

## K.C.S.E 2005 ENGLISH PAPER 101/2

1. Read the passage below and then answer the questions that follow.

The word 'stress' has different meanings for different people. Stress may be viewed as events and situations that cause tension, pressure or negative emotions. It may also be seen as the response to these situations. Psychologists define stress as the feeling we have when we interpret a situation as being threatening or challenging and our personal resources are strained by our attempt to deal with this situation.

The circumstance that cause stress are called stressors and they vary in severity and duration. For example. Caring for a sick person may be an on-going source of a major stress whereas getting stuck in a traffic jam may cause a mild or a short-term stress.

Stressors can be classified into three general categories according to their source. The first one is 'catastrophe' which is a sudden often life-threatening disaster that pushes people to the outer limits of their coping capabilities. Events such as war, earthquakes and rape continue to affect the victim's mental health long after they have happened, hence causing major stress.

The second one is 'major life changes'. This occurs for example, after the death of a spouse, divorce or loss of a job. Adapting to the new circumstances becomes very stressful.

The third type is 'daily hassles' which arises from job situations, relationships and everyday living circumstances. Examples include living in a noisy neighbourhood and commuting to work every morning in heavy traffic. The hassles often seem like minor irritants but when they accumulate over a period of time, they can cause a significant amount of stress.

The effects of stress are many. Doctors acknowledge that stress contributes to a wide variety of health problems. These include heart irregularities, breathing difficulties, headaches, muscle tension, skin problems and ulcers. Others are allergies, high blood pressure, insomnia and asthma attacks.

Stress also had mental and social effects. For example, people who experience a high level of stress for a long time and who cope poorly with it may become irritable and socially unstable. Moreover, they have anxious thoughts and difficulties in concentrating and remembering things.

How then is one supposed to handle stress? Coping with stress depends on our attitude and the actions we take in order to deal with stressful situations. The actions taken depend on one's personality. For instance, some students believe that no matter how hard they study, they will always fail. This belief lead to their aspiring exams as being more of a threat than a challenge. Obviously, this increases their stress levels. In contract, other students believe that though they may have failed the previous term, there is time for improvement. They have confidence that their actions can overcome potentially unsettling situations and view them as challenges rather than threats.

More practically, one can reduce or avoid stress by having a relaxation response. This is done by assuming a comfortable position, breathing deeply, and relaxing the muscles. Focusing on a single word or favourite prayer, with eyes shut, also helps a great deal. By practising relaxation for fifteen to twenty minutes once or twice a day, one should be able to achieve positive results in lowering stress levels.

(Adapted from *Psychology by Wade, Carole and Carol Tauris*, USA: Harper Collins (1990))

- (a) In about 50 words, summarise the various definitions of stress. (6 marks)
- (b) In not more than 90 words, explain the types of stress discussed in the passage. (8 marks)
- (c) Make notes on how to cope with stress (6 marks)

2. (a) Read the passage below and then answer the questions that follow:

We had grown up together in my native village. Her family had been even poorer than mine, which was saying in those days. Her father was a brute and her mother was weak. Since she was the oldest child, a lot of the responsibility for bringing up her siblings had **fallen on her shoulders**. From time to time I helped her out, but I could not do much. I helped her fetch water from the stream and occasionally chopped firewood, but that was all. Her father was a morbidly suspicious man. Visitors, apart from his drinking companions, were not encouraged, and I had no desire to add to her misery. Night after night I would lie awake listening to her screams, cursing myself for my own physical inadequacy and my father for his unwillingness to become involved.

When I was twelve, I started at the secondary school in the town a few miles away. During term-time I stayed with my uncle, returning to the village only during the vacations. Veronica and I remained friendly, and she was always pleased to see me. When we could, we snatched time together by the stream and she asked me endless questions about my school and the town and what I was going to be when I grew up. But for all the misery of her own life she never seemed to envy me.

And then came the day when I was to leave for good. I had won a scholarship to the University and I knew in my heart I would be away along time. I was eighteen then and I thought I knew my own worth.

The day before I left we met by the stream. As she walked towards me I realised for the first time that she was no longer a girl, but a young woman. Her clothes were still shabby but she had an attractiveness that drew me more closely to her. "You must be happy to be going," she said. I shrugged and pretended to be unconcerned, but of course it was **the break** I hardly dared hope for.

"What about you?" I asked.

"Me!"

"Yes, why don't you get out of this place? It has nothing to offer you."

"I can't just leave my family."

"Why not? What have they ever done for you?"

"Don't talk like that. They are my family, that is enough."

"But think of all the things you can do in the city," I said.

"No, the city is for you, not me. What will I do once I get there? I have no education, only Standard Eight."

Although I knew there was a lot of truth in what she said, I resisted her line of argument: I supposed I was both appalled and frightened by her **fatalism**.

"You can go to evening classes and become a secretary," I said.

She shook her head, "I leave that to others; my own place is here."

I snapped a twig and threw it into the water. It bobbed on the current and then vanished from sight.

"When I have qualified I will send you money to take a correspondence course," I said. She laughed.

"Don't talk foolishness," she said and stood up. "I have to go and cook; my father will soon be home."

"Here is my address. If you need anything don't hesitate to write to me." I handed her a piece of paper. She took it and tucked it in her bosom. We said goodbye and she hurried away. I thought I saw tears in her eyes as she turned to go.

Well, I went to the city and **made good**. In due course I was ready to set up a practice of my own. In all that time I did not return to the village, but I never lost touch with Veronica. In time, I persuaded her to return to school and I felt privileged to sponsor her.

(Adapted from *Veronica*, a short story by Adewale Maja-Pearce).

- (i) What does the narrator reveal about his family in the first paragraph? (2 marks)
- (ii) Who does the narrator blame for Veronica's misery? Give illustrations to support your answer? (4 marks)
- (iii) Using illustrations, describe the character of Veronica. (4 marks)
- (iv) Why does the narrator pretend he is not keen to leave the village? (2 marks)
- (v) What is the narrator's attitude towards Veronica? Give illustrations. (4 marks)
- (vi) Explain the meaning of the following expressions as they are used in the passage:
- fallen on her shoulders
  - the break
  - fatalism
  - make good
- (4 marks)

(b) Read the passage below and answer the questions that follow.

Globalisation is here to stay, for better for worse. People around the world are coming closer together. Movies and popular music travel quickly from country to country. Important news events flash simultaneously on television screens around the globe. People on either side of the planet communicate easily by satellite-linked telephones and by the internet.

Business activity makes up a big part of this process of globalisation. The UN Conference on the Trade and Development (UNCTAD), based in Geneva, calculates that the value produced by business affiliates set up in countries foreign to their home country has soared from less than Ksh.65,450 billion in 1987 to Ksh.161,700 billion in 1997. World trade has grown at a similarly rapid pace. Much of this trade and investment is controlled by multinational corporations based in North America, Europe and Japan, but a growing share is being claimed by the developing countries in Asia, Africa and Latin America.

So far, globalisation has helped to improve living conditions for people in poor and rich countries alike, and given individuals an amazingly wide range of choices in career, culture, where they can live, and where they can travel. But at times the process has gone terribly wrong.

Late in 1997, monetary problems in South-East Asia turned into a stock market crisis that spread from continent to continent like a slow-moving tidal wave. By the end of 1998, the industrialised as well as the developing countries had suffered from the financial **contagion**. While the effects passed quickly in some countries, the impact on economies in Asia, Latin America and Russia will continue to be felt for years. Progress on reaching UN goals of eliminating poverty suffered an unexpected setback, and even among the middle classes, millions were thrown into a state of poverty.

Even when economic globalisation is working well-that is, business is booming - there are dangerous side effects to globalisation. Traditional and local cultures get swamped by western movies and the internet; new factories built by foreign investors damage the environment in countries that do not have strong environmental safeguards in place. In addition illegal drugs and black money move around the world as freely as legitimate money does and, as the control exerted by national governments loosens, ethnic disputes and civil wars seem to be breaking out with greater frequency and ever deadlier consequences.

(Adapted from Everything You Always Wanted to Know about the United Nations by  
Department of Public Information, United Nations)

- (i) In what ways are people from different parts of the world coming closer together? (2 marks)
- (ii) What do the figures mentioned in second paragraph prove? (2 marks)
- (iii) Why are the effects of the stock market crisis describe as a contagion? (3 marks)
- (iv) Why is globalisation a threat to some societies? (3 marks)

3. (a) Rewrite each of the following sentences according to the instructions given after each. Do not change the meaning. (5 marks)

- (i) All the students passed the examination.  
(Begin: None ...)
- (ii) "Are you taking part in the walk?" My father asked.  
(Rewrite in indirect speech)
- (iii) He was very sick and so he could not go to work  
(Rewrite using too ...to)
- (iv) Women have not had greater opportunities for following careers at any time in history than they have now. (Begin: At ...)
- (v) Their proposal was not at all practicable.  
(Rewrite using: "proposed")

(b) Complete each of the following sentences with the correct form of the word in brackets. (5 marks)

- (i) Mwala's remark was a ..... (repeat) of what Mworria had said.
- (ii) He told us a ..... (move) story.
- (iii) You will not be allowed in without ..... (identity).
- (iv) Mark's .....(decide) affected everybody.
- (v) She was ..... (continue) from college after failing three times.

(c) For each of the following sentences replace the underlined phrasal verb with one word that has the same meaning. (5 marks)

- (i) Amina was commended for keeping up her good performance.
- (ii) You need to cut down on the expenses.
- (iii) Students' are advised to keep out of trouble.
- (iv) His performance did not measure up to the expected standard.
- (v) It's not good to walk out on one's family.

(d) Choose the correct alternative from the word(s) given in brackets to complete each of the following sentences. (5 marks)

(i) This is one of those stories that .....(seem, seems) to have no ending.

(ii) He is the longest serving of all Kenya's ..... (attorney generals, attorneys general).

(iii) A range of issues ..... (was, were) discussed.

(iv) The chaos ..... (has, have) been quelled by the police.

(v) They have remained hopeful in spite of the many ..... (crisis, crises) they have faced.

(e) Construct a sentence to show the distinction in meaning between each of the following pairs of words

(i) boarder .....

border .....

(ii) council .....

counsel.....

(iii) bear .....

bare .....

(f) Fill in the blank space in each of the following sentences with the most appropriate preposition. (4 marks)

(i) He took ..... his clothes and dived into the pool.

(ii) She will preside ..... the function.

(iii) The exercise was conducted in accordance ..... the regulations.

(iv) Mutiso arrived at the airport just ..... time to catch the plane.