

# **ENGLISH LANGUAGE 2**

## **1. GENERAL COMMENTS**

There is no difference between the standard of this year's paper and the previous years'. The paper was within the competence of the candidates and those who prepared adequately for the paper performed very well. The essay topics were within the understanding of the candidates.

## **2. A SUMMARY OF CANDIDATES' STRENGTHS**

Candidates were able to write the two letters; Formal and informal, observing the necessary features for both letters. Candidates treated the topics on Armed Robbery and how to minimize its rise quite satisfactorily.

Again, candidates were able to keep within the required length of the essays which was about (250) two hundred and fifty words. The comprehension test was better this time, the reason being that the topic was based on cholera which candidates know.

Candidates followed the rubrics of the questions. They numbered the questions as they appeared on the question paper. For instance, the vocabulary exercise was numbered (i) to (v) and candidates followed this order and where they could not answer a particular number they left a blank space.

Generally, there was an improvement in the candidates' stock of vocabulary and the good ones produced matured work.

Finally, this time candidates understood the rubrics of selecting ONE question from Part A and answering all the questions in Part B.

## **3. A SUMMARY OF WEAKNESSES**

The usual weakness was lack of adequate preparation for the examination on the part of some candidates who could not express themselves in simple and correct English. Some could also not express themselves in simple language but had to copy verbatim from the passage. Candidates were weak in the mechanics of the language. Prominent among them were as follows: Spelling, punctuation, tenses, correct use of preposition, subject-verb concord, syllabification, wrong amalgamation and some candidates need improvement in hand writing and the use of capital letters and small letters. Some candidates could not interpret the questions. E.g. the question on the rise of armed robbery and how to minimize it was misunderstood. They wrote about causes of armed robbery and how to minimize it.

#### 4. SUGGESTED REMEDIES

It is suggested that candidates do extensive reading to improve their stock of vocabulary so that they can express themselves in simple and correct language.

Teachers must give copious class exercises and mark them thoroughly. Candidates must know their basic grammar on tenses, punctuation, countable and uncountable nouns and the use of the articles.

Finally, teachers are advised to complete the syllables especially letter writing and the various aspects of continuous writing. It is very sad to find some candidates copying the comprehension passage as their essays.

#### 5. DETAILED COMMENTS

##### PART A

##### ESSAY

##### Question 1

**Write a letter to the Member of Parliament of your constituency, telling him/her about the rise in armed robbery in your area. Suggest, at least, two ways to check it.**

The candidate was expected to write a letter to the member of Parliament for their constituency telling them about the rise in armed robbery in his/her area. The candidate was to suggest two ways to check it.

Content: The question was in two parts **(a)** the rise in armed robbery in the area and **(b)** at least **two** ways to check it.

Organisation: This was a formal letter and the following features were expected:

- (i) Address of writer (without name)
- (ii) Date
- (iii) Recipient's address
- (iv) Salutation - Dear Sir/Madam
- (v) Heading/Title
- (vi) Subscription - Yours faithfully, Yours truly
- (vii) Signature
- (viii) Full name
- (viii) Designation (optional)

This essay consists of two parts: description of cases of armed robbery in the area and how to curb it. Unfortunately, some candidates dwelt on the causes of armed robbery at the expense of the rise in the cases of armed robbery and proposed solutions to address the problem.

## **Question 2**

**Write a story which ends with the sentence: *We arrived just in time to save the situation.***

The candidate was to write a story which ends with the sentence: *We arrived just in time to save the situation.*

Content: This is an imaginative composition. The story therefore can be real or imagined/imaginary. It is expected to cover:

- (i) where they were;
- (ii) how they came to the scene;
- (iii) what they did to save the situation.

Organisation: A good story should have a beginning, climax and a conclusion. It should have a clear setting and its events should be arranged in time sequence.

Candidates who wrote a fable i.e. a story with animal characters scored zero (0) for content and organisation.

Expression: The language should be clear and easy to understand to make the actions of the characters come to life. The choice of vocabulary should be appropriate to the subject matter.

## **Question 3**

**Your father has received the “National Best Farmer’s Award”. Write a letter to your brother who is outside the country, describing the ceremony.**

The candidate was required to write a letter to his/her brother outside the country describing a ceremony in which their father received the National Best Farmers Award.

Content: The candidate was expected to describe the ceremony in detail - preparation, venue, the highlights of the ceremony, his impression etc.

Organisation: This was an informal letter and the following features were required:

- (1) Writer’s address (without name)
- (2) Date
- (3) Salutation (Dear Kofi, Fifi, Akwasi)
- (4) Subscription - Yours sincerely, Yours, Yours ever
- (5) First name

This was a popular question but a number of candidates concentrated on pleasantries leaving the full description of the ceremony.

## PART B

### COMPREHENSION

The comprehension passage was about cholera, a disease which is now widespread because of dirt and garbage which are found everywhere in the country, including the nation's capital, Accra.

Candidates showed evidence of having heard the campaign against cholera in the media, including the TV and adverts. The candidates were able to answer the free-answer type of questions whose answers could be found in the passage, for example

- (a) Where do cholera germs usually breed?

Answer: They breed in filthy/unhygienic areas.

- (b) Mention two main carriers of cholera germs.

Answer: Houseflies and human beings.

- (c) (i) State two signs of cholera.  
(ii) Give one effect of cholera.

Answer: (i) Passing of frequent stools/diarrhoea and vomiting.  
(ii) Loss of weight/dehydration/death.

- (d) What advice does the writer give to cholera patients?

Answer: (i) The patient should drink boiled water mixed with salt and sugar.  
(ii) He/she should see a doctor/seek medical attention.

Some candidates could not answer questions (e) and (f) which dealt with (i) explanation of certain expressions in the passage in their own words. E.g.

- (i) It has ruined several communities.  
(ii) at all costs  
(iii) after a downpour.

Question (f): For each of the following words, give another word or phrase that means the same and can replace it in the passage.

- (i) thrive (ii) deposit (iii) rapid (iv) replenish (v) seek

Candidates generally did not do well in these questions because stock of vocabulary was very limited.