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# COUNTY MOCK EXAMS-STD 8 2016

## ENGLISH PAPER

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# MAKUENI COUNTY MOCK EXAMS

## STANDARD EIGHT - YEAR 2016

### ENGLISH

Time : 1 HR 40 MINS

#### READ THESE INSTRUCTIONS CAREFULLY

1. You have been given this question booklet and a separate answer sheet. The question booklet contains 50 questions
2. Do any necessary rough work in this booklet
3. When you have chosen your answer, mark it on the ANSWER SHEET, not in this question booklet

#### HOW TO USE THE ANSWER SHEET

4. Use only an ordinary pencil
5. Make sure that you have written on the answer sheet:  
YOUR INDEX NUMBER  
YOUR NAME  
NAME OF YOUR SCHOOL
6. By drawing a dark line inside the correct numbered boxes mark your full Index Number (i.e. School Code Number and the three figure Candidate's Number) in the grid near the top of the answer sheet.
7. Do not make any marks outside the boxes
8. Keep the sheet as clean as possible and do not fold it.
9. For each of the questions 1-50 four answers are given. The answers are lettered A, B, C, D. In each case only one of the answers is correct. Choose the correct answer.
10. On the answer sheet the correct answer is to be shown by drawing a dark line inside the box in which the letter you have chosen is written

*Example: For question 14, choose the correct question tag*

In the question Booklet

14. She passed her exam very well, \_\_\_\_\_?

- A. is it
- B. did she
- C. isn't
- D. didn't she

The correct answer is D

On the answer sheet:

11. [A] [B] [C] [D] 12. [A] [B] [C] [D] 13. [A] [B] [C] [D] 44 [A] [B] [C] [D]
11. Your dark line MUST be within the box

12. For each question ONLY ONE box is to be marked in each set of four boxes

This question paper comprise of 4 printed pages

*Candidates should check the question paper to ensure that all the pages are printed and no questions are missing.*

Fill in the blanks with the best alternatives for the questions numbered 1 to 15 below

Your brain \_\_\_ 1 \_\_\_ the \_\_\_ 2 \_\_\_ part of your body. It \_\_\_ 3 \_\_\_ frequent \_\_\_ 4 \_\_\_. When you have \_\_\_ 5 \_\_\_ demanding day \_\_\_ 6 \_\_\_ work or at home burning the midnight \_\_\_ 7 \_\_\_ studying for an examination \_\_\_ 8 \_\_\_ completing an assignment, \_\_\_ 9 \_\_\_ for a tournament or even \_\_\_ 10 \_\_\_ a new skill, your brain \_\_\_ 11 \_\_\_ be fuelled by a steady \_\_\_ 12 \_\_\_ of glucose. \_\_\_ 13 \_\_\_ that you feed it \_\_\_ 14 \_\_\_ foods that boosts your mood. \_\_\_ 15 \_\_\_ and keep you focused.

- |     | A           | B           | C         | D            |
|-----|-------------|-------------|-----------|--------------|
| 1.  | is          | are         | was       | were         |
| 2.  | most hungry | more hungry | hungrier  | hungeriest   |
| 3.  | desires     | wishes      | needs     | shows        |
| 4.  | observation | agreement   | feeding   | organisation |
| 5.  | the         | a           | an        | some         |
| 6.  | in          | at          | for       | by           |
| 7.  | charcoal    | moon        | fuel      | oil          |
| 8.  | or          | and         | but       | although     |
| 9.  | practising  | winning     | defeating | watching     |
| 10. | believing   | expecting   | learning  | risking      |
| 11. | would       | could       | might     | should       |
| 12. | dish        | supply      | reward    | number       |
| 13. | show        | ensure      | try       | allow        |
| 14. | with        | for         | on        | in           |
| 15. | pride       | colour      | memory    | smartness    |

For questions 16 and 17 choose the sentence which means the same as the given one

16. "I will speak to him tomorrow", she said  
 A. She spoke to him the following day  
 B. She said she was to speak to him the following day  
 C. She said she was to speak to him the following day  
 D. She said she will speak to him the next day
17. If Makena had not disturbed the bees, he wouldn't have been stung  
 A. Makena disturbed the bees and was not stung  
 B. Makena did sturbed the bees and had a swollen face  
 C. Makena was stung by bees because he disturbed them  
 D. Makena never disturbed the bees and therefore was not stung

For questions 18 to 20 choose the best word(s) to replace the underlined word(s)

18. Politicians were registered for elections after paying one thousand shillings  
 A. put away B. put across  
 C. put along D. put down
19. Moses despises poor people  
 A. Looks down B. looks after  
 C. looks down on D. looks under
20. He was disappointed with them  
 A. satisfied B. frustrated  
 C. encouraged D. appointed

For questions 21 and 22 choose the best alternative that completes the sentences correctly

21. Did you find the headteacher in the office?  
 A. Yes, I did B. Yes, I didn't  
 C. Yes, I found him D. Yes I found
22. There is little we can do about this issue \_\_\_\_?  
 A. Isn't it B. Is there  
 C. Isn't there D. Is it

Read the information below and answer questions 23 to 35

- Jess is not as tall as George and Clide is shorter than Fred. There is no boy taller than Fred among the four. When Fred is absent, Clide leads and when Jeff is absent, George leads in tallness and shortness consecutively
23. Who is the tallest?  
 A. Jeff B. Fred  
 C. Clide D. George
24. The following statements are false except \_\_\_\_  
 A. Jeff is taller than Fred  
 B. Clide is taller than Fred  
 C. George is shorter than Jeff and Clide  
 D. Jeff is the shortest
25. Which of these represents their heights in ascending order?  
 A. Fred, Clide, George, Jeff  
 B. Clide, Fred, Jeff, George  
 C. Jeff, George, Clide, Fred  
 D. George, Clide, Fred, Jeff

Read the following passage carefully and then answer the questions 26 - 38

Steve reckoned that they were about three miles from the river, if there was still a river. By now, it might be just a trickle of slow-moving water or a bed of dried mud, full of tumbleweed and stones.

He closed his eyes to slits as he peered through the clouds of dust-reddust kicked up by hundreds of hoofs. The cattle that streamed past him as he sat slumped in his saddle were as tired and worn out as the exhausted men who drove them.

Some of them bellowed with fear and pain. The calves pushed their noses into the sides of the cows that had no more milk to feed them. All of them were mad with thirst and very thin. From their knob s-like back bones, the drawn skin was tight over the fleshless haunches. Their ribs curved like the bars of a cage over their sunken flanks. They were starving.

They had trekked from the cattle stations in the North of Australia where usually heavy rains filled streams and pools. But this was a year of drought. The burning sun which had sucked up the last drops of water had left the ground cracked and dry. Wide, dangerous ruts had formed in the earth. They were deep and broad enough to wedge a man's boot when he walked. There was only one thing to do. The cattle must be driven many miles south, to the river, or they would die.

### Questions

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|--|---|
| <p>26. From the first sentence, it is true to say that Steve</p> <p>A. was exactly three miles away from the river</p> <p>B. was at least three mile away from the river</p> <p>C. was far less than three mile away from the river</p> <p>D. was approximately three miles from the river</p> <p>27. Why do you feel that Steve was perturbed?</p> <p>A. The solution to his problem seemed doomed</p> <p>B. It was extremely very hot</p> <p>C. The path was too dusty</p> <p>D. There were tumbleweeds in the river</p> <p>28. Why were the animals 'backbones like knobs'?</p> <p>A. They had trekked for long</p> <p>B. They were dehydrated</p> <p>C. They were malnourished</p> <p>D. Their ribs were curved like bars</p> <p>29. According to the passage, the road had been made dusty by:</p> <p>A. the violent wind that blew along it</p> <p>B. the dry soil that was persistently kicked up</p> <p>C. the long spell of dry season</p> <p>D. The long trek by the animals</p> <p>30. The following words may mean 'exhausted' except</p> <p>A. fatigued                      B. depleted</p> <p>C. very tired                      D. worn out</p> <p>31. Why do you think Steve sat slumped in his saddle?</p> <p>A. Was exhausted as the other herdsmen</p> <p>B. He was helpless</p> <p>C. He was enjoying the ride</p> <p>D. He wanted to evade the dust</p> <p>32. What signified that the calves were hungry?</p> <p>A. They pushed their noses into the sides of the animals</p> <p>B. They tried in vain to suckle their mothers</p> <p>C. Their ribs were curved like bars of a cage</p> <p>D. They bellowed with fear and pain</p> <p>33. Which one of the following is not an effect of drought?</p> | <p>A. Causes food scarcity</p> <p>B. Water becomes insufficient</p> <p>C. Animals become emaciated</p> <p>D. Pasture is not enough for animals and human beings</p> <p>34. Why did the herdsmen trek from cattle stations where they were usually heavy rains?</p> <p>A. There were floods in the cattle stations</p> <p>B. Pools and water streams threatened their survival</p> <p>C. It was drought season in the Northern Australia</p> <p>D. They had gone for adventure</p> <p>35. The phrase 'the burning sun had sucked up the last drops of water' implies that:-</p> <p>A. there was a lot of water for the sun to suck</p> <p>B. there was no crop that survive</p> <p>C. it was extremely dry</p> <p>D. the sun had made the ground crack</p> <p>36. Had the rivers dried up</p> <p>A. all the animals could have succumbed to thirst</p> <p>B. All the cattle would have driven many miles southwards</p> <p>C. The herdsmen would have driven them back.</p> <p>D. They would have searched for another river</p> <p>37. Which one of the following is true according to the passage?</p> <p>A. None of the herdsmen was sure of water availability</p> <p>B. There were hundred animals moving to the river</p> <p>C. The animals were driven southwards to the river</p> <p>D. The wide dangerous cracks really wedged their boots</p> <p>38. Which one of the following best summarizes the passage?</p> <p>A. The famine                      B. The drought</p> <p>C. The long trek                      D. The thin animals</p> |
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### Read the passage and then answer questions 39 to 50

Mother tongue is the spice of culture. It binds people together from generation to generation. It is the glue that binds great-grandfathers to a great grandchild.

For eons it had been a child's first language that they learnt from their mother as they croned and crocked them to sleep: a language passed down to her too from her parents who learnt it from their parents and on down the family trails

It has been a mark of identity. All people, all nations and all tribes of the world have their languages as birth for identity. The language also helps them in learning and reasoning above a host of other groups.

People in a culture are defined by their language. This is what makes a group of people ethnic and destined from other groups.

MKN/MOCK/ENG

Compiled by Schools Net Kenya

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Mother-tongue also spearheads a child's ability to learn other languages. A child acquires verbal skills that it needs in secondary language acquisition. It is also a springboard upon which a child acquires artistic skills, becomes creative, interactive, social and intelligent. This sets a child free not to become a slave of others by being dependent on them to the level of imitating their culture.

Language has functioned as a tool through which intangible cultural hardback has been preserved and passed on from one generation to another. Our children have a right to know about our shared Africaness.

However, something is happening to these age old gems handed down to us by ancestors. With modernization and mixed marriage beginning to take centre stage, they are slowly but surely being eroded by the tide of language confusion. Mother-tongue is losing its significance and being taken over by a corruption of itself. Kiswahili and English in form of Sheng.

Parents in mixed marriages find it a dilemma to teach their children a primary language. This is because the parents have to speak a language they both understand and which in most cases in Kenyans are Kiswahili and English. Some parents send their children to the rural areas over the school holidays hoping that they can learn their local languages but their children only acquire a few words which they may forget when schools open. Children from such marriages grow up without a primary language and due to this, they lose their true sense of identity. Primary language is what sets us unique and due to this, such children might feel isolated.

This could result in the children not willing or appreciating their - tongue since it has not been cultivated in them by their parents. This in a way jeopardises the continuity of mother - tongue as when children of mixed marriage grow up and marry, their children will most likely grow up without a primary language and the cycle will continue. Is there need to teach our children their ethnic culture and tradition in a society in which the world has become a global village or taken back our indigenous cultures which are so different from each other? Would it not divide future generations; rather than help bridge ethnic lines??

Culture and tradition in every society when taught genuinely and with sincere motives, plays a big role in bringing understanding among the people world - over. That is why at the United Nations General Assembly and other major international forums major languages are used. (English, French, Spanish, German) considering that all languages are based on cultural and tradition.

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|---|---|
| 39. From the first paragraph we can conclude the following except<br>A. Mother-tongue forms culture<br>B. Mother-tongue separates one generation from another<br>C. It joins grand parents and their grand children<br>D. It links up people of different generation                                    | 45. Why is mother-tongue losing its importance?<br>A. Many people have accepted to corrupt the current language<br>B. Kiswahili and English have been changed to sheng<br>C. The modernization of speaking English in urban centers<br>D. They refuse to speak their mother-tongue  |
| 40. The word cons as used in the passage means<br>A. short<br>B. sometimes<br>C. long<br>D. a while   | 47. The word <u>dilemma</u> used in the passage means<br>A. desperate<br>B. confused<br>C. difficult<br>D. impossible situation   |
| 41. According to the passage mother is _____<br>A. a child's first language<br>B. a child's first language learnt from its mother<br>C. a language learnt as the child is rocked to sleep<br>D. a language passed on from grandparents  | 48. According to the passage one who cannot speak his/her mother - tongue<br>A. gains an identity<br>B. loses his identity<br>C. may not feel any isolated<br>D. appreciating their mother-tongue   |
| 42. The following are functions of the mother-tongue except<br>A. they mark ones's identity<br>B. it is one's birth right<br>C. it defines one's culture<br>D. it identifies one's nationality  | 49. Which of the following statements is true?<br>A. We should not teach culture to our children as the world has become a global village<br>B. We do not need to take our children to their old culture because this may bring division<br>C. Culture and tradition will not bridge ethnic li<br>D. Culture and tradition if well taught plays big role in bringing understanding to different nations |
| 43. It is important for one to identify with a certain mother-tongue because<br>A. it interferes with learning of other languages<br>B. a child requires skills that it needs secondary language acquisition<br>C. it makes one a slave of their culture<br>D. makes children to be dependent on others | 50. The following are major languages of the world except?<br>A. Greeks<br>B. French<br>C. English<br>D. Spanish  |
| 44. The phrase age- old gem as used in the passage means<br>A. something precious<br>B. an ancient thing  |   |

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