

**ALLIANCE HIGH SCHOOL,
END OF TERM, ENGLISH PAPER 2
FORM FOUR, 2016.**

TIME: 2 1/2 HOURS

STUDENT'S NAME: _____

CLASS: _____

ADM NO: _____

MAXIMUM SCORE		STUDENT'S SCORE
UNSEEN TEXT	20	
SEEN TEXT	25	
POETRY	20	
GRAMMAR	15	
TOTAL	80	

ANSWER ALL THE QUESTIONS.

COMPREHENSION

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

(20MKS)

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 developing world lack access even to primary education while in the developed world, anything less than universal enrollment would rightly be regarded as unacceptable. The starkness of these contrasts attests to the continuity 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 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 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 compromised by inadequate nutrition, health care, and education. This is especially true of girls, for their primary school enrolment rates are less than 50 percent in many African countries.

Obviously, reducing poverty is the fundamental objective of the 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.

a) What evidence does the author give to show that incomes and consumption trends are rising in the developing world? (2mks)

b) How does the author feel about the progress made so far by the developing world? (2mks)

c) Why does the author mention Japan? (1mk)

d) What is odd about the poverty situation in South Asia? (2mks)

e) Explain the relationship between poverty and a high population (3mks)

f) Rewrite the following sentence in the singular

“They are also less educated, and have less access to remunerative activity”

(1mk)

g) Why is a girl doubly disadvantaged in a poor country?

(3mks)

h) In about 55 words, summarize the main argument of the author.

(4mks)

i) Explain the meaning of the following expressions as used in the passage.

(2mks)

(a) Staggering

(b) Compromised

2. LITERARY APPRECIATION

(25MKS)

The River and the Source-by Margaret Ogola

"I suggest that you take her to the National Hospital where there are better facilities than we have here." The man waited for a while and getting no response, decided to go write a referral note. At the time, the pregnancy was only six and a half months and the baby would have died if she had been born then – aborted the doctors called it; because according to them, it was only considered a miscarriage if the pregnancy was seven months or more with the possibility of a viable baby being salvaged. Viable meant that the chance of survival, in those days was about twenty – five percent. Three out of four such babies died and the ones who survived had a high proportion of brain damage, mental retardation and blindness. Mark's head reeled under the onslaught. His wife would die for a baby who had practically no chance at all.

Elizabeth insisted on being told what was wrong. When she was sure that she had fully grasped what was being said, she took matters in her own hands. She was not the grand – daughter of Akoko for nothing.

"Of course we will go to that hospital. If they do admit me, Mark you can go back to the children and only come to visit me over the weekends or whenever you can. Don't worry – my grandmother promised me that I would live a long life. And the baby will be quite all right. I will call her Nyabera – the good one – after my mother. You just wait and see."

"How do you know it is a girl?" asked the mystified Mark. Women were strange, but his wife was the strangest of them all.

"You think I have carried six children without learning a thing or two?" she asked smiling. He himself was only too glad to have the decision taken off his hands.

Elizabeth stayed in the hospital for another one and a half months, and then it became imperative to induce labor to save both mother and child.

"If we leave it there any longer, the stress might kill it. We will give you an injection to start labor tomorrow."

"Would you call my husband please?" was all she said. Courage by another name smells just as sweet. Anyone who has had induction of labor will tell you that natural labor is much easier. The pain is insistent and unremitting, building up a crescendo of continuous agony; but Elizabeth survived it and so did the baby who was such a skinny wizened little thing, that its mother took one look at it and asked for water. The puzzled nurses brought her a cupful in which she dipped her fingers, touched the baby's forehead and whispered:

"I baptize you, Mary, in the name of the Father, the Son and the Holy Spirit." Though there were other worlds, Mary however, had no intention of leaving this one just yet. Once she was out of the stressful environment of the womb, she never looked back. After two weeks, she had gained a pound and a half and looked more like a human baby than a monkey. Her mother's blood pressure remained rock steady and Mark took his wife and his little daughter, held firmly in his arms, back home.

He could therefore not be blamed if he had a weak spot for this little one grabbed out of the jaws of death. He would come into the house and ask, "where is Baby?" until the day his wife reminded him that there were six other children in the house as well as little Mary.

All his children had gone to public schools, but when it was Mary's turn, only a private school could do; and now that he had a car, and her little legs could not carry her to school, she had to be driven there. Only the fact that her mother kept her head prevented the young lady from being completely spoilt. Still she had to smile sometimes just watching father and daughter. However the other children grumbled a little.

"What does she have to do to be punished – commit murder?" asked Becky scathingly. She liked to be the centre of attention – and Mary threatened this.

"Go easy on her," said Vera who had an in-built sense of security that nothing could ruffle.

"But you know that he does anything she asks him do. It's not fair."

"Grow up," replied Vera shortly. She was seventeen and so tired had she become of her sister's poutings and preening and extreme selfishness that she made a promise to herself to go very far away from her as soon as she could. This would be very soon because the two were going to sit for their Ordinary Level examinations in a matter of two months.

Questions:

1. (a) Which hospital is being talked about in the first paragraph? (1mk)

(b). Why does the speaker agree to go to 'that hospital'? (3mks)

2. (a) Briefly explain why Mark had a weak spot for this baby. (3mks)

(b). In which way(s) does he demonstrate the above statement? (2mks)

3. From the excerpt, what can we say about Elizabeth's character? (4mks)

4. Before this excerpt, Mark was faced with a moral dilemma. Explain the dilemma. (3mks)

5. Vera had become tired of her sister's extreme selfishness, using illustrations from elsewhere in the text; describe **three** other circumstances where Becky displays this character. (3mks)

6. Give the meaning of the underlined expressions as used in the excerpt. (3mks)

i.) "What does she have to do to be punished-commit murder?" asked Becky scathingly.

ii) "...her sister's poutings and preenings"

iii) The pain is insistent and unremitting, building up to a crescendo of continuous agony

7. Rewrite the following statement using the instructions given. (1mk)

Women were strange but his wife was the strangest of them all. (Begin: No woman...)

8. Identify any one theme present in the excerpt.

(2mks)

9. In your opinion, why do you think Elizabeth took it upon her self to baptize the baby?

(1mk)

3. POETRY

(20MKS)

Read the following poem and answer the questions that follow.

"First love"

I ne'er was struck before that hour
With love so sudden and as sweet,
Her face it bloomed like a sweet flower
And stole my heart away complete.
My face turned pale as deadly pale,
My legs refused to walk away.
And when she looked "what could I ail?"
My life and all seemed turned to clay.

And then my blood rushed to my face
And took my eye sight away.
The trees and bushes round the place
Seemed midnight at noonday.
I could not see a single thing.
Words from my eyes did start,
They spoke as chords do from the string
And blood burnt round my heart.

Are flowers the winters' choice?
Is love's bed always snow?
She seemed to hear my silent voice
Not love's appeal to know.
I never saw so sweet a face
As that I stood before,
My heart has left its dwelling place
And can return no more.

1. Who is the persona in this poem?

(2mks)

2. How appropriate is the title of this poem?

(4mks)

3. Comment on any **three** stylistic devices used in the poem other than sound devices.

(6mks)

4. What is the mood of the poem?

(2mks)

5. Identify the tone in poem?

(2mks)

6. Explain the meaning of the following lines used in the poem

(4mks)

i) "My life and all turned to clay".....

ii) "Seemed mid night at noonday".....

iii) "Words from my eyes did start".....

iv) "My heart has left its dwelling place"

4. GRAMMAR

(15MKS)

A. Replace the phrasal verbs in bold with other words of the same meaning.

(2mks)

i. The activists **stood up for** what they believed.

ii. I haven't managed to **win** them **over** yet.

B. Rewrite each of the following sentences below, beginning with 'if'. Do not change the meaning of the sentences. (2mks)

i. They didn't work hard, so they failed the exam.

ii. Teenagers do not have identity cards, so they can not vote in national elections.

C. Rewrite the following sentences putting the adjectives in the correct order. (2mks)

i. The Chinese yellow wonderful little toy has broken.

ii. The dedicated young tall Kenyan athlete sprinted across the finishing line.

D. In the sentences below, use the correct form of the verb in brackets.

(2mks)

- i. Fortunately, they are able to look at the matter with _____ (objective).
- ii. The workers decided to wait for the outcome of the _____ (deliberate).

E. Rewrite the following sentences in indirect speech.

(2mks)

- i. Her father insisted, "I want to know what you are doing right now."

- ii. "Join us this afternoon, please," my friends said.

F. Rewrite the sentences below as instructed in each case.

(3mks)

- i. Mary did nothing but stare into empty space. (Begin: All.....)

- ii. We did little to discourage them from leaving. (Rewrite using "much".....)

- iii. It was mean of you to lie to them. (Begin ; To)

G. What is the difference in meaning between the following sentences?

(2mks)

- i. Any student who is late will be punished.

- ii. Some students who are late will be punished.
