

FORM 1; COMPREHENSION

KCSE QUICK REVISION

*Compilation of Possible Questions in English & Literature
Likely to be examined in KCSE.*

*A Special Analysis of Prediction Questions that may be Tested in KCSE from this
Topic in Form 1.*

ENGLISH & LITERATURE

SERIES 1

For Marking Schemes

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COMPREHENSION

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

WOMEN IN IRAN

So far, everything seems normal. But in the illustrations accompanying this description the ballerinas have been air-brushed out. Instead, an empty space, the floor and the blank wall meets the eye. Like so many other images of women in Iran the ballerinas have been censored

Dega's painting is emblematic of a basic paradox of life in Iran, 20 years after the Islamic revolution. On the one hand, the regime has succeeded in completely repressing Iranian women. At any Government Institutions, Universities and Airports there are separate entrances for women, where they are often checked for signs of violating the strict dress code. They are forbidden to go out unless they are covered by clothing that conceals everything but their hands and faces. At one of the universities where I used to teach, I'm told a female professor was expelled because her wrist had shown from under her sleeve while she was writing on the blackboard.

Yet these measures, meant to render women invincible and powerless, are paradoxically making women visible and powerful. By attempting to control every aspect of women's lives and by staking its legitimacy on the Iranian people's supposed desire for this control—the regime has unwittingly handed women a powerful weapon; every private act or gesture in defiance of official rule is now a strong political statement.

Meanwhile, because its extreme regulation of women's lives unnecessarily intrudes on the private lives of men, the regime has also alienated many men who initially supported the revolution

Women on the eve of the Islamic revolution were active in all areas of life in Iran. They were encouraged to participate in areas normally closed to them. Women were police officer, judges and pilots-active in every field except the clergy. By 1978, 22 women were members of parliament and two sat in the senate.

The Ayatollah Khomeini accused them of betraying culture and tradition. Dr. Farrokhrou Parsa was one of these alleged traitors. She gave up her medical practice to become principal of the girls school I attended in Tehran. Then she became Iranians first female cabinet minister, in charge of education. When the Shah was ousted, Parsa was summarily tried and executed. She was charged with "corruption on earth, warring against God" and "Expansion of prostitution", allowed no defense nowhere and sentenced by hooded judges; she was put in a sack before being killed.

Ayatollah Khomeini tried to expel women from the public sphere was not surprising. What was surprising was the leftist members of the revolutionary coalition

who went away. The leftist had traditionally appeared to support women's rights. However, their totalitarian mindset was ultimately more at ease with the rigid rule exposed by the reactionary clerics with the pluralistic approach favoured by the women's movement. Thus, when the Ayatollah began his crackdown, he had the full support of the leftists.

Many Iranian women, on the other hand were not so pliant. On a cold day in March 1979, thousands of shouting women massed on one of the Tehran's wide avenues. They had gathered to express their resistance to the Ayatollah's attempt to make them invincible.

Some days earlier, the Ayatollah had annulled the family protection.

1. What reason did the Ayatollah give for wanting to make women invincible?
2. Do you think the writer of this passage is male or female? Support your answer
3. Give: i) Cite one of the repressive laws against women.
ii) Why was the professor expelled?
4. List the three accusations leveled against Dr. Farrokhrou Parsa in the passage.
5. Describe the theme in this passage.
6. Before the Islamic revolution in which areas were women encouraged to participate?
7. Explain the paradox the author refers in the third paragraph which begins, "Yet these measures"
8. Describe the writer's opinion on the treatment of women in the passage
9. Explain the meaning of the following words and phrases in the passage
 - i) censored -
 - ii) emblematic -
 - iii) alleged -
 - iv) leftist-
 - v) espoused-
10. What title can be given to this passage?

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

The research by the Maendeleo ya Wanaume Organization that reports a case of reversed roles where men are made to cook, wash clothes, clean the house, utensils and baby sit should reveal more and delve into the causalities rather than issue **inflammatory** findings with alarming statistics that will only serve to scare courtship. It should be noted with clarity that societal transition are normally treated with a lot of caution, **sobriety** and reasonableness to avoid endangering the very fabrics that hold the society together. This is because it's a process that takes time to sink, be appreciated and acceptably embraced. Equally, the connotation reversed roles imply replacement of male domination by female domination instead of hybrid system

where roles are shared equally and help handed out where necessary to supplement each other's effort.

Gender refers to women's and men's socially defined roles and characteristics that are shaped by historical, economic, religious, cultural and ethical factors.

Gender is learned through socialization, it is not fixed, it is changeable. Gender stereotypes therefore include comments like, women are weak and cowards, gentle, nurturing and caring while men are bread winners, decision makers and generally aggressive.

The African society and Kenya in particular is patriarchal. A social system based on male privilege and power in which women are regarded secondary and created for the service of men.

Patriarchy is mostly for men and that's why men feel threatened when patriarchy is challenged. However, research has shown that not all men are winners under patriarchy.

This is because patriarchy puts a lot of pressure on men to perform and become workaholic in a struggle to maintain the family, for example, research has shown most millionaires in the US are women, widows of men who died young from diseases related to over work.

Since gender is societal creation and not biology, it can be changed, albeit gradually.

The stubborn men who live in the past should be prepared for **feminism approach** that perceives and interprets social situation from a woman's point of view.

According to this approach, female oppression should be addressed adequately. Here, the area of focus includes: Education and legal rights for women. Economic rights, that advocate's equal access to properties, jobs and career. The puzzle however, is where the approach leaves men, especially if the process is forceful.

Gender equity is an idea whose time has come as statistics indicate girls perform better than boys in schools and ladies are more preferable by employers than men due to hard work, honesty, loyalty and cost effectiveness.

Women must also rise to the occasion, take responsibility with caution and cease to be victims of inferiority complex.

Change must not translate to arrogance and revengeful attitudes that will paint women as heartless. Life is meaningless without effective family institution. Let's ensure our society does not fall apart.

(Adapted from Sunday, May 31, 2009)

- (a) In what way is gender a socialization process?
- (b) According to the passage, what is gender stereo typing? (2mks)
- (c) Explain the contrast between the hybrid system and the case of reversed roles (2mks)

- (d) What evidence is given to show that not all men are winners under patriarchy?
- (e) What is the writer's tone in the passage?
- (f) *Re-write the following beginning; (Not fixed)*
Gender is learned through socialization, it is not fixed, it is changeable.
- (g) In a summary of about 60 words, describe the writer's attitude towards women
Rough copy
Fair copy
- (h) Explain the meaning of the following words and phrases as used in the passage.
(i) Inflammatory.....
(ii) Sobriety.....
(iii) Feminism approach.....

3. Read the following passage and answer the questions that follow:

The river, the forest and the sky all drew Densu to the top of the hill with a power he had no need to fight against. He asked Nyaneba if there was no more work he could do on the farm up there. But at that time there was nothing really, and Nyaneba almost scolded him when he asked once more what was there to do.

"Densu," she said at the end of her patience, "the animal that does not rest gets so angry and unhappy that it spreads destruction wherever it goes. A human being works fully when there is work to do. A human being rests fully when the season for rest comes."

Densu did not **importune** Nyaneba about work any more. Almost everyday he climbed up the hill and sat on the warm rock looking at the river and the forest **canopy**. From where he sat, the river now looked thin and completely still. Seeing it at a distance, he had to think before it became in his mind a moving thing, not a dead, flat sheet shining passively in the sun.

So he knew the river's motion in his mind, though his eyes **perceived** stillness. Once the motion was clear in his mind, it did not stop. It flowed in a thought stream that could take him from the present all the way back to moments so far in the past his remembrance surprised him.

Some of the memories he would never understand. He had known a great happiness at a time about which he remembered nothing but the feeling itself. This remembrance took his feeling back to a time when he was helpless but feared nothing because there was a presence around him that made fear a stranger. He had told people about this feeling and always left them **puzzled**.

They said he could have had such a time, because his father died before he was born, and his mother also died in child birth. Yet the feeling was part of his memory, and it was so strong he knew it was true, in spite of what others saw and said. And often as

he grew up, he found himself searching, sometimes in anguish, sometimes with sheer desire for a return of that time and of the feeling.

Yet life at times became an argument saying that presence, that wholeness he remembered so mysteriously and **sought** so naturally, would never be possible in the world outside the wishing mind. He had known people at Esuano, and begun to see life clearly, but most of the people and most of the life he saw led his mind far astray from the peace he sought.

This too he remembered: in his twelfth year something strange had happened. A white man had arrived at Esuano. He was not an official from the castle at cape coast, so people were astonished to see him there at all. They were more astonished when he told them he was a trader on the coast, but had grown tired of trading. He said he wanted to rest.

People **shunned** him. They were afraid of him and they had reason enough. He lived as if he and water had quarreled bitterly. He did not like food. his **sustenance** was drink and when he was really hungry he would look for fruit, like a child at play, and that would be his meal.

Densu went to him and sat watching him. He still went to him long after the other children had fled in fear. One day the stranger white man stopped singing his drunken songs, pointed to his heart and shouted something. "Collins!" He repeated the name, **stabbing his breast** repeatedly with an extended finger.

When he stopped, Densu pointed to himself and said "Densu." The white man roared happily. He seemed immensely pleased with himself that Densu had understood him, as if he had actually taught him to speak. He began a game of names, teaching Densu English words and learning Akan words from him.

In less than a month the game of words changed. It became even. Densu went to Collins whenever he had time. The idea of learning the strange language of the white excited him, and he worked hard to make free time for his new passion. Collins taught him willingly. He seemed to live for the hours when the eager boy came to talk to him.

But Collins stopped asking Densu the Akan names of things. With an eagerness answering the boy, he taught him as fast as he could absorb new knowledge, and his yellow-red face exploded with joy when Densu began at last to speak to him in his own language. The solitary white man then gave up all pretence of wishing to learn Akan. He was happy enough to have a person to talk to and teaching Densu to read and write gave him something to do when he was not drinking.

Densu asked him why he had left cape coast to come to Esuano. The white man's answer was quite **incomprehensible** to him. All he understood was that the mention of cape coast made the white man violently angry. Once, later, Densu asked him

why he did not go home. The drunken man wept tears at the questions. From then on Densu did not ask him any such questions again.

In his first months at Esuano the white man Collins sold a few things to the few who had any money. But after his third month at Esuano he sold nothing. Knowing adults predicted he would die in a matter of weeks. They were disappointed and embarrassed when in spite of the way he drank and starved himself, he remained noisily alive.

- a) Why did Densu spend most of his time seated on the rock up the hill?
- b) What effect did the river have on Densu?
- c) Who was the stranger and how old was Densu when he arrived?
- d) What does "He lived as if he and water had quarreled bitterly," mean?
- e) People dislike the stranger (Rewrite beginning with, "The stranger.....
- f) From what tribe does Densu come from?
- g) Write notes on why Collins was eager to teach Densu his language and why he stopped learning Densu's language
- h) Identify and explain one character traits of Densu

i) Give the meaning of the following words and phrases as used in the passage:-

- i) Importune -
- ii) Canopy -
- iii) Stabbing his breast.....
- iv) Shunned.....
- v) Incomprehensible.....

4. Read the following passage then answer all the questions that follow:

It is said that behind every successful man there's a woman, so how can we help our sons succeed? By bringing them up in such a way that they understand their role as leaders, providers and protectors.

And how can we do this successfully? By noting their masculine qualities and praising them for these. Take note when they excel in **masculine** roles and encourage them. Admiration is the food of a man's soul. Never belittle your son's masculinity; it hurts very deeply and might result in deep resentment.

Are you faced with a rebellious son? Mind your language when you talk to them; you might be scolding him for doing or not doing something while inadvertently belittling his masculinity. Try the opposite for change; praise him and see how this transforms him. The untidy room will be a thing of the past, as will many other pains you have been wishing away. Relate the duties you assign him to his masculine qualities and he will be very glad to help. When he is facing failure or a crisis, reassure him that you

believe in him and his ability to pull through, no matter how difficult the situation might appear. Do not mock his ability to overcome a difficulty. Use statements such as “this might be the door to opportunity, a stepping stone to greater success.” who wouldn’t excel when someone who matters to them like a mum believes in them? A word of caution, though: we must be careful not to push our sons to become what they are not interested in being.

Allow them the freedom to make choices and let them learn from mistakes. There’s a greater temptation to be **bossy** towards our sons, but we need to refrain from giving detailed instructions on the what, when, how and where every action they take. Let him know when you disagree with his decision, but tell him he can still count on you. For the women who have taken over leadership in the home, you need to let go and build your husband by encouraging him to take up that role. This will allow you time to be a mother you need to be, one who can nurture her sons and be a homemaker. Our sons need to learn from their fathers what it means to be a responsible man.

And to those women who are sacrificing their children’s well-being for careers I suggest, learn from miss Taylor Caldwell, an Anglo- American writer with several awards to her credit once remarked: “I’d rather cook a meal for a man and bring his slippers and feel myself in the protection of his arms than have all the citations and awards I have received worldwide”

(Adapted from Daily Nation)

a) What is the role of mothers in the success of their sons?

b) i) How can parents help their sons overcome the challenges they meet while growing up?

What precautions should sons take in to account so as to achieve their ambitions?

c) Give three disadvantages of women taking leadership at home.

d) Give a reason why Miss Taylor is mentioned in the last paragraph.

e) In not more than 65 words, summarize the ways parents can deal with rebellious sons:-

ROUGH COPY

FINAL COPY

f) *Explain the meaning of the following phrase and words as used in the passage*

i) “Admiration is the food of a man’s soul”

ii) Masculine..... ..

iii) Bossy..... ..

5.COMPREHENSION

Read the passage below and answer the questions that follow

The process of developing social skills among children at an early age is important. Researchers have cited rejection by peers as the greatest challenge children face in their quest to build meaningful social skills. It has been reported that children who get bullied and snubbed by peers are more likely to have problems in relating with others. In recent times, researchers have found at least three factors in a child's behavior that can lead to social rejection. The factors involve a child's inability to pick up on and respond to nonverbal cues from their pals. In the United states 10 to 13 percent of school-going children experience some form of rejection by their peers. In addition to causing mental health problems, bullying and social isolation can increase the likelihood of a child getting poor grades, dropping out of school, or developing substance abuse problems.

It is reported that the social skills that children gain on the playground or elsewhere could show up later in life, according to Richard Lavoie, an expert in child social behaviour. He says that children experiment with the relationship styles they will have as adults during unstructured playtime-when children interact without the guidance of an **authority figure**. Researchers say that the number-one need of any human is to be liked by other humans. However, researchers have expressed concern that our children are like strangers in their own land. They don't understand the basic rules of social behaviour and their mistakes are usually unintentional.

Children who face rejection may have problems in at least one of three different areas of nonverbal communication, which is the reason they are rejected. These are reading nonverbal cues; understanding their social meaning; and coming up with options for resolving a social conflict. A child, for example, simply may not notice a person's scowl of impatience or understand what a tapped foot means. In another situation, a child may have trouble reconciling the desires of a friend with her own. Anyone trying to help children on their social skills should try to pinpoint the weaknesses a child has and then build those up.

When children have prolonged struggles with socializing, "a vicious cycle begins," children who are **shunned** by others have few opportunities to practice social skills whereas popular children have more than enough opportunities to perfect theirs. However, having just one or two friends can be enough to give a child the social practice he or she need.

Parents, teachers and other adults in a child's life can help, too. Instead of reacting with anger or embarrassment to a child who, say, asks Aunt Vera if her new hairdo was a

mistake, parents should teach social skills with the same tone they use for teaching numeracy skills or proper hygiene. If presented as a learning opportunity, rather than a punishment, children usually appreciate the lesson. It is important to note that most children are so desperate to have friends that they **just jump on board**.

To teach social skills, Lavoie advises a five-step approach in his book. The process works for children with or without learning disabilities and is best conducted immediately after a wrongdoing has been made. First, ask the child what happened and listen without judgment. Second, ask the child to identify their mistake. Often children only know that someone got upset, but don't understand their own role in the outcome. Third, help the child identify the cue they missed or mistake they made, by asking something like: "How would you feel if Emma was hogging the tyre swing?" Instead of lecturing with the word "should," offer options the child "could" have taken in the moment, such as "You could have asked Emma to join you or told her you would give her the swing after your turn." Fourth, you can create an imaginary but similar scenario where the child can make the right choice. For example, you could say, "If you were playing with a shovel in the sand box and Aiden wanted to use it, what would you do?" Lastly, give the child "social homework" by asking him to practice this new skill, saying: "Now that you know the importance of sharing, I want to hear about something you share tomorrow."

(Adapted from livescience.com-Tue Feb 2, 2010)

Questions

- a) In one sentence, explain what this passage is talking about **(2mks)**
- b) What is the number one need of any human being? **(1mk)**
- c) What are cited as the causes for social rejection according to the passage **2mks**
- d) What is social rejection likely to lead to **(2mks)**
- e) What vicious cycle is referred to in this passage **(2mks)**
- f) How can a parent make children appreciate the lesson on social skills? **(2mks)**
- g) "How would you feel if Emma was hogging the tyre swing?" Re-write in reported speech. **(1mk)**
- h) Make notes on the five-step approach to teach children social skills **(5mks)**
- i) Explain the meanings of the following words and phrases as used in the passage **(3mks)**
 - i. Authority figure
 - ii. Shunned
 - iii. Jump on board

6. **COMPREHENSION**

Read the following passage and answer the questions that follow(20 marks)

In the end I was duly discharged (from hospital) and sent back relieved but not cured. A very elaborate belt kept death at arm's length. My congregation was deeply sympathetic, but started making representations for my transfer. Shortly afterwards the final blow was delivered. The circumstances in which I was forced to retire from the work for which I had sacrificed my youth and strength and hope were so confused and sad that a bitter taste will forever remain. I had toiled for over half a century only to end like this. Somehow I feel my third courtship had something to do with it, for I drew bitter opposition from some new relations of the lady. The campaign of mudslinging grew to ugly proportions and became an organized campaign to throw me out. Charges were trumped up. I was declared feeble, aged and unable to visit outstations, and probably I was secretly called immoral. These charges were duly handed to the superintendent minister.

Meanwhile at Mankessim angry mobs made the place untenable. I was in the end transferred – nowhere. That was the end. My retirement was skillfully managed by the chairman and superintendent minister, and I went quietly into obscurity with no laurels and no respect, no last-minute farewell or godspeeds; no visible means of support save that which my own sons were hopefully expected to give. For catechists are the scum of the earth and command no respect and expect none. They are entitled to no gratuities or pension and when they are strong enough to outlive their usefulness..... “God will provide” I had worked half a century to bring salvation to other people. It would probably be appropriate to say, “Physician heal thyself.” Sometimes I think we, the workers in the Lord's vineyard, have the greatest need of salvation ‘in the obscurity of retirement I can now have time to look back on my life and into my soul and try to assess where I failed and try to effect my own salvation.’ God indeed never leaves those who believe in Him really desolate. I have my wife with me now. My sons are all securely settled in life and work to support my old age. At the throne of God, I hope the Almighty will not deal too harshly with his servant, but in His infinite mercy will forgive my sins and accept even me.

(From: Joseph W. Abruquah, The Catechist, London – 1965)

Questions

- a) What was the narrator's occupation before he was taken ill? **(1 mark)**
- b) Mention **four** factors responsible for the narrator's dismissal from his duty. **(2 marks)**

- c) Justify the narrator's bitter attitude in the third paragraph. **(3 marks)**
- d) Identify and explain the feature of style in the sentence below: They are entitled to no gratuities or pension and why they are strong enough to outlive their usefulness..... "God will provide." **(2 marks)**
- e) Basing your argument on one major failing of the narrator, why should you not be sympathetic with his situation **(2 marks)**
- f) On the whole, what feelings towards the narrator does this passage arouse? Explain your answer. **(3 marks)**
- g) The narrator uses the word 'salvation' to elicit two implications. Explain these two implications. **(2 marks)**
- h) Quote a statement in the last paragraph that hints at the narrator's sense of remorse. **(1 mark)**
- i) My congregation was deeply sympathetic but started making representations for my transfer. (Rewrite this sentence beginning: Much as)**(1 mark)**
- j) Explain the meaning of the following words and clause in the passage**(3 marks)**
- (i) Mudslinging
 - (ii) Obscurity
 - (iii) Physician heal themselves

7. Read the following passage and answer the questions that follow: (20 Marks)

When in early 1970s ultrasound confronted me with the sight of the embryo in a womb, I simply lost my faith in abortion on demand. I did not hold onto my old convictions. The change was in its way a clean and surgical conversion. I am by nature one that works out the conflicting data, weighs the opposing argument with great care, decides and then acts upon it with no lingering backward glances. By 1984 however, I had begun to ask myself more questions about abortion: What actually goes on in an abortion? I had done many but abortion is a blind procedure. The doctor does not see what he is doing. He puts an instrument into a uterus and he turns on a mortar and a suction machine goes on and something is vacuumed out; it ends up as little pile of meat in a gauze bag. I wanted to know what happened, so in 1984 I said to a friend of mine who was doing fifteen or maybe twenty abortions a day: 'Look, do me a favour, Jay. Next Saturday when you are doing all these abortions put an ultra sound on the mother and tape it on me.'

He did, and when he looked at the tapes with me in the editing studio, he was so affected that he never did another abortion. Although I had not performed an abortion in five years, I was shaken to the very roots of my soul by what I saw. The tapes were shockingly amazing. Some of the tapes weren't of very good quality but I selected one that was of better quality than the others and began to show it at pro-life gatherings around the country. (I had my first contact with pro-life movement in

1981 when the then president of the National Right to Life Committee, Carolyn Gerster, had gotten in touch with me).

At the time, I was speaking at a pro-life meetings around the country in weekends, and the response to the tape was so intense and dramatic that finally I was approached by a man named Don Smith, who wanted to make my tape into a film. I agreed that it would be good idea. That is how The Silent Scream, which was to generate so many furore, came to be made. We showed it for the first time in Fort Lauderdale, Florida, on January 3, 1985. The reaction was instantaneous. Everybody was up in arms because The Silent Scream represented an enormous threat to the abortion forces, and because it escalated the war (it is not really a debate- we don't debate with each, we scream at one another). For the first time, we had the technology, and they had nothing.

The Silent Scream depicted a twelve- week- fetus being torn to pieces in the uterus by the combination of suction and crushing instrumentation by the abortionist. It was so powerful that pro choicers trotted out their heaviest hitters to denounce the tape. They very cleverly deflected the impact of the film into an academic cul- de- sac: a dispute regarding whether the fetus feels pain during an abortion. The impetus for the debate came from an on – the- record musing by the then President, Ronald Reagan, as to how much pain the fetus feels during an abortion.

(Source: *The hand of God: A journey from death to life by the Abortion doctor who changed his mind- Bernard N. Nathanson, MD*)

- a)** Based on your understanding of the entire passage, comment on the nature of the writer's 'old convictions'. **(2 marks)**
- b)** Explain why it was easy for doctors such as the writer to carry out abortions prior to introduction of ultrasound technology? **(2 marks)**
- c)** What are the names that are commonly used to refer to the two opposing groups mentioned in the passage **(2 marks)**
- d)** Briefly describe, in your own words, how those who supported abortion tried to undermine the impact of 'The Silent Scream'. **(2 marks)**
- e)** "I was shaken to the very roots of my soul by what I saw". Rewrite this sentence beginning: (What...)**(1 mark)**
- f)** Make notes on the way abortion is carried out according to this passage **(4 marks)**
- g)** Identify and illustrate the use of parenthesis in the passage, give two examples **2mk**
- h)** Provide one example from the passage to illustrate the need for leaders to weigh their words carefully. **(2 marks)**
- i)** Explain the meaning of the following words as used in the passage. **(3 marks)**
 - i) convictions
 - ii) escalate

iii) impetus

8. Read the following passage and then answer the questions that follow. (20 marks)

The question is at least as old as Socrates: If we know what the right thing to do is, why do we not do it? It is an especially acute question when applied to global warming. The science showing that carbon dioxide emissions are already changing the planet's climate, and are likely to have severe effects (melting ice caps, sea-level rise, and species extinction), is compelling and now barely disputed. Almost 90% of Europeans say they recognize climate change as a major issue, and 75% identify fossil fuel emissions as a major cause.

And yet, as was widely discussed at a conference of environmentalists, geologists and writers in May 2006 in Ankenohe, Germany, public understanding has not translated into even the simplest of public actions. Less than 1% of Britons, for example, have switched their home electricity to renewable sources, even though it requires little more than a phone call to one's existing provider. Proportions on the continent are slightly higher, but there is clearly no rush to go green or — shudder — stop driving cars.

Why such a disconnect between information and action? Part of the problem is that environmental advocates emit mixed messages. In mid-May 2006, Britain's *Guardian* published a front-page story showing that five companies in Britain produce more CO₂ pollution in a year than all the country's motorists combined. That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, "Why should I bother to cut down my driving?"

Similarly, not enough thought has been devoted to the best role for government. Climate change is too **vast** a problem for individuals to solve alone, and some big businesses have an **incentive** not to solve it. That leaves government to take the lead, which is tricky, because over-reliance on government can allow individuals to **fob off** their own responsibilities. What is worse, government power seems to tickle autocratic fantasies. In my experience, environmentalists spend far too much energy advocating hard-line government 'solutions' that do not stand a chance of being enacted. Sure, it might be good for the planet if governments banned the use of sports-utility vehicles or, for that matter, of all fossil fuels. Yet not only is it hard to sell outright prohibitions to voters, but the sad truth is that governments have a woeful record in even the mildest interventions. One of the most significant innovations in the last decade has been Europe's carbon-emission trading scheme: some 12 000 companies, responsible for more than half of the EU's emissions, have

been assigned quotas. Companies with unused allowances can sell them; the higher the price, the greater the incentive for firms to cut their use of fossil fuels. The system seemed to work for about a year — but now it turns out that Europe's governments allocated far too many credits, which will likely hinder the program's effectiveness for years.

Perhaps the real reason that well-intentioned consumers do not change is that they do not see any benefit. Climate change may be a frightening, irreversible **calamity**, but its worst effects will not be felt next week or next year. The planet looks the same regardless of whether we use environmentally friendly technology or we do not care how much CO₂ we emit. But sure as the sun rises and sets every day, if we do not cut down on carbon emissions, then we may not have a planet to hand over to the next generation.

(Adapted from *Times*, June 5, 2006)

- a) According to the passage, what are the effects of global warming? (4 marks)
- b) What, according to the passage, is the main cause of global warming?(2 marks)
- c) How does Britain encourage people to use renewable electricity? (3 marks)
- d) Paraphrase the following sentence: That is a strong argument for targeting industries, but the average reader could hardly be blamed for thinking, 'Why should I bother to cut down my driving?' (4 marks)
- e) What message does the writer communicate in this passage? (4 marks)
- f) Explain the meaning of the following words and expression as used in the passage.(4 marks)
 - i) fob off
 - ii) incentive
 - iii) calamity
 - iv) vast

For Marking Schemes/Answers

Contact Mr Isaboke

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FOR THE FOLLOWING;

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- ✓ **KCSE PREMOCKS**
- ✓ **TOP SCHOOLS PREMOCKS**
- ✓ **JOINT PREMOCKS**
- ✓ **KCSE MOCKS**
- ✓ **TOP SCHOOLS MOCKS**
- ✓ **JOINT MOCKS**
- ✓ **KCSE POSTMOCKS**
- ✓ **TOP SCHOOLS PREDICTIONS**
- ✓ **KCSE PREDICTIONS**
- ✓ **KCSE REVEALED SETS**

CALL/TEXT/WHATSAPP

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