

**AGA KHAN UNIVERSITY EXAMINATION BOARD**

**SECONDARY SCHOOL CERTIFICATE**

**CLASS IX**

**MODEL EXAMINATION PAPER 2018**

**English Compulsory Paper I**

**Time: 60 minutes    Marks: 30**

**INSTRUCTIONS**

1. Read each question carefully.
2. Answer the questions on the separate answer sheet provided. DO NOT write your answers on the question paper.
3. There are 100 answer numbers on the answer sheet. Use answer numbers 1 to 30 only.
4. In each question there are four choices A, B, C, D. Choose ONE. On the answer grid black out the circle for your choice with a pencil as shown below.

Correct Way				Incorrect Ways					
1	(A)	(B)	● (C)	(D)	1	(A)	(B)	(C)	(D)
					2	(A)	(B)	(C)	(D)
					3	(A)	(B)	(C)	(D)
					4	(A)	(B)	(C)	(D)

**Candidate's Signature**

5. If you want to change your answer, ERASE the first answer completely with a rubber, before blacking out a new circle.
6. DO NOT write anything in the answer grid. The computer only records what is in the circles.

### Listening Comprehension Section

In this section, you will hear two passages. Each one will be played two times.

Listen carefully to the first passage, and then read questions 1 to 6. You will have two minutes' reading time.

The passage will then be played again. You can make notes on your question paper.

When the passage has finished, enter your answers on your separate answer sheet. You will have three and a half minutes to pencil in your answers.

Follow the instructions on the front page of Paper I to mark which of the options, A, B, C or D, you have selected for each question.

### Listening Passage I

In this passage, a wildlife photographer describes the characteristics, habitat and threats faced by snow leopards.

**Source: Adapted from *Snow Leopards* published in National Geographic Magazine and incorporates information from *Stories from the Roof of the World***

Mark your responses to these questions on your multiple choice answer sheet.

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1. The snow leopards live in
  - A. isolation.
  - B. groups.
  - C. pairs.
  - D. trio.
2. Which of the following is the evidence that snow leopards are physically very strong?
  - A. They hunt at dawn and dusk.
  - B. They live in rocky mountains.
  - C. They hunt alone and successfully.
  - D. They kill animals bigger than them.
3. The pattern of the spots is unique to each individual snow leopard; this may enable them to
  - A. protect each other.
  - B. mix easily in groups.
  - C. recognise each other.
  - D. help each other in hunting.
4. Snow leopards are successful hunters because their fur
  - A. is attractive.
  - B. disguises them.
  - C. keeps them warm.
  - D. protects them if they fall.
5. Snow leopards help in maintaining the balance of the ecosystem by
  - A. feeding on the alpine plants.
  - B. consuming the less important resources.
  - C. serving as a source of promoting tourism.
  - D. keeping the population of grazing animals in check.
6. According to the speaker, what could be a possible commercial benefit for the local people if the snow leopard population is conserved?
  - A. Environment can be preserved.
  - B. It will attract income from visitors.
  - C. Grazing animals will be in abundance.
  - D. It can provide an opportunity to study nature.

PLEASE DO NOT TURN OVER THE PAGE UNTIL YOU ARE TOLD

Now we will play the second passage. It will also be played two times.

Listen carefully to the passage and then read questions 7 to 13. You will have two minutes reading time.

The passage will then be replayed. You can make notes on your question paper.

When the passage has finished, enter your answers on the separate answer sheet provided to you.

You will have three and a half minutes to pencil in your answers.

### **Listening Passage II**

The speaker talks about some suggestions which can help improve revision.

**Source:** Adapted from *Secrets to Revision that Can Improve Your Grades* published in **The Guardian**

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Mark your responses to these questions on your multiple choice answer sheet.

7. The speaker starts her speech by posing questions in order to
- A. introduce her topic.
  - B. puzzle the listeners.
  - C. negate the beliefs about revision.
  - D. contradict the findings of her research.
8. According to the speaker, computer games are a great way to study how people learn because they
- A. generate people's interest.
  - B. analyse actions of competitors.
  - C. make people compete in a fun way.
  - D. record how practice affects performance.
9. According to the speaker's first suggestion, a better way to practice is to
- A. practice in less time efficiently.
  - B. practice more in a focused way.
  - C. organise your practice effectively.
  - D. take intervals between practice sessions.
10. The speaker mentions that students often make a big mistake of
- A. writing lengthy essays.
  - B. redoing the same thing.
  - C. memorising tasks in a specific sequence.
  - D. mismatching preparation style with test type.
11. The speaker emphasises the importance of practicing essay writing. Which information is given immediately after this?
- A. Memorising is not useful.
  - B. Memorising is not sufficient.
  - C. Lessons should be memorised in a systematic way.
  - D. Lessons should be memorised by taking long gaps.
12. Based on the speaker's third suggestion, which activity would be the MOST helpful for revision?
- A. Make mind-maps or tables.
  - B. Revise only during daytime.
  - C. Memorise all important ideas.
  - D. Learn only headings and sub-headings.
13. The last suggestion implies that
- A. relaxation positively impacts revision.
  - B. taking rest would result in slow learning.
  - C. structuring information will help in revision.
  - D. information retrieval is possible if you practice.

PLEASE DO NOT TURN OVER THE PAGE UNTIL YOU ARE TOLD

## Reading Comprehension Section

You have 25 minutes for the reading comprehension section. This section has two passages, each followed by multiple choice questions. You are advised to spend approximately 12 minutes on each of the given passages.

Read the passage carefully and then answer the multiple choice questions which follow.

### Reading Passage I

Ursula faced her class, some fifty boys and girls, who stood filling the ranks of the desks. She felt utterly non-existent. She had no place for being there. She faced the block of children.

Down the room she heard the rapid firing of questions. She stood before her class not knowing what to do. She waited painfully. Her block of children, fifty unknown faces, watched her, hostile, ready to jeer. She felt as if she were in torture over a fire of faces. And on every side she was exposed to them. Of unutterable length and torture, the seconds went by.

Then she gathered courage. She heard Mr Brunt asking questions in mental arithmetic. She stood near to her class, so that her voice need not be raised too much, and faltering, uncertain, she said:

“Seven hats at two pence ha’penny each?”

10 A grin went over the faces of the class, seeing her commence. She was red and suffering. Then some hands shot up like blades, and she asked for the answer.

The day passed incredibly slowly. She never knew what to do, there came horrible gaps, when she was merely exposed to the children; and when, relying on some pert little girl for information, she had started a lesson, she did not know how to go on with it properly. The children were her masters. She deferred to them. She could always hear Mr Brunt. Like a machine, always in the same hard, high, inhuman voice he went on with his teaching, oblivious of everything. And before this inhuman number of children, she was always at bay. She could not get away from it. There it was; this class of fifty collective children, depending on her for command, the command it hated and resented. It made her feel she could not breathe: she must suffocate, it was so inhuman. They were so many, that they were not children. They were a squadron. She could not speak as she would to a child, because they were not individual children, they were a collective, inhuman thing.

Dinner-time came, and stunned, bewildered, solitary, she went into the teacher’s room for dinner. Never had she felt such a stranger to life before. It seemed to her she had just disembarked from some strange horrible state where everything was as in hell, a condition of hard, malevolent system. And she was not really free. The afternoon drew at her like some bondage.

The first week passed in a blind confusion. She did not know how to teach, and she felt she never would know. Mr Harby came down every now and then to her class, to see what she was doing. She felt so incompetent as he stood by, bullying and threatening, so unreal, that she wavered, became neutral and non-existent.

**Source: Adapted from *The Rainbow* by D.H. Lawrence**

Mark your responses to these questions on your multiple choice answer sheet.

14. In the beginning of the text, which word suggests that Ursula is uncomfortable?
- A. Faced
  - B. Block
  - C. Ranks
  - D. Non-existent
15. The group of fifty boys and girls appear to be
- A. sophisticated.
  - B. unfriendly.
  - C. eager.
  - D. static.
16. The beginning of the passage tells us that Ursula
- A. did not like Mr Brunt's class.
  - B. was not ready to handle her class.
  - C. learnt about mental arithmetic from Mr Brunt.
  - D. was welcomed by the boys and girls of her class.
17. 'A grin went over the faces of the class' (line 10). This means that
- A. children were making fun of Ursula.
  - B. it was very hard to work in that class.
  - C. Mr Brunt encouraged the class to study.
  - D. Ursula was not able to control her class.
18. The CLOSEST meaning of the word 'oblivious' (line 16) is
- A. adopted.
  - B. changed.
  - C. unaffected.
  - D. uncompromised.
19. The words, 'bewildered, malevolent and bondage' in the second last paragraph are used to highlight
- A. Ursula's disappointed state.
  - B. the environment of the classroom.
  - C. how Ursula behaved with the children.
  - D. the behaviour of Mr Brunt towards Ursula.
20. Mr Harby came to Ursula's class because he
- A. was a student.
  - B. wanted to learn.
  - C. was assigned to attend the class.
  - D. wanted to evaluate Ursula's performance.

PLEASE TURN OVER THE PAGE

Read the passage carefully and then answer the multiple choice questions which follow.

### Reading Passage II

Imagine if you got paid to climb 30 to 40 foot tall trees in beautiful, south-eastern \*Oklahoma. I can't help but think, how terrifying, yet what an amazing view. This is typical work for Clay Barnes, wildlife technician, who monitors one of Oklahoma's endangered species, the red-cockaded woodpecker.

- 5 He examines trees to find tiny, 3-inch holes, 30 to 40 feet above his head. Signs of occupation are shown by a small hole in a live pine tree, with tree resin trails around the hole.

The red-cockaded woodpecker is an endangered species that has reached the edge of extinction, but thanks to Barnes and Senior Biologist Dr John Skeen, the McCurtain County Wildlife Management provides a number of homes for the birds. Every six weeks, Barnes loads his jeep  
10 with several sections of 10-foot ladder, straps on his tool belt, and climbs trees all day to assure the homes are in good condition.

"Few people know there are jobs like mine out there," said Barnes. "It is pretty active management, very involved. It's nice to show the diversity that exists in nature."

- 15 Red-cockaded woodpeckers are quite particular. Once a squirrel, wasp, or other animals get into their hole, they will abandon it. It takes a red-cockaded woodpecker eight months to a year to build a new cavity and without a hole to nest in; they are at greater risk the entire time they are building new homes.

- 20 "We install man-made nest boxes in the trees, and clean out the holes that aren't used by the red-cockaded woodpeckers so that they have somewhere to go if they abandon a nest," said Barnes. He is never quite sure what he'll find inside. "I've found wasps, spiders, slugs, snake skin, and dirt daubers in the cavities", he said. "Hickory nuts and acorns (stored by squirrels) are the hardest to fish out."

"I have to put resin on the end of my wire to clear them out. Sometimes I can clean pretty quickly, and others take a while because there's so much to dig out."

- 25 This particular woodpecker is the only bird in North America that mines cavities in living old grove pine trees. It prefers park-like settings that are burned frequently to keep the undergrowth minimal.

The woodpeckers aren't the only species benefiting from the habitat work, what's good for the woodpecker has also been good for squirrels and quail.

**Source: Adapted from *Protecting the Nest* by Ben Davis**

\*Oklahoma: A state in North America



Mark your responses to these questions on your multiple choice answer sheet.

21. The phrase, 'signs of occupation' (line 5) MOST CLOSELY indicates the
- A. marked areas in trees.
  - B. symbols used to locate certain trees.
  - C. procedure of cleaning holes in trees.
  - D. cavities used for living in tree branches.
22. According to the author, which act is helpful for the revival of the endangered red-cockaded woodpecker?
- A. Examining trees to locate their nests.
  - B. Conserving the holes where they live.
  - C. Monitoring the migration pattern of the birds.
  - D. Cutting trees so sunlight can reach the forest floor.
23. The immediate consequence of leaving the red-cockaded woodpecker's cavities unclean is that
- A. it would take a long time to mine these cavities.
  - B. installation of the man-made nests can be avoided.
  - C. the red-cockaded woodpecker would attack the nests of other birds.
  - D. homeless red-cockaded woodpecker could become the prey of predators.
24. Which statement BEST conveys the overall message of this passage?
- A. Wildlife protection is considered to be an interesting profession.
  - B. Protection of red-cockaded woodpeckers' nest can be life threatening.
  - C. Red-cockaded woodpeckers are endangered owing to human negligence.
  - D. Survival of red-cockaded woodpeckers is possible through committed efforts.
25. Barnes says that he is never sure of what he would find in the holes because they are
- A. full of resin.
  - B. difficult to clean.
  - C. seldom abandoned.
  - D. used by many living beings.
26. 'This particular woodpecker is the only bird in North America that mines cavities in living old grove pine trees' (lines 25-26). The word 'mine' is CLOSEST in meaning to
- A. dig.
  - B. lift.
  - C. find.
  - D. extract.

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**Cloze Passage Section**

Opera (1) refer to a dramatic art form, originating in Europe, in which the emotional content is conveyed to the audience as much through music, both vocal and instrumental, as it is through the lyrics. By contrast, (2) \_\_\_\_\_ musical theatre an actor's dramatic performance is primary, and the music plays a lesser role. The drama in opera is presented using the primary elements of theatre such as scenery, costumes, and acting. However, the words of the opera, or libretto, are (3) sing rather than spoken. The singers are accompanied by a musical ensemble ranging from a small instrumental ensemble (4) towards a full symphonic orchestra.

27. The **underlined word labelled as (1)** in the given passage should be replaced with

- A. refer
- B. refers
- C. is refers
- D. referring

28. The preposition which is BEST suited to fill **blank 2** is

- A. on.
- B. in.
- C. at.
- D. to.

29. The **underlined word labelled as (3)** should be replaced with

- A. sung.
- B. sang.
- C. sings.
- D. singing.

30. The **underlined word labelled as (4)** should be replaced with

- A. to.
- B. within.
- C. across.
- D. toward.

END OF PAPER

Please use this page for rough work

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**AGA KHAN UNIVERSITY EXAMINATION BOARD**

**SECONDARY SCHOOL CERTIFICATE**

**CLASS IX**

**MODEL EXAMINATION PAPER 2018**

**English Compulsory Paper I**

**Transcript of English Listening Test Instructions**

Welcome to the 2018 English Paper I of Aga Khan University Examination Board SSC Part I Examination.

We will begin the paper with a 25-minute listening comprehension section.

You will hear recording of two passages. Each passage will be played two times.

On each passage you will answer questions written on your Paper I booklet.

Listen carefully to the first playing then open Paper I booklet and read questions 1 to 6. You will get two minutes for reading.

The passage will be played one more time. You can make notes on your question paper.

When the passage has finished, enter your answers on the separate answer sheet provided to you. You will have three and a half minutes to pencil-in your answers.

Follow the instructions on the front page of Paper I to mark which of the options, A, B, C, or D, you have selected for each question.

Do not turn over the page until you are told.

Now, please listen to the passage.

**Listening Passage I: *Snow Leopard* (first recording)**

Read questions 1 to 6, you have two minutes time for reading.

**Two-minute Pause**

Listen to the passage again. While listening, you may keep the question booklet open in front of you.

**Listening Passage I: *Snow Leopard* (second recording)**

Now record the answers to the questions in the multiple choice answer sheet. You will have three and a half minutes to record your answers.

**Three and a half-minute pause**

Now we will play another passage. This will also be played two times.

**Listening Passage II: *Secrets to Revision that Can Improve Your Grades* (first recording)**

Now read questions 7 to 12. You will have two minutes time for reading.  
Do not turn over the page until you are told.

**Two-minute pause**

Listen to the passage again. While listening, you may keep the question booklet open in front of you.

**Listening Passage II: *Secrets to Revision that Can Improve Your Grades* (second recording)**

Now record the answers to the questions in the multiple choice answer sheet. You will have three and a half minutes to record your answers.

**Three and a half-minute pause**

You should now go on to the next section of Paper I, which is reading comprehension. You will have 25 minutes for that section.

Thank you and good luck.

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**CLASS IX**

**MODEL EXAMINATION PAPER 2018**

**English Compulsory Paper I**

**Listening Passage I**

Good morning! I am a wildlife photographer and just recently I have once again travelled the high roads of the snow leopard's country. I saw no snow leopards but sensed their presence, feeling lucky and thrilled to be under the distant gaze of this magnificent cat. Today, I will introduce you to this magnificent creature.

The elegant snow leopard is one of the world's most isolated and mysterious cats. Sparsely distributed across 12 countries in Central Asia, it is usually found in high, rugged mountain landscapes at elevations of 3,000 to 4,500 metres.

Snow leopards also known as 'the ghost-cat' are solitary creatures. They usually hunt at dawn and dusk. They are successful hunters, able to kill prey up to three times their own weight. Their beautiful spotted coats change with the seasons — from a thick, white fur to keep them warm in winter to a fine yellow-grey coat in the summer. The fur also helps them while hunting; as due to the colour of their coat, they can easily remain hidden in their surroundings. The pattern of spots on the fur is unique to each individual snow leopard.

Poaching, conflict with people and loss of prey are persistent threats to this rare cat. Over the past 20 years, the population of snow leopards has declined by at least 20% — though exact numbers are uncertain because these cats are so elusive.

Snow leopards' favoured prey is the mountain sheep or goats that share their habitat. These herbivores, that is, the mountain sheep and goats, graze on the sparse alpine plants of the region. Without the snow leopard, there would be too many herbivores, which would overgraze and degrade the natural habitat, leaving no food for other wildlife and hence disrupting the balance of the ecosystem.

The snow leopard's habitat also provides important resources for many people who live there — from food and medicine to wood for shelter, heat and fuel. So by helping to protect the snow leopard, we are helping to conserve its environment for the benefit of people and nature. The conservation of snow leopards may also be commercially beneficial because it can attract many tourists.

**Source: Adapted from *Snow Leopards* published in National Geographic Magazine and incorporates information from *Stories from the Roof of the World***

## Listening Passage II

How do you get the most out of revision time, and end up with the best grades you can? Or, if you are a different sort of student, how can you get the same grades you are getting now, but spend less time revising?

Scientists think that analysing the way people play computer games is a great way to study learning because people spend many hours practicing computer games, and those games automatically record every action people take as they practice. Players even finish the game with a score that tells them how good they are.

Here are a few suggestions to help you revise for exams.

**The first suggestion is to space your practice:** Analysis showed that people who leave longer gaps between practice attempts go on to score higher. In fact, the longer the gaps, the higher the scores.

**The second suggestion is to practice the thing you will be tested on:** The big mistake many students make is not practicing the thing they will be tested on. If your exam involves writing an essay, you need to practice essay writing. Merely memorising the material is not enough.

**The third suggestion is to structure information:** Trying to remember something has been shown to have almost no effect on whether you do remember it. The implication for revision is clear: just looking at your notes won't help you learn them.

Instead, you need to reorganise the information in some way — whether by making notes of your notes, drawing a sequence to organise information, forming abbreviations, making flowcharts and thinking about how what you are reading relates to other material, or practicing writing answers. This approach, called 'depth of processing', is the way to ensure material gets lodged in your memory.

**The fourth suggestion is to rest and sleep:** New research shows that a brief rest after learning something can help you remember it a week later. This is great news for those of us who like to nap during the day, and is a signal to all of us that staying up all night to revise probably is not a good idea.

**Source:** Adapted from *Secrets to Revision that Can Improve Your Grades* published in The Guardian



**AGA KHAN UNIVERSITY EXAMINATION BOARD**

**SECONDARY SCHOOL CERTIFICATE**

**CLASS IX**

**MODEL EXAMINATION PAPER 2018**

**English Compulsory Paper II**

**Time: 2 hours Marks: 45**

**INSTRUCTIONS**

**Please read the following instructions carefully.**

1. Check your name and school information. Sign if it is accurate.

**I agree that this is my name and school.  
Candidate's Signature**

**RUBRIC**

2. There are THREE questions. Answer ALL questions. Question 2 offers TWO choices and Question 3 offers THREE choices. Attempt any ONE choice from each.
3. When answering the questions:  
  
Read each question carefully.  
Use a black pointer to write your answers. DO NOT write your answers in pencil.  
Use a black pencil for diagrams. DO NOT use coloured pencils.  
DO NOT use staples, paper clips, glue, correcting fluid or ink erasers.  
Complete your answer in the allocated space only. DO NOT write outside the answer box.
4. The marks for the questions are shown in brackets ( ).

Q.1.

(Total 17 Marks)

Read the passage carefully and answer all the questions that follow.

Ursula faced her class, some fifty boys and girls, who stood filling the ranks of the desks. She felt utterly non-existent. She had no place for being there. She faced the block of children.

Down the room she heard the rapid firing of questions. She stood before her class not knowing what to do. She waited painfully. Her block of children, fifty unknown faces, watched her,  
5 hostile, ready to jeer. She felt as if she were in torture over a fire of faces. And on every side she was exposed to them. Of unutterable length and torture, the seconds went by.

Then she gathered courage. She heard Mr Brunt asking questions in mental arithmetic. She stood near to her class, so that her voice need not be raised too much, and faltering, uncertain, she said:

“Seven hats at two pence ha’penny each?”

10 A grin went over the faces of the class, seeing her commence. She was red and suffering. Then some hands shot up like blades, and she asked for the answer.

The day passed incredibly slowly. She never knew what to do, there came horrible gaps, when she was merely exposed to the children; and when, relying on some pert little girl for information, she had started a lesson, she did not know how to go on with it properly. The  
15 children were her masters. She deferred to them. She could always hear Mr Brunt. Like a machine, always in the same hard, high, inhuman voice he went on with his teaching, oblivious of everything. And before this inhuman number of children, she was always at bay. She could not get away from it. There it was; this class of fifty collective children, depending on her for command, the command it hated and resented. It made her feel she could not breathe: she must  
20 suffocate, it was so inhuman. They were so many, that they were not children. They were a squadron. She could not speak as she would to a child, because they were not individual children, they were a collective, inhuman thing.

Dinner-time came, and stunned, bewildered, solitary, she went into the teacher’s room for dinner. Never had she felt such a stranger to life before. It seemed to her she had just disembarked from  
25 some strange horrible state where everything was as in hell, a condition of hard, malevolent system. And she was not really free. The afternoon drew at her like some bondage.

The first week passed in a blind confusion. She did not know how to teach, and she felt she never would know. Mr Harby came down every now and then to her class, to see what she was doing. She felt so incompetent as he stood by, bullying and threatening, so unreal, that she wavered,  
30 became neutral and non-existent. But he stood there watching with the genial smile of the eyes that was really threatening; he said nothing, he made her go on teaching, she felt she had no soul in her body. Then he went away, and his going felt like derision. The class was his class. She was a wavering substitute. He thrashed and bullied, he was hated. But he was the master. Though she was gentle and always considerate of her class, yet they belonged to Mr Harby, and they did not  
35 belong to her. Like some invincible source of the mechanism he kept all power to himself. And the class owned his power. And in school it was power, and power alone that mattered.

**Source: Adapted from *The Rainbow* by D.H. Lawrence**

- a. Describe Ursula's personality as seen in the given story. Give textual references to support your answer. (4 Marks)

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- b.
- i. Describe the environment of Ursula's school and the relationship between teachers. Mention TWO points. (2 Marks)
- ii. If you were in Ursula's place, how would you handle this situation? (2 Marks)

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c. What could be the author's message in writing this story?

(4 Marks)

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d.

i. How did Ursula feel by the end of this story?

(3 Marks)

ii. In your opinion, why did students prefer Mr Harby over Ursula?

(2 Marks)

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Q.2.

(Total 10 Marks)

Compose a response of about 200-250 words on any **ONE** of the options **a or b**.

**EITHER**

- a. You have been given an assignment to deliver a group presentation on ‘Changes I Would Like in My Classroom’. For this, you and your group mates want to exchange ideas as a home task.

Write an email to your group mates and discuss some key points about the upcoming presentation on changes you want to propose for your classroom. In your email, discuss:

- the responsibilities of every person in the group.
- how you can make your presentation interesting.
- what essential changes must be suggested and why.

**OR**

- b. You live in a populated neighbourhood where the most common issue that causes tension between neighbours seems to be noise made during children’s playtime.

Write a letter to your friend and narrate how this issue is affecting you. In your letter, discuss:

- how you feel about the situation.
- what you plan to do about it.

*Make your notes below. Write your final draft on pages 6 and 7.*

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Option \_\_\_\_\_

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Q.3. (Total 18 Marks)

Write a composition of about 200-300 words on any **ONE** of the options **a, b or c**.  
Remember to compose the final draft in complete sentences.

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**EITHER**

a. Think about a time when you had to perform a task that you usually do well. However, things did not go according to plan and you ended up messing that task. In your essay, describe:

- what you had to do.
- who was involved/ present.
- what went wrong.

**OR**

b. “My alarm is set for 6:30, but sometimes I ignore it and drift back to sleep until 8:00, when my mother gets impatient for me to get up and have my breakfast before leaving home. On this day, I was leaving home for school when I witnessed the most unbelievable ...”

Write a story on the given situation.

**OR**

c. Garfield is an overweight, orange tabby cat. He loves fish and hates bread. He causes mischief wherever he goes, is lazy and sarcastic, and despises dogs. He has a low opinion of his human owner. Often he goes away from home and gets stuck somewhere.

Imagine yourself as the owner of the pet cat Garfield. Write a story about your cat. In your story, describe:

- a day when he went missing.
- how did you find him.
- what trouble did he make.

*Make your notes on the page given for rough work. Write your final draft on pages 9 and 10.*



Option \_\_\_\_\_

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Please use this page for rough work

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