*
3. Was Ajala right to have slaughtered two cows for her senior wife?
4. Explain what the author means by: *Mosun's bitterness did not flow outwards to others but inwards into her own soul?*
5. Give the evidence to show that the sudden death of Durojaye was not accidental but spiritual.

**SECTION B: Grammar (20 Marks)**

**INSTRUCTIONS:** Study the following expressions and **CHANGE** each one into the **DIRECT SPEECH**, paying great attention to the punctuation marks where necessary.

1. My mother told us that she had gone before the rain started.
2. The man asked me if I wanted mangoes.
3. He told me that people with three legs were weird.
4. He shouted to know who entered her room.
5. He asked my sister if he might come indoors.

**INSTRUCTIONS: Give the grammatical structure of each of the following sentence constructions.**

**Example: It is the sun that polarizes the day from night. (It is + Noun)**

6. It was my mother I knew first.
7. It is of no use calling me names.
8. It is only rarely that a student is able to teach his teachers.
9. It was they I invited to my part.
10. It is we who must eat all.

**INSTRUCTIONS: Choose from the alternatives lettered A – D the expression that means the same as the sentence provided.**

11. **Only he asked for it.**
  - A. He did not ask for anything else.
  - B. He did not do anything but asked.
  - C. No one else asked for it.
  - D. He only asked but never got it.
12. **We asked for it only.**
  - A. We did not get it.
  - B. Nobody else asked for it.
  - C. We did not need it.
  - D. We did not ask for something else.
13. **You can only buy mangoes here.**
  - A. You cannot buy mangoes anywhere else.
  - B. Nobody else can but mangoes here.
  - C. You cannot buy any other items here.
  - D. You cannot sell, give, steal or beg for mangoes here.
14. **You can buy only oranges here.**
  - A. You cannot buy any other thing here.
  - B. You cannot buy oranges any other place.
  - C. No other person can buy oranges here.
  - D. You cannot beg for oranges here.
15. **Even Mariam won a prize.**
  - A. Mariam struggled to win a prize.
  - B. Many other people won prizes.
  - C. No other people won any prize.
  - D. Only Mariam won a prize.

**INSTRUCTIONS: Fill in the gap, using the most appropriate tense of the word given in brackets against each of the following sentences.**

16. Having \_\_\_\_\_ more than the time allotted to him, Olajide was cut short. (speak)
17. Not long after Henry had \_\_\_\_\_ his breakfast that he cried of hunger again. (have)

18. Please, it is high time we \_\_\_\_\_ home now; after all the day is far, far spent. (go)
19. The old man is \_\_\_\_\_ again; see how he staggers along the alley. (drink)
20. The quarrel between the twins is \_\_\_\_\_ out of self-esteem, pride and prejudice. (bear)

**Baba ADIGUN/ '24**