

K.C.S.E 2006 ENGLISH PAPER 101/2

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

During the last couple of decades, the developing world has made enormous economic progress. This can be seen most clearly in the rising trend of incomes and consumption: between 1965 and 1985 consumption per capita in the developing world went up by almost 70 percent. Broader measures of well-being confirm this picture—life expectancy, child mortality, and educational attainment have all improved markedly.

Against that background of achievement, it is all the more **staggering** - and all the more shameful - that more than one billion people in the developing world are living in poverty. Progress in raising average incomes, however welcome, must not distract attention from this massive and continuing burden of poverty.

The same is true of the broader measures of well-being. Life expectancy in Sub-Saharan Africa is just 50 years; in Japan it is almost 80. More than 110 million children in the less than universal enrollment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuing toll of human deprivation.

It should be noted that even in the developing world, poverty levels differ from region to region, country to country and even location to location within the same country. For example, nearly half of the world's poor live in South Asia, a region that accounts for less than one third of the world's population. Sub-Saharan Africa accounts for a smaller, but still highly disproportionate share of global poverty. Within regions and countries, the poor are often concentrated in certain places: in rural areas with high population densities. Often, the problems of poverty, population, and the environment are intertwined; earlier patterns of development and pressure of rapidly expanding populations mean that many of the poor live in areas of acute environmental degradation.

It is also true that the weight of poverty falls most heavily on certain groups. Women in general are disadvantaged. This is because in poor households, they often shoulder more of the workload than men, are less educated, and have less access to remunerative activities. Children, too suffer disproportionately, and the future quality of their lives is **comprised** by inadequate nutrition, health care, and education. This is especially true of girls, for their primary school enrollment rates are less than 50 percent in many African countries.

Obviously, reducing poverty is the fundamental objective of economic development in any country. It is estimated that in 1985, more than one billion people in the developing world lived in absolute poverty. Clearly then, economic development has a long way to go. Knowledge about the poor is essential if governments are to adopt sound development strategies and more effective policies for attacking poverty. How many poor are there? Where do they live? What are their precise economic circumstances? Answering these questions is the first step toward understanding the impact of economic policies on the poor.

(Adapted from *Thinking Globally* by Andrew E. Robson, New York; McGraw-Hill (1997))

- (a) What evidence does the author give to show that incomes and consumption trends are rising in the developing world? (2 marks)
- (b) How does the author feel about the progress made so far by the developing world? (2 marks)
- (c) Why does the author mention Japan? (1 mark)

- (d) What is odd about the poverty situation in South Asia? (2 marks)
- (e) Explain the relationship between poverty and a high population. (3 marks)
- (f) Rewrite the following sentence in the singular. (1 mark)
 "They are also less educated, and have less access to remunerative activity."
- (g) Why is a girl doubly disadvantaged in a poor country? (3 marks)
- (h) In about 55 words, summarise the main argument of the author. (4 marks)
- (i) Explain the meaning of the following words as used in the passage. (2 marks)
- staggering
- compromised

2. Read the passage below and answer the questions that follow:

In the days after the bomb went off the air was full of whispers. Paulina knew the sense of them although they were often enough phrased in difficult English purposely in order to exclude her. But she could not be excluded. Had she not lost a child? They said that Kariuki had gone to Zambia, had registered in a hotel there. But the elder Mrs. Kariuki was an acquaintance of the house and she did not know of it. Her co-wife also did not know. There had been no preparations for going there had been no custom of keeping unnecessary secrets. It was small husbands with small concerns who did that.

Whisper, whisper, whisper. They said the police officers had been transferred from here to there. That officers had been consulting with the missing man here and there. That there was lot of money. That Parliament - whisper, whisper, whisper.

Paulina went about her duties, ironing, setting tables, supervising the servant in the cleaning of the house and the hard washing. Sometimes her belly throbbed with the child who had been so casually taken from her at another time like this and the others who had been denied her. And yet a child was a child with a light hold on life. When it came to a man, a wealthy man, golden tongued, greatly loved, though he was not of her own people she knew this much, that the passing of such a man would be remembered, celebrated. Still not a week passed without someone speaking of Tom.

And when the body was found, discreetly mutilated, you knew what the event was that for weeks you had been expecting, although the real event was still not known. The police officers went about their leave or their business outside the station without referring to it, the mortuary keeper who had a well-dressed corpse of appropriate size and weight and characteristics in his charge did not tumble to it. The airline clerks checking flights to Zambia did not tumble to it. The children playing in the streets did not tumble to it - children who were of the age to have been shot in Kano or Patel flats, children who did not shy away from the sight of a gun or hold their noses against white smoke from a bonfire, children who had been conceived after their fathers had come back from the camps, after the squatters had missed their chance to buy up the white farm settlement plots, after the land titles had been written, children who did not know the eerie stillness of the forest or the KEM prohibited signs. Children of the New Method, who knew John Wayne and the Aga Khan and Bruce Lee and Charlie Chaplin by sight, who knew how to figure on a base of five and counted out diligently in their nursery schools.

"Eeny, meeny, miny mo,
Catch a little baby so,
If he hollers let him go,
Eeny, meeny, miny mo."
Even those terribly sharp children did not tumble to it.

Nobody really knew how it tied up with the bomb. There was no need to know. Hyenas were not to settle with those who asked too many questions. But while the casualties of the bomb were nameless people absorbed into the daily casualty lists of fire, flood and domestic quarrels, J.M. burst upon the scene as a martyr and a paroxysm of grief ran through the city. The skies were leaden that April and it grew colder and colder. Eyes grew hard in Nairobi and conversations were rounded off with polite, empty phrases, even before the stranger came close. Photographs of J.M. alternated with the Pope and the Sacred Heart on the roadside framing stands. The book was reprinted and within a few months Parliamentary speeches were printed too. A Kikuyu gramophone record was banned. Mr. Mwangale remarked bluntly in the parliament. "This time we cannot be told Njenga did it," Paulina and Martin did not discuss it. The employers spoke of it in low tones. In May the rains came, chill and steady, a bit late, and in the shanties by the river people squirmed and shivered over the water logged ground and fires smoked damply at the mouth of airless polythene shelters.

- (a) Which bomb is referred to in this extract? (1 mark)
- (b) Explain why the author repeats the word "whisper"? (3 marks)
- (c) "... the child who had been so casually taken from her to another time like this." What incident in the novel does this relate to? (4 marks)
- (d) Write notes on the aspects of the politics contained in this extract. (4 marks)
- (e) Mr. Mwangale remarked bluntly in Parliament, "This time we cannot be told Njenga did it." Rewrite as reported speech. (1 mark)
- (f) In about 80 words, summarise the cover-up related to the disappearance of J.M. (6 marks)
- (g) Identify and explain one use of sarcasm in this extract. (3 marks)
- (h) What shows that J.M. became even more popular after he died? (3 marks)

3. Read the poem below and answer the questions that follow:

Touch by Hugh Lewin

When I get out
I'm going to ask someone
to touch me
very gently please
and slowly,
touch me
I want
to learn again
how life feels.

I've not been touched
for seven years
for seven years
I've been untouched
out of touch
and I've learnt
to know now
the meaning of
untouchable.

Untouched - not quite
I can count the things
that have touched me

One: fists
At the beginning
fierce mad fists
beating beating
till I remember
screaming
don't touch me
please don't touch me.

Two: paws
The first four years of paws
every day
patting paws, searching
-arms up, shoes off
legs apart-
prodding paws, systematic
heavy, indifferent
probing away
all privacy.

I don't want fists and paws
I want
to want to be touched
again
and to touch.
I want to feel alive
again
I want to say
when I get out
Here I am
please touch me.

(From *Poets to the People*, edited by Barry Feinberg)

- (a) Where do you think the persona is? Briefly explain your answer. (3 marks)
- (b) What do you think the persona means by "touch"? (3 marks)
- (c) Using two illustrations, describe the persona's experience during the seven years. (4 marks)
- (d) What is the significance of the word "paws"? (2 marks)
- (e) Which device does the poet use to reinforce the theme? (2 marks)
- (f) Explain the meaning of the following words as they are used in the poem: (2 marks)
- Prodding
- Indifferent
- (g) What does the poem reveal about human need? (4 marks)

4. (a) Fill in the blank spaces in the following sentences with the most appropriate word(s). (3 marks)
- (i) If we had gone to bed early last night, we..... rested enough.
- (ii) If I..... the recruiting officer, I would not take bribes.
- (iii) Everyone of the students now..... a role to play in keeping the school compound clean.
- (b) Rewrite the following sentences to remove gender bias. (3 marks)
- (i) A professor should give his students opportunities to develop their skills.
- (ii) My sister was appointed chairman of the Water Project Committee.
- (iii) The firemen took a long time to arrive at the scene of the accident.
- (c) Fill in the blanks with the correct alternative from the choices given. (3 marks)
- (i) Who..... a fire outside my house?
(light/lighted/lit)
- (ii) Since the introduction of community policing in our estates..... of theft have reduced.
(incidence/incident/incidents)
- (iii) An elephant looks after..... calf.
(it's/its)

(d) Rewrite the following sentences according to the instruction given after each.
Do not change the meaning. (6 marks)

(i) The choir entertained the visitors.
(Begin: The visitors...)

(ii) If we do not keep the environment clean, the health officer will close our cafe.
(Rewrite using "unless")

(iii) The patient could not stand without support. She also could not sit straight.
(Rewrite as one sentence using: "neither...nor")

(iv) The school team would not have won the game if it had not been for the captain's quick action.
(Begin: Had...)

(v) Jomo Kenyatta the first president of Kenya was a great orator.
(Punctuate the sentence)

(vi) We learn from the legend that Mekatilili was a powerful leader.
(Begin: The legend...)