



# TARGETER KCPE THIRD MERIT STANDARD EIGHT - YEAR 2022

## ENGLISH SECTION A: LANGUAGE

Time: 1 hour 40 minutes

### INSTRUCTIONS TO CANDIDATES (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 the question paper.

#### HOW TO USE THE ANSWER SHEET.

4. Use an ordinary pencil only.
5. Make sure that you have written on the answer sheet:  
**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 your answer 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 four answers is correct. Choose the correct answer.
10. On the answer sheet, show the correct answer by drawing a **dark line** inside the box in which the letter you have chosen is written.

Example:-

In the Question Booklet:

For questions 16 to 18, complete the sentence with the best alternative.

17. She cares \_\_\_\_\_ the children.
- A. of
  - B. for
  - C. with
  - D. by

The correct answer is **B**.

On the Answer sheet:

16. [A] [B] [C] [D]    17. [A] [B] [C] [D]    18. [A] [B] [C] [D]    19. [A] [B] [C] [D]

In the set of boxes number 17, the box with letter **B** printed in it is marked.

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 consists of 7 printed pages.



Fill in the blank spaces numbered 1 - 15 with the best alternative.

"1 I come along with you on your fishing trip, please?" asked Millie. Her two 2 brothers looked at her scornfully. "Fishing is a man's sport," said her brother, Derek. "Girls are not good 3 fishing."

After a while, 4, Millie managed to 5 her brothers to take her along. When they reached the fishing pond, the two brothers 6 off by themselves.

"We have a secret spot 7 the fishes are really biting," they told her. "But you can't come along because we promised the other guys we 8 show 9 else the place."

The two boys left Millie on her 10. They sat at their secret spot for the next few hours but did not catch anything. They decided to call it a day and went to look for Millie.

"I bet she hasn't caught anything 11," said her other brother, Eric.

12 the boys found Millie, they saw something that made them open their eyes wide with 13. Millie had caught four large fishes!

"I ... I 14 what I said about you this morning," Derek said when he finally found his voice. Millie 15 her shoulders without saying a word. A smile played on her lips momentarily. She had exceeded her own expectations.

- |     |                |                 |              |              |
|-----|----------------|-----------------|--------------|--------------|
| 1.  | A. Could       | B. Can          | C. Should    | D. will      |
| 2.  | A. elder       | B. older        | C. old       | D. bigger    |
| 3.  | A. at          | B. in           | C. with      | D. for       |
| 4.  | A. but         | B. nevertheless | C. although  | D. therefore |
| 5.  | A. control     | B. tell         | C. defend    | D. persuade  |
| 6.  | A. disappeared | B. wandered     | C. diverted  | D. meandered |
| 7.  | A. which       | B. that         | C. where     | D. at        |
| 8.  | A. wouldn't    | B. couldn't     | C. shouldn't | D. oughtn't  |
| 9.  | A. someone     | B. everyone     | C. no one    | D. anyone    |
| 10. | A. self        | B. own          | C. alone     | D. way       |
| 11. | A. either      | B. neither      | C. also      | D. too       |
| 12. | A. While       | B. As           | C. Before    | D. After     |
| 13. | A. shock       | B. happiness    | C. wonder    | D. amazement |
| 14. | A. take away   | B. take back    | C. give away | D. give back |
| 15. | A. shaked      | B. shook        | C. shrugged  | D. danced    |

*For questions 16-18, choose a word that best fill in the blank space*

16. They \_\_\_\_\_ nothing to eat since seven o'clock this morning.  
A. had had  
B. have  
C. have had  
D. had
17. Many pupils \_\_\_\_\_ absent from school when the new term starts from Monday morning.  
A. are  
B. will be  
C. were  
D. had been
18. The thugs \_\_\_\_\_ as soon as the police arrived.  
A. fled  
B. flew  
C. fleed  
D. flown

*For questions 19 and 20, choose the word that means the opposite of the underlined word.*

19. When we heard the news, we were filled with hope.  
A. sadness  
B. despair  
C. anger  
D. joy
20. He lives in a very modern house.  
A. up-to-date  
B. shabby  
C. ancient  
D. comfortable

*For questions 21-23, choose the phrase that best completes the given sentence.*

21. Nobody here today \_\_\_\_\_  
A. cannot contradict my words.  
B. has any doubts about his ability  
C. will never break their promise  
D. knows everything about science
22. He will not do that, \_\_\_\_\_  
A. although you forbid him  
B. if he might have the equipment  
C. before last summer  
D. after he came back from abroad
23. The sooner I obtain this certificate \_\_\_\_\_  
A. because am more clever than the rest  
B. in a few months' time now  
C. than my brother did  
D. the better pleased my uncle will be

*Choose the words that describe the given metaphor.*

24. A Methuselah  
A. One who talks too much  
B. A selfish man  
C. A very old person  
D. A writer of psalms
25. A Hercules  
A. A magician  
B. A brave soldier  
C. A strong person  
D. A clever person

Read the passage below then answer questions 26 - 38.

In Victorian times, Mrs. Anna Leonowens, an English woman, was appointed by the king of distant Siam to teach his children and some of his wives. At first, Anna felt like she was making little progress either with the children or the adults. Her pupils came and went, drifting away when the novelty had worn off, or only half attending, until most curious thing happened, which changed the situation entirely.

It was during the morning session, when only the children were present in the temple school room. Anna was showing them a large map of Egypt, spread out on the table in front of her, and telling them about her own travels there when something fell on the map from the roof and uncoiled itself. To her horror it began moving away, gliding slowly along the table. Not a child stirred or screamed and Anna had to stifle her own scream in order to match their self-control. But imagine seeing an enormous vividly coloured snake, rose, purple and black, moving along the table and then, horror of horrors, sliding on to the arm of the chair on which sat Prince Chula. If anything happened to him while under her care, Anna knew that she could expect no mercy from the King.

But the boy did not stir and soon the snake glided off the chair and along the floor to some stone steps, down which it disappeared. Anna felt slightly faint. But, more astonishing still, as soon as it had gone, the children jumped up, crying with joy and chattering loudly and excitedly all at once. They clustered round her and fell at her feet and caressed her while their mothers and the other ladies of harem and their slaves came hurrying in and greeted her with the warmest expressions of affection and respect. When at last the tumult ceased and Anna could get some sense out of them, she discovered that the snake had been the sacred Red Snake of Siam which is supposed to confer the blessings of goodness and greatness on those who behold it. Her school had therefore been specially blessed and the Prince shown a sign of his future greatness.

26. Why did Anna feel like she was not making much progress?
- A. Her students did not register any form of improvement
  - B. They were not eager to learn
  - C. The number of students kept reducing
  - D. Her classes were dull

27. What does the word 'novelty' mean?
- A. The state of the teacher being new
  - B. The state of royalty
  - C. The eagerness to learn
  - D. The topics taught.

28. The phrase 'worn off' as used in the passage could be replaced by all the following except
- decreased gradually
  - diminish
  - fade
  - get tired.
29. Mrs Leonowens can be described as
- the queen mother
  - a resource person
  - governess
  - an explorer
30. Which lesson were the children having when it happened?
- History.
  - Nature study.
  - Religious studies.
  - Science.
31. Why didn't Anna scream?
- She was too terrified to scream.
  - The children had controlled their fear and so she had to follow suit.
  - The snake was gliding away.
  - She knew the snake was harmless.
32. How did the children react?
- They held in their screams.
  - They backed away from the snake.
  - They let out yells in horror.
  - They remained still and calm.
33. Why was Anna afraid that the snake could approach the prince?
- He was the king's favourite child.
  - The snake bite would be fatal.
  - She was responsible for the prince.
  - The king was merciless.
34. How did Anna feel when the snake finally disappeared?
- She lost consciousness.
  - She felt weak.
  - She felt relieved.
  - She was overjoyed.
35. What shows that the snake's appearance was expected?
- The children were excited.
  - The adults had deliberately avoided the class.
  - It didn't bite the prince.
  - The school was still new.
36. The word 'tumult' as used in the passage means
- a state of uncontrolled excitement
  - the momentary appearance of the snake
  - a loud noise caused by a number of people
  - an unexpected occurrence.
37. According to the last paragraph, we can conclude that
- Anna was a member of the royal family
  - the king's family was blessed
  - the school exists to date
  - the prince would be heir to the throne.
38. The best title for the passage could be
- Don't judge a book by its cover.
  - Surprise beats even the strongest.
  - No news is good news.
  - Ignorance is bliss.

Read the passage below then answer questions 39 - 50

Every society must assign rankings to its members. Among social animals there are orders of status that are fought over. The strongest is the boss.

This also occurs among human beings as, for instance, in street gangs of young people. In general, though, this turns out to be impracticable since more is involved than mere muscle power. Other criteria have to be sought. Heredity plays a special role in traditional societies. The oldest son inherits the farm, the title, and authority. There is wisdom in that since conflicts are avoided. Violence must not be employed to contest decisions that derive from nature itself.

In modern industrial society, with its high degree of division of labour and adaptation to rapid change, the criteria of heredity alone again turn out to be impracticable. The fact that someone is his father's oldest son scarcely guarantees that he is not a fool who will ruin the farm, the firm, or the state. For that reason, the old natural criteria increasingly seem unjust and are being replaced by new and artificial yardsticks.

These latter include the principle of achievement determined through competition. This can be illustrated by way of sport. A stop-watch or tape measure can be used to ascertain beyond question whoever runs fastest or jumps farthest, and whoever is the victor or the champion. It is hardly a matter of chance that competitive sports exert such great fascination.

Wherever the stop-watch and the tape measure are insufficient because intelligence or attributes of character are required for specific tasks, the gap is filled by a test. The development of tests in a diversity of forms and applications, ever more elaborated, is logical since what is required is to separate the suitable from the unsuitable, and to find the right man for the right position.

Anyone who protests and rebels, saying something like, 'The achievement principle is invalid since in reality only success decides', gets entangled in contradictions. Such objections only pressurize people into making the criteria even more precise, into improving the initial opportunities for the many over the few and into further perfecting the tests. The "tested" man demonstrates our society's striving towards justice. Is there any alternative? Should we once again give preference to the principle of inheritance, or of membership of church or party?

The problem lies elsewhere. My study is that this equitable society where everyone - thanks to tests - gets a suitable position would be a completely inhumane society. After all, what becomes in such a society of people who achieve little - the handicapped, the ill, the failures, the old people? Even the greatest achievers must be filled with fear of not making the grade. We know that some time we will weaken, and that each of us will succumb. Viewed in that way, the many psychological illnesses, depression and aggression and resort to alcohol and drugs are all too understandable.

39. According to the first paragraph, we can say that
- A. strong people make better leaders.
  - B. members of a group decide on who their leaders should be.
  - C. every animal takes a position of leadership.
  - D. power is taken and not given.

40. Leadership in traditional societies is different from that in street gangs because
- A. leadership in traditional societies is passed on while in gangs, it's fought for.
  - B. in traditional societies people have no muscles like in gangs.
  - C. traditional societies have a lot of respect for leaders unlike in gangs where leaders are not valued.
  - D. gang leaders are appointed while in traditional societies, the oldest qualifies.

41. When matters relating to leadership positions are not handled carefully
- conflicts are avoided.
  - wisdom is required in violent situations.
  - disputes are witnessed.
  - people lose faith in wisdom.
42. Which of the following statements is true according to the third paragraph?
- Oldest sons are not the wisest.
  - Heirs require more qualities besides being firstborns.
  - One can be foolish and still run a farm, firm or state.
  - Only sons are guaranteed inheritance rights.
43. These latter refer to
- hereditary.
  - fighting for leadership.
  - level of wisdom.
  - artificial yardsticks.
44. When leaders are chosen competitively,
- they serve diligently.
  - it becomes fascinating.
  - doubts about their ability are removed.
  - service delivery becomes better.
45. At what point do physical scales become insufficient?
- When a person's character is questionable.
  - When the position requires some certain character traits.
  - When the people available are unsuitable.
  - When the position is highly contested.
46. The word 'logical' could suitably be replaced by
- sensible
  - acceptable
  - expected
  - unsound.
47. Which of the following is not mentioned as a way of getting leaders in the society?
- Hereditary.
  - Competition.
  - Appointing.
  - Tests.
48. Why would a person invalidate the principle of achievement?
- They have achieved a lot in life.
  - They are rebellious.
  - Tests are not perfect.
  - They are ignorant of the fact that achievement is success.
49. Why does the writer say that the tested man demonstrates our society towards justice?
- The deserving man gets the opportunity.
  - Through testing, the society has become just.
  - Inheritance was an unfair principle.
  - People no longer act unfairly.
50. From the last paragraph, we can conclude that
- society is a mixed set-up of achievers and non-achievers.
  - those with little achievement suffer depression.
  - people should understand those who abuse drugs.
  - people with little achievements should not be made leaders.