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**ENGLISH**

**TERM ONE 2017**

**FORM F2**

**TIME: 2 ½ HOURS**

**HOLA SECONDARY SCHOOL**

**MID TERM EXAMINATION**

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***Read the passage below and fill in each blank space with the appropriate word.***

Garbage, garbage and more garbage; easy to generate but difficult to (1)\_\_\_\_\_\_\_ of. But if we stopped complaining about its chocking (2)\_\_\_\_\_ for even one minute, we would realisethat there is (3)\_\_\_\_\_\_ that we can do about it – perhaps even earn a living (4) \_\_\_\_\_\_\_ it.

 There are women groups that have been making and selling high (5)\_\_\_\_\_\_ manure from domestic waste such as potato and banana peels. In so doing they create employment for (6)\_\_\_\_\_\_\_ and those who collect the garbage for them. The manure is said to be so \_\_\_\_\_\_ that it causes crops to yield three times as much as other types of manure \_\_\_\_\_\_\_\_ fertilizers. This boosts our agricultural sector (9)\_\_\_\_\_\_\_\_.

 In a country like Britain, waste paper can now be eaten. It is softened and sweetened

 (10) \_\_\_a certain technology then fed to cows. Such cows are said to produce creamier milk.

 c) ***Underline the odd one out***

 i) Picked wicked packed sacked

 ii) World worker wolf worship

 iii) Think this thing thistle

 iv) Tube tutor turn tumour

d) i) non-verbal skills in communication are very important in the delivery of any oral item.

State any four forms of non-verbal cues(4mks)

 ii) Give three reasons why listening is an essential aspect of communication[3mks]

*Thefollowing is part of a conversation between a student and a principal of some school in*

*Kakamega District. The student is the chairperson of the school’s writers’ club and is requesting for permission for the club members to attend a writers symposium at a neighbouring school. Complete the conversation.[4mks]*

 Student: ………………………………….. . . …………………………………………

**Principal**: Good morning, your club patron Mrs. Wasike had mentioned that you would see me about a symposium but she did not elaborate what is the symposium about and Show will you benefit from it.

**Student**: ………………………………………………………………………………

**Principal**: That sounds like a very useful symposium How many club members will attend and how do you intend to finance the trip? .

**Student:** ………………………………………………………………………………

**Principal**: That is a good number, and I hope you will raise enough money from the projects. If some remains after the trip you could support the school bursary fund. You have my permission.

**Student** : ……………………………………………………………………………………

***Read the passage below and answer the questions that follow:-***

 How far is personality determined, or at least modified, by physical attributes of a person? Does the body determine the personality or does the personality in any way determine the physical make-up of the person? We are all apt, for example, to excuse a number of unpleasant qualities in a person on the grounds that he is the unhappy possessor of a gastric ulcer. A weakness of the physique, with the discomfort and pain ensuring,, may distort the personality is singularly prone to gastric ulcers. We can also note that the personality of a man **writes its signature on the lines of his face**.

 Probably there is an influence in both directions though there are few who would deny that much of a man’s personality depends on the makeup of the body he inherits. It is difficult, though not impossible, to have a dominating personality if one is a dwarf, and it is unlikely that a woman **masculinised** by some physical abnormality could achieve a maternal character.

 In the poultry yard something markedly **akin** to personality is seen. A hen, in the absence of a cock, may take upon herself the dominance of the hen run, behaving in many ways with the arrogance and aggressiveness of a cock. These marked masculine attributes can be changed over to the meekest femininity on the reintroduction of the cock. A certain hen, after a year of normal henny characteristics, had become dominating and cocky in her relations with the rest of the hens, but in this instance, not only did the hen imitate the male in her protective care of the other hens but she grew cock feathers, comb and spurs. On investigation it was discovered that tuberculosis had destroyed her ovaries. Her psychology and her sex had changed as the result of a **clinical mishap**, a clear instance of personality being based upon physical make-up.

 These instances of the influence of physical changes on the behaviour pattern of animals are given because much of our knowledge of the influence of the endocrine glands (the so-called glands of personality) has been obtained by experiments upon animals and only later confirmed by observations upon man, and second, because most biologists believe, and increasingly are driven to believe, that the whole realm of living things shows a strange unity of plan. Life, almost, is one and indivisible. This is not to say that there are not striking differences between, for example, man and the fly which transmits infection to him. None the less the pattern of the chemistry and physics of the living cell is fundamentally similar. Therefore in animals it is as easy to see the effects of physical endowment on personality as it is in human beings.

 No one can doubt that physical endowment influences, perhaps even determines, personality. It is difficult to have a dominating personality if one is intensely ugly or is a tiny individual (as mentioned before), though it must be admitted, there are exceptions to this generalization. The tall are often shy and **retiring**; the short **bumptious** and self assertive. The artist personality often goes with a particular shape of hand, and so does the practical with another.

 But how is physical endowment inherited? We have all known families whose members were more unlike each other, both in temperament and physique, than are unrelated people. An extraordinary case is that of unidentical twins one of whom was tall, blue-eyed and red-headed and other short, black- haired and brown-eyed. At first, and quite superficially, it might appear that inheritance plays little part in producing physical endowment, and yet we know that it does. It is known that hair colour, eye colour, albinism and a certain number of abnormalities such as colour-blindness, are inherited according to definite laws. As regards these inherited abnormalities we know that they must influence the personality. Imagine the effect of being colour blind.

The person so afflicted can see little in the spring or autumn landscape to stir him; perhaps he cannot understand many of the passions of the poet and painter. And when an artistic temperament is inherited along with colour-blindness the effect on the personality must be almost tragic. Therefore if personality is grounded in physical make-up, physical endowment becomes of prime importance, and the more we learn of its inheritance the better.

1. What effects may a gastric ulcer have on a person’s personality? [3mks]

ii) The body affects the personality. Justify this statement using four examples the writer gives in relation to human beings.[3mks]

iii) Why does the writer quote instances of physical changes affecting the behavior pattern

 of animals? [2mks]

 iv) Does inheritance play any role in endowment? Illustrate your answer. [2mks]

 v) Why is it important to learn more about inheritance? [2mks]

vi) Explain the meaning of the following words and phrases as they are used in the passage :- [5mks]

Writes its signature on the lines of his face……

 Bumptious ………

Masculinised……

Clinical mishap ….akin……

**ORAL LITERATURE**

***Read the passage below and then answer the questions that follow:***

**THE WICKED CHIEF**

There lived once a wicked chief. Nobody liked him, because of his wickedness. He was wicked to old men and women. By pretending to be kind he tried to be popular to young men who lived in that country. When the chief won over young men, they all liked him.

One day, the chief called all the young men and told them, “My friends, don’t you see?” They asked, “What?” you should kill all of them. Everybody should kill his father.”Ah: (that they should kill their fathers). As a result, everybody whose father was old brought him to be killed. This one went and brought him to be killed. This one went and brought him to be killed, the other went brought his father to be killed. They killed all the old men, leaving one only.

He was a father of a man who said no. “Why should the chief kill all old men and why would I send my father to be killed?” He got down and went to dig a large hole and concealed it nicely. He sent his father there, where he had dug. He fetched wood and put it across and coved it with soil, making a small hole for air to pass through. At that time, they had finished to kill all the old men.

When the chief finished executing them, he then called all the young men. “My friends we have now finished killing all our old men. This is a cow I am giving to you. I am so happy we have got rid of these old men, so go and kill the cow. When you have killed the cow, cut the best part of its meat and bring it to me. If you don’t bring it, you yourself are not safe.”(That is all right) eh;

The young men rushed out and slaughtered the cow, which is the best part of the meat of a cow? They were worried they went and cut the liver and sent it to him. He asked whether or not that was the best part of the meat. They answered yes. They added part of the bile. He said that wasn’t the best part of the meat and they should go and find it quickly. The people became more worried.

Every night the young man secretly took food to his father. One day he took food to his father, who asked about the news of the town. He said, “My father, now we are suffering. When we killed all the old men, the chief gave us a cow to go and kill. When we killed the cow, he said we must both find the sweetest and the best part of the meat and bring to him, that if we do not bring them, we are not safe ourselves. This is what is worrying us.” The old man laughed, but asked him if he knew the sweetest part of the meat. He said no. He again asked if he did not know the bitterest part. He said no. “Then the sweetest and the bitterest is the tongue. When you go, cut the tongue and sent it to him and say that is the sweetest part of the meat and the bitterest.”

The man rushed home while all the people sat down, undecided about what to do. If something had not happened they might have thrown the whole meat away and run away. When the boy arrived he said, “My friends take the tongue of the cow in.” they cut the tongue for him, and he took it to the chief’s palace.

He went and threw it down and said, “Chief, see the sweetest part of the meat and the bitterest part also.”The chief sat down quietly and finally said, “You did not kill your father. Speak the truth. You have not killed your father.”He said, “It is the truth, I didn’t kill him. When all the other men were killing their own fathers I went and hid mine.”He said, “You are the son of a wise old man. The sweetest and the bitterest part of a meat is the tongue. As for that all these young men are fools. Why should somebody send his father to be killed? But if you want the sweetest part of the meat, find the tongue, were it not for your tongue, you would not have an enemy: it is also because of your tongue that you will not have a friend.”

1. Classify the above narrative

2. State any two characteristics of oral narratives present in the narrative above.

3. Identify and discuss any two characteristics traits of the chief and any one character of the young man (who didn’t kill the father)

4. Explain any moral lesson that can be learned from this narrative [2mks]

5. Give one economic activity practices by the community from which this narrative was taken [1mk]

6. Identify any two styles in the oral narrative [2mks]

7. Why do you think the chief wanted all the old men to be killed? [2mks]

***Fill in the spaces with the correct form of the word in brackets***

i) All……...........….......... (*pay*) are supposed to count their money before they leave the bank

ii) His………….................…........................... *(pronounce*) did not make sense to the audience.

 iii) Jane has a ……………...................................................... (*wool*) jacket

b) *Rewrite the following sentences according to the instructions after each. Do not change the meaning of the original sentence*

 i) He managed to persuade her to go (*Begin: He succeeded*………..)

 ii) Silence is necessary in the library (*Begin: You must*………….)

 iii) Rimau has always strongly supported the college football team (*use: staunch*)

*Use the correct form of the word given in brackets to fill in the gap in each sentence*

 (i) The dog barked .............................................................(menace)

 (ii) Most of the students we come across ..........................................(be) lazy.

 (iii) God’ power is .................................................................(compare)

*Re-write the following sentences according to the instructions given after each*

 (i) Hassan did not complain. He did not report to the police. (*Re-write as one sentence*

 *using a conjunction*)

 (ii) It was my sister who made it possible for my schooling. (*Use ‘but for’*)

 (iii) Ibadan is a very large town in Africa. (*Use the superlative degree*)

***Use the correct form of nouns given in brackets.***  (4 mks)

i) These ……………………(student) phones were confisticated.

 ii) There are many ………………………(hero) who fought for our independence.

 iii) How many ……………………..(editor-in-chief) were invited?.

iv) This must be your ……………………….. (father – in-law) car.