

**PAPER II****SECTION A****CONTINUOUS WRITING****[50 MARKS]**

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You are required to answer only one question from this section. Your answer should not be less than 450 words. All questions carry equal marks. You are advised to spend about 45 minutes on this section.

1. Write an article suitable for publication in a national daily on the effects of flood in some parts of your country and suggest ways of preventing its reoccurrence.
2. Narrate a story that illustrates the saying: *Hard work pays*.
3. You are the chief speaker in a debate on the topic: *The Social Media has done more Harm than Good to the Academic Performance of Secondary School Students in your Country*. Write your argument *for* or *against* the motion.
4. Write a letter to the principal of your school complaining about the poor condition of your school library and suggesting ways of improving on it.



SECTION B
COMPREHENSION
[20 MARKS]

You are advised to spend about 30 minutes on this section.

5. Read the passage below carefully and answer the questions on it.

Afella came to school looking downcast. Aminu noticed his friend's ~~unpleasant~~ disposition and asked, "You look dispirited today. Is anything the matter?" At first, Afella was *reluctant* to disclose his family secret to his friend but, after much persuasion, he yielded to this request.

"My parents always fight at home. This upsets me. I wish I could stop them, but there is nothing I can do about it." Aminu thought of what to do to help his friend out of this *predicament*. "I think you should see the school counsellor and inform him about it," he advised. Afella did not welcome the idea at first. Informing the school counsellor of his parents' incessant *altercation* would amount to reporting them and this would expose them to public ridicule, he reasoned. But Aminu quickly explained that the school counsellor was trained to advise students on academic, emotional and social problems that could *impede* their learning. "He is the right person to confide in on issues like this," he concluded.

Afella finally agreed to see the school counsellor the following day. After listening to his story, the counsellor advised, "It is not your responsibility to reconcile your parents in times of conflict since you are not responsible for what is happening. You should also not take sides with either of them. *Anytime your parents fight*, go to another room or anywhere that is safe and engage yourself in anything that will take your attention away from the situation. For instance, you can listen to music, play a game, read a book or do some drawings. These activities are *discrete* and will not attract any extra attention to you."

"You can also seek support from someone you trust such as a relative, a friend or a counsellor. Don't think that talking to someone could get you in trouble with your parents or break up your family," the counsellor added.

The next time his parents fought, Afella reported the matter to his paternal grandmother who came and settled his parents once and for all. Never again was the couple involved in domestic violence.

- (a) Why was Afella sad? (1 mark)
- (b) Why was he reluctant to tell his friend about his problem? (2 marks)
- (c) What advice did his friend give him? (2 marks)
- (d) State the duties of a school counsellor according to the passage. (2 marks)
- (e) How did Aminu convince his friend to see the school counsellor?

(2 marks)



(f) *Anytime your parents fight...*

(i) What grammatical name is given to this expression? (1 mark)

(ii) What is its function in the sentence? (2 marks)

(g) What was the counsellor's first advice to Afolu? (2 marks)

(h) Find one word or phrase which is *nearest in meaning* to and can at the same time replace each of the following words as used in the passage:

- (i) melancholic
- (ii) reluctant
- (iii) predicament
- (iv) altercation
- (v) impede
- (vi) discrete

One mark for each correct answer i.e. 1 mark x 6 = 6 marks



SECTION C

SUMMARY

[30 MARKS]

You are advised to spend about 30 minutes on this section.

6. Read the passage below carefully and answer the question on it.

Back in the days of our fathers, reading was part and parcel of the learned such that those who were not well educated strove to go to college in order to acquire more knowledge. Reading then was the bedrock of greatness in every individual, regardless of age and gender. It is alarming how this practice which used to be widespread among Nigerian students, youths and even adults is fast eroding in our society at a jet speed.

Reading stimulates imagination, encourages quick learning, curiosity and expands horizons. It also enhances acquisition of skills for handling complex ideas or issues and it is the mother of strategic planning. Every piece of write-up is the manifestation of experience garnered by a writer over time. As important as education is, it hurts to know that the sharp decline in our reading culture is attributed to a number of factors in the society.

Looking at the present-day society, there is no doubt that poverty is a great challenge to the reading culture in Nigeria. In a country where about 70 percent of the population lives with less than one dollar per day, it automatically means that a larger proportion of the population cannot afford the basic educational foundation that will enable them read and write. Such people are more interested in what to eat rather than seeking materials to read and get knowledge.

A good learning environment calls for a quiet study centre. Most of our schools are associated with noisy environments and full of distractions that are hindrances to the smooth flow of learning and reading. In the past, schools/learning centres were built in isolated places or, better still, they were built in the outskirts of the town which were usually serene. But the reverse is the case today as schools are mostly found in the Central Business District (CBD) of towns and cities. This is occasioned by the fact that school owners see the institutions more as business venture. Hence, their location in the CBD where they can be accessed easily.

The poor reading culture can also be attributed to the high level of illiteracy in our society which conforms to the recent report by the United Nations Educational Scientific and Cultural Organisation (UNESCO) that there are 62 million illiterates in our beloved country. This statistics actually underscores the level of illiteracy in the country. It is no gainsaying that the many years of neglect of our educational institutions, especially adult literacy education, have come to hurt us in the face of a time the world is becoming a global village. This is, therefore, a clarion call to the federal and state ministries of education to declare a state of emergency in the education sector. The fight against illiteracy is a very crucial one because of the aftermath in our society. Illiteracy is worse than any kind of oil spill. Thus, all and sundry should rise to make it a thing of the past in the shortest possible time.



One cannot overlook the fact that the pursuit of materialism, fame and fortune among Nigerian youths has contributed to the drastic fall in the reading culture. Youths now attach undue importance to fame and wealth such that the place of reading has been relegated.

Lastly, paying lip service to education especially by the government and stakeholders in the education sector has adversely affected the reading culture among Nigerian youths.

In five sentences, one for each, state the factors responsible for poor reading culture in Nigeria.

ENGLISH (TYPE J)

COMPREHENSION

(5)

- (a) Afella was sad because his parents always fought at home.
- (b) He was reluctant to tell his friend about his problem because it was a family secret and he didn't want to expose his parents.
- (c) Aminu advised him to see the school counselor and talk about it.
- (d) A counselor advises students on academic, emotional and social problems that could affect their learning.
- (e) Aminu explained that the counselor was trained to help students and was the right person to confide in.
- (f) (i) Adverbial clause of time
(ii) It Modifies the verb "go"
- (g) He advised Afella not to take sides with either of his parents.
- (h) (i) Melancholic → sad
(ii) Reluctant → unwilling
(iii) Predicament → difficult situation
(iv) Altercation → quarrel
(v) Impede → hinder
(vi) Discrete → unnoticeable

ENGLISH (TYPE J)

SUMMARY

(6)

1. Many Nigerians are too poor to buy books, prioritizing survival over reading.
2. The location of schools in busy, noisy areas makes learning difficult, unlike in the past when schools were built in calm and isolated places.
3. Widespread illiteracy is another cause, as UNESCO's report of 62 million illiterates shows the effect of neglecting education for years.
4. Youths' obsession with wealth, fame and material things has pushed reading aside and made it less valued.
5. The lack of serious commitment to education by the government and other stakeholders has also damaged reading habits among Nigerian youths.

2

Hard Work Pays

In the busy city of Enugu, there was a boy named Chinedu who lived with his mother and two younger sisters in a small compound. His father had died when Chinedu was 12, and from that time onward, money had always been in short supply within their home. The little tailoring shop his mother ran at the corner of their street barely covered rent, school fees, and food.

Chinedu was not the smartest in his class, and he was definitely not the richest. But he had one thing that set him apart: a stubborn belief that effort, with time and consistency, always leads somewhere. In JSS2, he watched his senior, Emeka, win the state science fair with a simple water filtration project. The prize included a scholarship and a new laptop. That night, Chinedu told his mother, "One day, I'll also win something like that for us." She smiled from behind her sewing machine and said, "Hard work pays, my son. But it must be your hard work, done with your own hands."

The next year, Chinedu joined the school's science club. While other students came once a week and left early, Chinedu stayed back every day after classes. He swept the lab, borrowed textbooks from the library, and watched science videos on his teacher's phone during lunch because there was no internet at home.

For the state fair in SS2, he chose a problem he knew too well: constant power cuts. In Enugu, there were frequent blackouts, and because of that, his mother often lost fabric when her sewing machine stopped in the middle of a stitch. Chinedu decided to build a low-cost solar inverter from recycled car batteries and discarded solar panels he found at a scrap market in Ogbete.

It was not an easy journey. The first three prototypes caught fire at night. The fourth worked for only 10 minutes before it died. His friends laughed at him behind his back. "Just copy a project from the internet", they said. But he remembered his mother's words. After school, he went down to the scrap market, bargained for parts, then came home and worked under a kerosene lamp until midnight. He even failed his WAEC mock math twice because he was too tired in class.

Three months later, he had a working model. It wasn't beautiful. The casing was an old paint bucket. But it could power a sewing machine, two bulbs, and charge phones for up to 6 hours on a sunny day. The total cost was just ₦18,000.

On the day of the fair, big schools came with branded booths and teams of students. Chinedu arrived alone with his paint bucket and a handwritten poster. The judges walked past his table twice. When it was his turn, his voice shook. He explained the problem, showed how he built the device from waste, and demonstrated it live. "This is for tailors and families who cannot afford generators. It's not perfect, but it works. And I built it because I had to."

That evening, the results were announced. Third place: a private school. Second: a federal college. First place: Government Secondary School, Enugu — Chinedu Okoro. The hall erupted. He won ₦500,000, a full scholarship through SS3, and a laptop. A solar company at the fair also offered to partner with him to test the design in 20 homes across the state.

Two years later, Chinedu was in 200 level studying Electrical Engineering on scholarship. His mother's shop now runs on 3 of "Chinedu's buckets." She hasn't lost fabric to a blackout since. His sisters no longer study with torchlights.

When asked about his secret by reporters, he said, "I wasn't the smartest or the richest. I just kept showing up every day, even when I felt like giving up. Hard work pays!"

(4)

No. 5 Unity Hostel,
Government Secondary School,
Obiagu, Enugu.
15 July, 2026.

The Principal,
Government Secondary School,
Obiagu, Enugu.

Dear Sir,

COMPLAINT ABOUT THE POOR CONDITION OF THE SCHOOL LIBRARY
AND SUGGESTIONS FOR IMPROVEMENT

I write with respect to draw your attention to the poor condition of our school library, and to suggest some ways through which the situation can be improved for the benefit of all students.

Our school library has for a long time served as the main source of knowledge for students in preparation for WAEC, NECO, and other examinations. Unfortunately, over the past two years the condition of the library has deteriorated to a point where it is no longer serving its purpose effectively. At present, the state of the library is a source of concern to many of us who depend on it for research and for private study during free periods and after classes.

The first problem is the condition of the building itself. The roof leaks during the rainy season, and as a result many of our books have been damaged by water. The windows are broken, so dust and insects get into the library on a daily basis. The chairs and tables are few and most of them are old and unstable. Students often struggle to find a comfortable place to sit, especially during the period before examinations when the library is usually full.

The second problem is the shortage of relevant and current books. Most of the textbooks on the shelves are outdated editions from the 1990s. There are very few novels, reference materials, and past question papers for WAEC and NECO. Students in the science classes hardly find any up-to-date books on Physics, Chemistry, and Biology with diagrams. Those of us in the arts also lack materials on Literature, Government, and Economics. Because of this lack, many students now prefer to stay outside under the trees with their personal textbooks instead of making use of the library.

Another issue is the poor system of management within the library. There is only one library attendant who is always overwhelmed with the number of students that come in. Books are not properly arranged according to subjects, and there is no record system for borrowing and returning books. As a result, many useful books get missing, and students are discouraged from making use of the facility.

In view of the problems stated above, I would like to humbly suggest some ways of improving the library. First, the leaking roof and broken windows should be repaired, and the floor should be cleaned and polished on a regular basis. New chairs and tables should be provided so that more students can sit in comfort during study periods.

Second, new and relevant books should be purchased from bookshops and publishers. Donations can also be requested from old students, NGOs, and parents through the PTA. A special section for WAEC and NECO past questions and for JAMB materials will be of great help to students in the senior classes.

Third, the library should be staffed with at least two trained attendants who will keep the books in order and manage the issue of borrowing. A timetable can also be drawn up for different classes to use the library on specific days in order to avoid overcrowding.

Sir, a good library is the heart of any school, because it promotes reading culture and academic excellence among students. With your support and intervention, I believe our library can be transformed into a place that we will all be proud of.

Thank you for your attention to this matter. I look forward to seeing positive changes in our library.

Yours faithfully,

Adaeze Okafor
Senior Prefect
(Academics)