

K.C.P.E SEVENTH TRIAL STANDARD EIGHT 2021

ENGLISH
SECTION A:
LANGUAGE

Time: 1 hour 40 minutes

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 booklet.

HOW TO USE THE ANSWER SHEET

4. Use 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 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 and D. In each case only **ONE** of the four 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

In the Question Booklet:

For questions 16 choose the alternative that means the **OPPOSITE** of the underlined word

16. It is dangerous to walk in a National Park.

- A. secure
- B. harmful
- C. safe
- D. risky

The correct answer is (C) **at**

On the answer sheet:

6 (A) (B) (C) (D) 16 (A) (B) (C) (D) 26 (A) (B) (C) (D) 36 (A) (B) (C) (D) 46 (A) (B) (C) (D)

In the set of boxes numbered 16, the box with the letter C 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 8 printed pages.

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

Website: www.jesmapublishers.com

E-mail: jesmapublishers@yahoo.com

1.40
1.40
3120hs

Read the passage below. It contains blank spaces numbered 1 to 15. For each blank space, choose the **BEST** alternative from the choices given.

Everyday, you wake up with _____ 1 _____ that by the end of the day, there are several things you will have done. There is no way you will _____ 2 _____ to do them without _____ 3 _____ on other people. The people you associate with will _____ 4 _____ how your mood will be like. _____ 5 _____, for example, your friends are those _____ 6 _____ talk ill of others and that is what they enjoy _____ 7 _____. It is unlikely that you will be happy. When you have talked about others, they _____ 8 _____ go elsewhere and you become the new _____ 9 _____. This is why you will feel _____ 10 _____ uncomfortable when you are with them. Choose friends who talk _____ 11 _____ about others because when you leave them _____ 12 _____ they will talk similarly about you.

This is the best way to _____ 13 _____ happy the whole day. _____ 14 _____ people who make you feel sad _____ 15 _____ tend to see everything negative about others.

- | | | | |
|-----------------|---------------|---------------|-------------|
| 1. A. wish | B. plan | C. hope | D. option |
| 2. A. finish | B. manage | C. continued | D. enjoy |
| 3. A. working | B. requesting | C. relying | D. basing |
| 4. A. effect | B. change | C. shape | D. affect |
| 5. A. Though | B. While | C. If | D. However |
| 6. A. who | B. that | C. whom | D. as |
| 7. A. more | B. generally | C. fairly | D. most |
| 8. A. now | B. soon | C. plan | D. once |
| 9. A. subject | B. talk | C. motion | D. idea |
| 10. A. too | B. so | C. much | D. very |
| 11. A. fast | B. good | C. positively | D. properly |
| 12. A. ; | B. , | C. ; | D. - |
| 13. A. stay | B. look | C. become | D. act |
| 14. A. Identify | B. Approach | C. Avoid | D. Know |
| 15. A. and | B. also | C. even | D. or |

For questions 16 to 18, choose the alternative that mean the **SAME AS** the underlined words.

Plot

16. The assistance you gave the sick man was appreciated by all.
A. understood ~~B. valued~~
C. noticed D. rewarded
17. The pupils were warned against walking idly about without specific destination.
~~A. wander~~ B. stroll
C. stride D. sneak
18. The hungry man made earnest request for food from the neighbours.
A. grumbled
B. whispered
~~C. pleaded~~
D. shouted.

For questions 19 to 21, choose the **CORRECT** alternative to fill the blank spaces.

19. It was raining heavily and they continued walking.
~~A. and.~~
B. so
C. as.
D. although
20. As they played, Linda hid herself and nobody could find her.
~~A. could~~
B. might
C. would
D. should
21. None of us has seen the old _____ note.
~~A. blue-twenty-shilling~~
B. blue twenty-shilling
C. blue-twenty shillings
D. blue twenty shilling

For questions 22 and 23, remove one letter from the word in **CAPITALS** then select the **OPPOSITE** of the new word formed.

22. **PLATE** — late
A. Day
B. Punctual
~~C. Early~~
D. Darkness
23. **BANK** — Ban
~~A. Stop~~
B. Keep
C. Side.
~~D. Allow~~

For questions 24 and 25, choose the alternative that **BEST** completes the statement given.

24. However much I try to win the race.
~~A. only a few people notice.~~
B. but only a few people notice.
C. that only a few people notice.
D. except only a few people notice.
25. Not only was the holiday long
A. and also boring.
B. in fact also boring.
~~C. but also boring.~~
D. then also boring.

Read the following passage and answer questions 26 to 38.

The theft had been on for some time and the villagers had complained enough about the loss of green maize from their farms. They had tried a number of tricks to catch the thief or thieves without a solution. The only change that kept happening is where the maize was stolen and when it happened. The villagers who had fallen victims had lost hope but those who had not knew their turn was soon coming as the unknown person was busy ripping off the cobs and leaving the stacks standing. Where he sold them, no one could tell but they really wished to know.

It was not the first meeting the village elder had called to discuss this. He had issued both threats and warnings but they bore no fruit. At one time, he said such acts could easily end up with a fatality. He gave clear guidelines on how and when people should harvest the green maize and how to sell them so that people don't suspect one another. He also advised that it would be better if they let the maize dry on the farm first before harvesting. In the same meeting, vigilante groups were formed to help keep security and stem the theft.

Not even one day passed after the meeting. The theft continued the very following day as if the meeting had served no purpose and looked as if it was bound to continue. All the measures the village elder had put in place seemed to be failing. The vigilante groups seemed to be headed nowhere but disbanding them would even be worse.

Unknown to almost everyone, one of the thieves was always attending the meeting and participating actively in passing. He then passed all resolutions to his small gang who planned what to do as they continued with their mission. He made arresting the thieves utterly impossible; even getting a suspect was becoming too complex. When vigilante groups were being constituted, he offered to be in the group. Since all the young men present volunteered to be part of it, he easily got himself in the team. However, it was this that helped to coordinate activities of stealing, and continue remaining mysterious.

It was this same person making the arrest of these thieves an uphill task. By patrolling with the vigilante groups and the fact that he was hilarious and very trustworthy, even at family level, he managed to dupe everybody. He would convince the others to go towards the bridge when he knew his small gang was heading to the hilly area. He would call off the patrol at a time he knew their time to start the 'job' was about. The cobs would be ripped from the plant and put in the sisal sack each of them carried. This was done for two reasons they all knew. The sacks were transported by two cyclists who knew where to deliver them at agreed charge.

Sila had become irritated and decided to guard his farm on his own. He went there without alerting anyone and sat in a thicket by the edge of the farm. He was determined to wait till whatever time for the thieves. He was willing to wait even up to morning but by around a half past two o'clock, he was awoken by some rustling of leaves; some people were walking towards where he was! One of

the cracked a joke and they all burst out laughing. The laughter was not the problem; it was that one of them had a very unmistakable way of laughing. It was Kure!

The stealing was done in an organised way. The thieves kept ripping the cobs and throwing into the sacks on their backs. They moved together, each covering two lines and moving very fast but when they were about to accomplish their mission, Sila screamed and the thieves got a shock of their lives. Their sacks dropped and they took off at lightning speed. With his sharp 'panga' in hand, Sila dragged the sacks to a different location then he too moved to hide elsewhere and waited for dawn.

As the sky was clearing, he took the path that the thieves had taken and recovered the shoes they had left behind as they fled. In the afternoon, another meeting was called but this time round, Kure was absent. As Sila started giving his version what had happened to him, the gathering demanded that he produces the sandals he had picked and when he did so, all eyes turned towards the village elder. The sandals belonged to Kure, his own son! There was murmuring for some time and when it dropped, he ordered five young men to go and look for Kure and bring him before the elders.

26. According to the first paragraph
- A. the thieves were tricking the villagers.
 - B. every villager expected to lose his maize.
 - C. the villagers had got a suspect in mind.
 - D. the villagers had stopped trying to catch the thief.
27. Why do you think was the stealing shifting from place to place?
- A. So that not just one villager always falls victim.
 - B. It was to confuse whoever wanted to arrest them.
 - C. the complaints were to come from different parts.
 - D. to enable them get adequate cobs each time.
28. Why did the villagers who had fallen victims lost hope?
- A. They could not recover their crop.
 - B. No one was willing to help them.
 - C. The only option they had was to buy maize.
 - D. They knew the next turn would be for others.
29. The threats and warnings issued by the village elder were.
- A. to make the villagers be vigilant at home.
 - B. so that nobody could buy green maize strangers.
 - C. to stem the theft of green maize.
 - D. reduce the amount of maize being stolen.
30. What was the village elder's fear eventually?
- A. Some thieves may never arrested.
 - B. It could end up with deaths.
 - C. There would be no maize left.
 - D. Villagers could easily starve.
31. According to the passage, vigilante groups failed because.
- A. a lot of maize had already been stolen.
 - B. no one had faith in whatever they did.
 - C. it is them who actually stole the maize.
 - D. the participants were not thinking uniformly.

32. Had the villagers banned the vigilante groups earlier,
- A. it could have made the thieves easier to catch.
 - B. the village elder would have easily caught the thief.
 - C. the stealing could have reduced to some extent.
 - D. the vigilante groups would have known who the thieves were.
33. Why do you think was the thief very confident of remaining unknown?
- A. He had more information from home.
 - B. There was a lot of maize on different farms.
 - C. He was getting first-hand information.
 - D. No one knew where he sold the stolen maize.
34. Sila got irritated because,
- A. none of their resolutions was helpful.
 - B. the village elder was not working hard enough.
 - C. the village elder was not working hard enough.
 - D. he would soon be the next victim.
35. The reason why Sila decided to wait upto whatever time is that,
- A. he knew the thieves normally struck.
 - B. he believed the vigilante groups were rarely on site.
 - C. he had not participated in guarding.
 - D. he was after the safety of his crop.
36. What was Sila doing when the thieves appeared?
- A. He was listening keenly.
 - B. He had dozed off.
 - C. He was lost in his own thought.
 - D. He was screaming to scare them away.
37. Sila dragged the sacs of maize as,
- A. he could not carry them home.
 - B. he wanted to chase away the thieves.
 - C. a safety measure.
 - D. he was too sleepy to carry them.
38. The village elder got embarrassed because,
- A. the shoes found displayed to his son.
 - B. his son had not appeared at the meeting.
 - C. he had been eating proceeds from stolen maize.
 - D. he had not been telling the truth all along.

Read the passage below and then answer questions 39 to 50

It is true that many people don't get the same treatment at their work place. This is a very normal thing in any company or organisation. It happens that some people follow instructions faster and others too, learn how to do work more accurately, even if they are employed by others on the same day. This is what is called favoritism and is something that as an adult, you have encountered or will encounter at some time in your career no matter how small your office or work place is.

According to a recent research carried out, about 90% of high profile business executives do confirm that favoritism exists and is the basis for some employee promotions. A huge percentage of them admit to have practiced favoritism themselves to reward employees who seem to reward harder than others. Sometimes, Managers do it innocently, perhaps just because they like working with someone who works and reasons like them.

At times, it can worsen when to bigger changes like being the only employee who gets nominated to attend meetings where allowances are given. This happens where there are other equal or more qualified employees. They get pay rise, promotions and other benefits while others remain, watching.

Favoritism at work is not entirely illegal. Your boss could just be seen to repeatedly excuse distracting behaviour from a particular employee and never anyone else. There is nothing you can do about it. However, when it contributes to discrimination and unfair treatment on the basis of religion, race, tribe, gender, ability or even nationality it constitutes to criminal offence.

It is hard to successfully climb the career ladder. You have to put in extra effort to outdo your colleagues but in the ends, you get overlooked in favour of someone who is just some sort of a 'father's pet'. In some careers, employees may be discriminated against as a form of retaliation. This is seen in form of people who reveal secrets on what is going on in the manager's absence. Such people are retained even if they make obvious mistakes while others, who have other reports made secretly, get dismissed instantly.

As an employee, avoid jumping to conclusions. Try to find out some facts or what causes some situations. Digging back into issues by demanding explanations as to why your co-worker has been given this and that won't help.

Probably, your output has been reduced by you putting your energy elsewhere as others work. Continue to do your job as you investigate even when you are demoralised. Stay positive and remember, talking negatively about your boss and co-workers will add no value to you.

0712238510

39. What do many people lack at workplace?
 A. Competition.
 B. Satisfaction.
~~C. Fairness.~~
 D. Security.
40. The MAIN reason why people don't get same treatment at work place is
 A. people get employed at different times.
~~B. response to given instructions differ.~~
 C. salaries given to people are not the same.
 D. a number of people are just jealous of others.
41. If you came across favoritism at work place,
 A. it means you should retire or resign.
 B. it is strange and should be controlled.
 C. It shows that employers don't value others.
~~D. it should not bother you.~~
42. About 90% of employees are promoted on favoritism because,
 A. they seem to put in more effort than others.
~~B. they give secret information about others.~~
 C. employers need to be rewarded at work.
 D. the remaining 10% are too few to bother employers.
43. By saying managers practice favouritism innocently, the writer means they,
 A. practice it without harming anyone.
 B. they don't seem to know what to do.
~~C. do not practice it with an ill motive.~~
 D. don't tell employees how they do it.
44. If an employer practices favouritism he's should ensure,
 A. he does not talk to other employees about it.
 B. it doesn't keep benefiting a specific employee.
~~C. it serves the purpose for which he's doing it.~~
 D. do it to all employees equally.
45. What happens when an employee who is favoured makes a mistake?
 A. it is seen as a criminal offence.
 B. he can easily be dismissed for it.
 C. he explains why he keeps making the mistake.
~~D. it is not taken as an offence.~~
46. By discriminating against an employee as a retaliation, the writer means that
 A. finding someone more qualified to promote
~~B. promoting one based on where he comes from.~~
 C. failing to promote one due to past disappointment
 D. asking one for bribes before giving promotions.
47. People who reveal secrets on on-goings to the manager can best be called,
~~A. spies~~
 B. pets
 C. witnesses
 D. colleagues
48. Why should an employee avoid jumping to conclusions?
 A. It's only thee managers who should draw conclusions.
 B. It may give a wrong impression.
 C. Other workers may realise you are being favoured.
~~D. It could make you do what you were not employed for.~~
49. If an employee puts his energy elsewhere, it means he,
 A. does not know how to work well.
 B. could be trying to work like just a few others.
 C. he works harder before he reports to work.
~~D. is doing what he is not expected to.~~
50. The BEST title for this passage would be,
 A. The procedure of getting promoted at work place.
 B. Responsibility of a good manager.
~~C. Dealing with favouritism at work place.~~
 D. Employees who do poor work.

SCIENCE

Time: 1hr 40mins

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 booklet.

HOW TO USE THE ANSWER SHEET

4. Use 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 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 and D. In each case only **ONE** of the four 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

In the Question Booklet:

14. Which one of the following is the **COMMONLY** abused drug in Kenya?

- A. Tobacco
- B. Miraa
- C. Alcohol
- D. Tea

The correct answer is C (Alcohol)

On the answer sheet:

4 A B C D 14 A B C D 24 A B C D 34 A B C D 44 A B C D

In the second set, the box with the letter C 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.

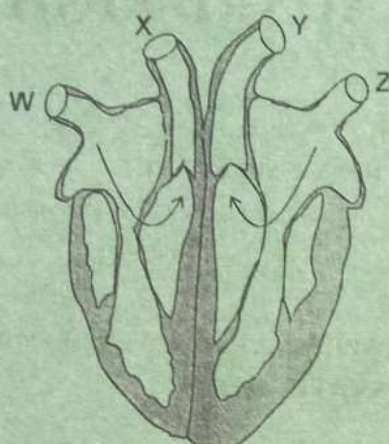
This question paper consists of 7 printed pages

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

Website: www.jesmapublishers.com

E-mail: jesmapublishers@yahoo.com

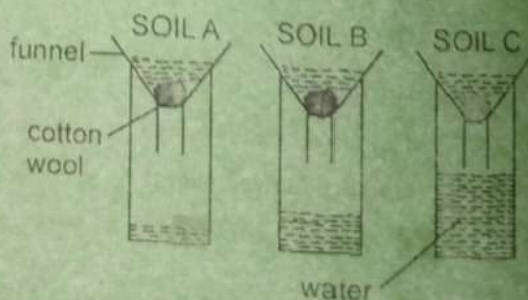
1. The diagram below represents a mammalian heart.



Which one of the following represents blood vessels Z, Y, X and W RESPECTIVELY?

- A. Pulmonary artery, aorta, pulmonary vein, venacava.
 B. Pulmonary vein, aorta, pulmonary artery, venacava.
 C. Aorta, venacava, pulmonary vein, pulmonary artery.
 D. Venacava, pulmonary artery, aorta, pulmonary vein.
2. A certain animal lay fertilized eggs, has scales and constant body temperature. The animal is **LIKELY** to be a
- A. snake
 B. frog
 C. duck
 D. platypus
3. The soil with moderate capillarity is also
- A. has best drainage.
 B. fine particle.
 C. large air spaces.
 D. best in farming.
4. Which one of the following pair of substances has no definite shape but definite volume and mass?
- A. Oxygen and water vapour
 B. Ice and chalk
 C. Milk and toothpaste
 D. Paper and water

5. A flower with long feathery stigma and small in size is also **LIKELY** to be
- A. scented
 B. dull
 C. coloured
 D. sticky
6. Which one of the following causes wearing of shoes and tyres?
- A. Gravitational pull
 B. Opposing force
 C. Speed of motion
 D. Braking of vehicles
7. Which one of the following parasites is controlled by **BOTH** deworming and draining of stagnant water in the farm?
- A. Ticks
 B. Tsetse flies
 C. Roundworms
 D. Liverflukes
8. The **BEST** reason for being advised **NOT** to buy medicines from unauthorised person when sick is because they may
- A. not diagnose the disease.
 B. give contaminated drugs.
 C. give incorrect doses.
 D. not have enough drugs.
9. The set up below shows drainage of soil done by pupils during a science lesson.



Which one of the following activities was done **LAST** during the experiment?

- A. Putting equal amount of water.
 B. Measuring the mass of cotton wool.
 C. Measuring collected water.
 D. Putting equal amount of soil.

10. Which one of the following crops is the **BEST** that a farmer can mix with maize to act as cover crop?

- A. Sweet potatoes
- B. Arrowroots
- C. Beans
- D. Cassava

11. Which one of the following health effects of drugs is caused by prolonged abuse of alcohol and khat?

- A. Impaired judgement
- B. Memory loss
- C. Hallucinations
- D. Addiction

12. It is necessary to control pigweeds when young because they

- A. are edible.
- B. reduce crop yields.
- C. produce many seeds.
- D. form ground cover on the soil.

13. During a science lesson, pupils had different containers with liquids.

(i) Container M - Paraffin

(ii) Container N - Ink

(iii) Container O - Cooking oil

(iv) Container P - Methylated spirit

They mixed all the liquids in one container. How many layers did they form in the container?

- A. 4
- B. 2
- C. 3
- D. 1

14. Which two component of air take up the **GREATEST** volume when put together?

- A. Carbon dioxide and rare gases
- B. Nitrogen and carbon dioxide
- C. Nitrogen and oxygen
- D. Inert and oxygen

15. Which one of the following part of digestive system is **NOT** correctly matched to its function?

Parts	Function
A. Mouth	-Produces digestive juice
B. Stomach	-Absorbs digested food.
C. Colon	-Absorb mineral salts.
D. Small intestine	-Digest some food.

16. At 14 weeks, an infant is given a vaccine against

- A. Measles and Yellow fever
- B. Diphtheria and Hepatitis B
- C. Tuberculosis and Polio
- D. Measles and Tetanus

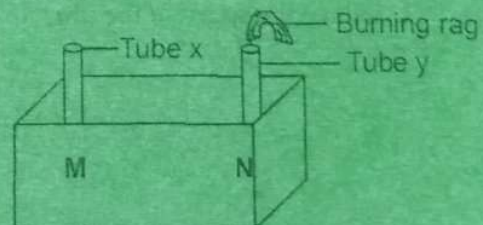
17. Which one of the following is the **BEST** procedure of separating a mixture of common salt and sand?

- A. Filter, dissolve and evaporate.
- B. Add water, sieve and filter.
- C. Decant, filter and evaporate.
- D. Add water, filter and evaporate.

18. Which one of the following materials will behave the same way as steel wool when brought near a magnet?

- A. Glass rod
- B. Silver coin
- C. Needle
- D. Aluminium spoon

19. The diagram below represents a set up that was used to demonstrate a certain aspect of matter?



The candle was used in the set up, it was **LIKELY** to be placed at

- A. N
- B. Tube X
- C. Tube Y
- D. M

20. Hard water that has been boiled is **MOST LIKELY** to

- A. save soap during laundry work.
- B. have no dissolved minerals.
- C. form scale on surfaces.
- D. be clear and clean

21. Which one of the following methods of grazing is a farmer **MOST LIKELY** to feed animals **mainly** on fodder and concentrates?

- A. Tethering
- B. Stall feeding
- C. Paddocking
- D. Herding

22. Practising proper disposal of industrial waste will **MAINLY** prevent the pollution of

- A. soil and water.
- B. water
- C. soil and air
- D. air

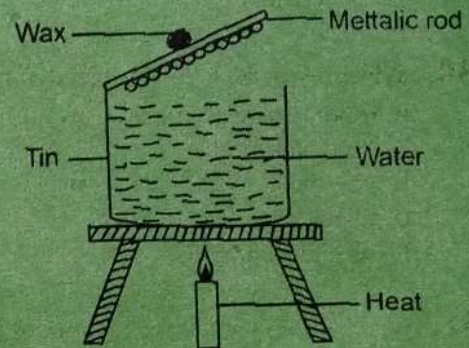
23. During a science lesson, pupils were told to sing different songs at the same time. Which one of the following aspects of sound were pupils investigating?

- A. Loud and soft sound
- B. Directions of sound
- C. Noise pollution
- D. Special sounds

24. When force is applied to the opposite direction of a moving object, it may

- A. change the weight of the object.
- B. increase the speed of the object.
- C. change the mass of the object.
- D. reduce the speed of the object.

25. In the set up below, which method of heat transfer enabled the wax to melt after sometime.



- A. conduction
- B. convection in liquids
- C. radiation
- D. condensation of gases

26. Which one of the following is **NOT** true about artificial fertilizers?

- A. They produce specific nutrients.
- B. They are applied in small amounts.
- C. They improve soil drainage.
- D. Excess use of them cause burning effects.

27. When constructing a beam balance the hole made to fix the arm should **NOT** be

- A. at the balancing point.
- B. too wide.
- C. allow free turning of the arm.
- D. tightly fixed with the nail.

28. Which one of the following animal moves by hopping?

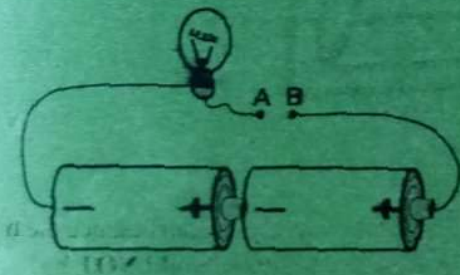
- A. Housefly
- B. Salamander
- C. Cricket
- D. Spider

29. Which one of the following is **NOT** a sign of bilharzia?
- Vomiting
 - Diarrhoea
 - Skin rash
 - Severe fever

30. Which one of the following blood component transport waste products?
- Red blood cells.
 - Plasma
 - Platelets
 - White blood cells.

31. Which one of the following forms of energy can be transmitted **ONLY** where there is medium?
- Heat and light
 - Sound and light
 - Sound and electricity
 - Heat and electricity

32. The following diagram show an incomplete electric circuit.



Which one of the following **CANNOT** be used to complete the circuits at **AB**?

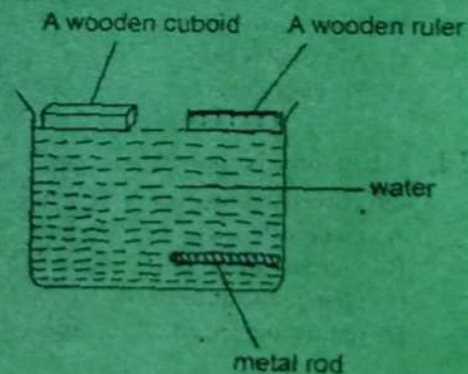
- Steel wool
 - A strand of hair
 - Iron rod
 - Fresh twig
33. Which one of the following pairs of food consists of body building foods?
- Groundnuts and maize
 - Milk and rice
 - Termites and potatoes
 - Coconut and eggs

34. Which one of the following is **NOT** a way in which plants growing in wet areas increase water loss?
- Presence of air sacs.
 - Broad flat leaves.
 - Hairy upper surface of leaves.
 - Thin cuticle.

35. Which one of the following is a way of using energy sparingly?
- Using petrol driven generators.
 - Using charcoal while cooking.
 - Improving road network.
 - Using improved jiko.

36. Which one of the following processes is **CORRECTLY** matched to where it takes place during reproduction in human beings?
- Conception - Uterus
 - Formation of embryo - womb
 - Implantation - Oviduct
 - Fertilization - Birth canal

37. The following experiment was carried out by class four learners.



From the experiment the pupils concluded that

- shape affects sinking and floating.
- type of material affects sinking and floating.
- wood can float by changing its shape.
- size does not affect sinking and floating.

38. The following are uses of some forms of energy.

- (i) Cooking
- (ii) Warming the house.
- (iii) Making food in plants.
- (iv) Taking photographs.
- (v) Seeing clearly.

Which of the above are uses of light and heat energy **RESPECTIVELY**?

- A. (iii) and (ii)
- B. (ii) and (iv)
- C. (i) and (iii)
- D. (iv) and (v)

39. The cloud which is mountaneous in shape and has grey colour is also **LIKELY** to

- A. appear high in the sky.
- B. cover the whole sky.
- C. bring fine weather.
- D. look like bundles of cotton.

40. The diagram below represents a beak of a certain bird.



The bird represented is a

- A. turkey
- B. pelican
- C. goose
- D. kingfisher

41. Which type of soil erosion can be demonstrated by pouring water with a container that has holes at the bottom on a flat ground?

- A. Splash erosion
- B. Gulley erosion
- C. Sheet erosion
- D. Rill erosion

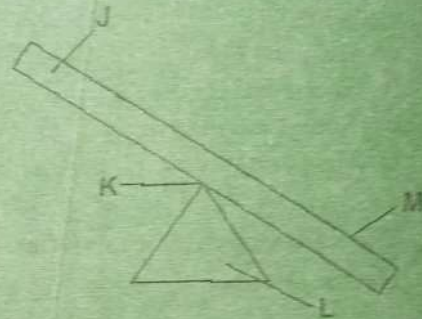
42. Which one of the following methods of preserving food is heating necessary?

- A. Canning
- B. Salting
- C. Use of honey
- D. Use of ash

43. Food poisoning is **MAINLY** caused by

- A. animals and micro organisms
- B. micro organism and chemicals
- C. insects and bacterias
- D. expiry date and chemicals

44. The diagram below shows a simple lever in use



Which letter used represents the position of load, fulcrum and effort **RESPECTIVELY**?

- A. M,L,J
- B. L,K,M
- C. J, L,M
- D. M, K,J

45. Which one of the following consists of **ONLY** components of the environment that produce carbondioxide?

- A. Water and animals
- B. Soil and plants
- C. Plants and animal
- D. Water and air

46. Which one of the following plants lack chlorophyll in processing food?

- A. Algae
- B. Penicillium
- C. Moss
- D. Yeast

47. The component of soil that improves its water holding capacity is
- A. humus
 - B. air
 - C. living organisms
 - D. mineral salts
48. During breathing, what also happens when the ribs move upwards and outwards?
- A. Lungs become deflated.
 - B. Pressure in the chest cavity increases.
 - C. Volume in the chest cavity decreases.
 - D. Diaphragm moves downwards.
49. Which one of the following pairs consists **ONLY** of materials that work in the same way when light is shone on them?
- A. Mirror and frosted glass.
 - B. Waxed paper and skylight.
 - C. Clear water and mirror.
 - D. Paraffin and fluorescent tube.
50. The following are activities carried out when constructing a liquid thermometer but **NOT** in their correct order.
- (i) Fill the bottle with coloured water.
 - (ii) Fix the biro tube into the bottle.
 - (iii) Make a hole through the cork.
 - (iv) Attach the scale to the biro tube.
 - (v) Fix the cork to the bottle.

Which one of the following is the **CORRECT** order of the activities?

- A. (i), (ii), (v), (ii), (iv)
- B. (iii), (ii), (v), (i), (iv)
- C. (iii), (v), (i), (ii), (iv)
- D. (i), (iii), (ii), (v), (iv)

JARIBIO LA SABA K.C.P.E DARASA LA NANE 2021

KISWAHILI
SEHEMU YA
KWANZA:
LUGHA

Muda: Saa 1 dakika 40

SOMA KWA MAKINI MAAGIZO YAFUATAYO

1. Umepewa kijitabu hiki cha maswali na karatasi ya kujibu. Kijitabu hiki kina maswali 50.
2. Ikiwa utataka kuandika chochote ambacho si jibu andika katika kijitabu hiki.
3. Ukisha chagua jibu lako lionyeshe katika **KARATASI YA MAJIBU** na wala sio katika kijitabu hiki cha maswali.

JINSI YA KUTUMIA KARATASI YA MAJIBU

4. Tumia penseli ya kawaida.
5. Hakikisha ya kwamba yafuatayo yameandikwa katika karatasi ya majibu:

NAMBA YAKO YA MTHANI

JINA LAKO

JINA LA SHULE YAKO

6. Kwa kuchora kistari katika visanduku vyenye namba zinazokuhusu, onyesha namba yako kamili ya mthani (yaani namba ya shule. Na zile namba tatu za mthaniwa) katika schemu iliyotengwa mwanzo wa karatasi ya majibu.
7. Usitie alama zozote nje ya visanduku.
8. Iweke safi karatasi yako ya majibu.
9. Kwa kila swali 1-50 umepewa majibu manne. Majibu hayo yameonyeshwa kwa herufi A, B, C na D. Ni jibu **MOJA** tu kati ya hayo manne ambayo ni sahihi. Chagua jibu hilo.
10. Kwenye karatasi ya majibu, jibu sahihi lionyeshe kwa kuchora kistari katika kisanduku chenye herufi uliyochagua kuwa ndilo jibu.

Mfano

Katika kijitabu cha maswali:

11. Chagua jibu lenye nomino zilizo katika ngeli ya I - I pekee.

- A. kahawa, fedha;
- B. chumvi, chupa
- C. sukari, mvua
- D. mafi, chai

Jibu sahihi ni C

1 A B C D **11** A B C D **21** A B C D **31** A B C D **41** A B C D

Katika visanduku vinavyoonyesha majibu ya swali namba 11, kisanduku chenye herufi C ndicho kilichochoywa kistari.

11. Chora kistari chako vizuri. Kistari chako kiwe cheusi na kisijitokeze nje ya kisanduku.
12. Kwa kila swali, chora kistari katika kisanduku kimoja tu kati ya visanduku vinne ulivyopewa.

Kitabu hiki cha maswali kina kurasa 8 zilizopigwa chapa

Watahiniwa ni lazima wahakikishe kuwa kurasa zote za karatasi ya mthani zimepigwa chapa sawasawa na kuwa maswali yote yamo.

Tovuti: www.jesmapublishers.com

Barua pepe: jesmapublishers@yahoo.com

007 © Jesma Publishers & Education Boosters Ltd. Simu: 0202217088/0206554346 /0701545759/0734207811 **FUNGUA UKURASA**

Soma vifungu vifuatavyo. Vina nafasi 1 mpaka 15. Kwa kila nafasi umepewa majibu manne hapa. Jaza pengo kwa kuchagua jawabu lifaalo zaidi.

Uaminifu ni 1. Mtu 2 mwaminifu, 3 kuwaona waja wengine wakijitenga naye. Hii ni kwa sababu wanajua kuwa mtu huyu 4 5 na kuvuruga uhusiano wao. Uaminifu ndio unaomfanya mtu kuzingatia haki 6 daawa yoyote au hata pale ambapo 7 ushahidi kuhusu jambo lolote 8.

- | | | | | |
|----|--|--|--------------------|--------------------|
| 1. | A. mambo ambayo mtu huyaamini | B. hulka ya kutenda watakavyo wengine | | |
| | C. hali ya kuzingatia maagizo bila kupinga | D. mazoca ya kusema ukweli wakati wote | | |
| 2. | A. asipokuwa | B. asiokuwa | C. asiyokuwa | D. asikokuwa |
| 3. | A. ni ajabu | B. ni muhali | C. ni ibra | D. si ajabu |
| 4. | A. huja | B. huenda | C. pengine | D. ndiye |
| 5. | A. akapiga debe | B. akaingia kiwi | C. akapika majungu | D. akawaendea mbio |
| 6. | A. anapoamua | B. anavyoamua | C. anayoamua | D. anayeamua |
| 7. | A. atoapo | B. anapotoa | C. anaitoa | D. anautoa |
| 8. | A. aliyoshuhudia | B. alioshuhudia | C. alilolishuhudia | D. aliyolishuhudia |

Mwanafunzi 9 shuleni hujifunza matumizi anuwai ya lugha. Mfano mzuri ni kutumia tashbihi kama vile 10. 11, mwanafunzi huyu hutumia methali 12 ujumbe wake. Akitaka kumaanisha kuwa watu wameumbwa wakiwa na tofauti nyingi, atatumia methali '13'. Isitoshe, 14 hujifunza 15 kama vile upendo, uvumilivu na ukarimu.

- | | | | | |
|-----|--------------------------------------|---------------------------------------|--------------|--------------|
| 9. | A. anavyokuwa | B. anaokuwa | C. aliyekuwa | D. anapokuwa |
| 10. | A. savula ni lumbwi; usimwanimi | B. wanafunzi hawa wana bidii ya mchwa | | |
| | C. polepole ya kobe humfikisha mbali | D. mwala alituvunja mbavu kabisa | | |
| 11. | A. Ama | B. Lau | C. Aidha | D. Japo |
| 12. | A. kufumbia | B. kufumbua | C. kufumbata | D. kufumba |
| 13. | A. kila chombo na wimbile | B. hakuna kizuri kisichokuwa na ila | | |
| | C. akili ni nywele kila mtu ana zake | D. mchele ni mmoja mapishi mbalimbali | | |
| 14. | A. wao | B. yeye | C. wewe | D. ninyi |
| 15. | A. maadili | B. maarifa | C. taaluma | D. stadi |

Kuanzia nambari 16 mpaka 30, chagua jibu lifaalo zaidi.

16. Tambulisha matumizi ya ni katika sentensi ifuatayo.
Zubedia alinipata usingizini alipofika.
A. wingi, mahali
B. nafsi, kitendo
C. nafsi, hali
D. kitenzi, mahali
17. Andika wingi wa sentensi hii.
Ukuni alionipa hauwaki jikoni.
A. Kuni walivyotupa haiwaki mekoni.
B. Kuni walizonipa haziwaki majikoni.
C. Kuni walivyotupa haiwaki mekoni.
D. Kuni wazizotupa haziwaki majikoni.
18. Chagua orodha yenye nomino za ngeli moja.
A. Wembe, umbo, wayo
B. asali, miwani, mvua
C. ulezi, wazo, mabele
D. shati, barua, shule
19. Ainisha maneno yaliyo igiwa vistari kwenye sentensi ifuatayo
Tuliitanya kazi kwa bidii tukaimaliza kabla ya wengine.
A. kivumishi, kielezi, khusishi
B. kihusishi, kielezi, kivumishi
C. kielezi, kihusishi, kwakilishi
D. kivumishi, kihusishi, kielezi
20. Ugonjwa wa kuvimba mashavu mpaka chini ya taya ni
A. machapwi
B. surua
C. ukoma
D. hijabu
21. Cheka ni kwa mcheshi kama vile sahau ni kwa
A. sahaulisha
B. sahaulika
C. kusahau
D. msahaulifu
22. Andika ukubwa wa sentensi hii.
Mtoto alipewa chai kwa kikombe hicho.
A. Jitoto lilipewa chai kwa jikombe hilo.
B. Toto lilipewa chai kwa kombe hilo.
C. Jitoto alipewa chai kwa jikombe hilo.
D. Kitoto kilipewa chai kwa kijikombe hicho.
23. Sahihisha sentensi ifuatayo
Hapa ndiko ambapo anapoishi.
A. Hapa ndiko ambako anakoishi.
B. Hapa ndipo ambapo anapoishi
C. Hapa ndipo ambapo anaishi.
D. Hapa ndipo ambapo aishi po.
24. Neno sahihishiana lina silabi ngapi?
A. sita
B. saba
C. tano
D. kumi na moja
25. Mashairi yapi yameainishwa kulingana na idadi ya mishororo?
A. utenzi, ngonjera
B. tathnia utenzi
C. ngonjera, tarbia
D. takhmisa, tathnia
26. Bainisha maelezo yaliyo sahihi
A. Ufu ni nazi iliyokunwa.
B. Kifumbu hutumia kupepetea nafaka.
C. Makombo ni chakula kilicholala.
D. Kichanja hutumiwa kuninginizia vyombo darini.
27. Ipi ni tofauti ya maana kati ya watatu na wa tatu
A. Watatu ni idadi ya jumla lakini wa tatu ni idadi katika orodha.
B. Watatu ni idadi kamili lakini wa tatu ni idadi ya jumla.
C. Watatu ni idadi ya makadirio lakini wa watu ni idadi kamili.
D. Watatu ni idadi kamili lakini wa tatu ni anayechukua nafasi ya tatu katika orodha.

28. Andika usemi halisi wa
Sela alitaka kujua iwapo tungeimba wimbo wetu siku iliyofuata.
- A. "Mnauimba wimbo wenu kesho?" Sela alituuliza
 - B. "Mtauimba wimbo wenu kesho?" Sela alituuliza
 - C. "Kesho mngeimba wimbo wenu?" Sela aliwauliza
 - D. "Kesho watauimba wimbo wao?" Sela aliuliza.

29. Kisawe cha **staha** ni
- A. ukuu
 - B. ndweo
 - C. afya
 - D. heshima

30. Chagua neno lenye sauti changamano
- A. shela
 - B. chafua
 - C. andazi
 - D. mkufu

Soma kifungu kifuatacho kisha ujibu maswali kuanzia 31 mpaka 40

Watu wanaposikia kuhusu wanafunzi wenye mahitaji maalum, akili za wengi huwazia wale wasiotembea, wasioongea au pengine kusikia na kuona. Ukiwauliza ni kwa nini, huenda wakawa wepesi wa kusema kwamba wanafunzi wa aina hii hawawezi kusoma kama wengine; wanahitaji kupelekwa katika shule maalum. Jambo walisilolijua watu hawa ni kuwa, wanafunzi wa aina hii wakipewa nyenzo zinazohitajika na kuhudumiwa ipasavyo wanaweza kufanya vizuri zaidi na hata kuwapiku wale wanaotajwa kuwa wasio na kasoro.

Jambo la kusikitisha ni kuwa wanafunzi wengi wa aina hii hawapati fursa ya kutambua na kuvikuza vipawa vyao ili kujiendeleza. Wakiwa shuleni au katika jamii baadhi ya watu huwataja kwa majina kama vile kiwete, bubu, kiziwi au kipofu. Japo majina yao yanajulikana sijui ni kwa nini watu huchagua majina haya ya **kuwashushia hadhi yao**. Mwanafunzi akizoea kuitwa kwa majina haya anaweza kujiona duni kuliko wenzake. Jambo lili huenda likamwathiri kiasi cha kushindwa kufuatilia ndoto zake. Husemekana kuwa neno jivi ni jeraha la moyo.

Mbali na wanafunzi hawa wenye uatilifu wa kimaumbile, kuna wale ambao hulka zao haziambatani na mahitaji ya shule. Wanafunzi hawa hujipata ama wakiwabugudhi walimu au wanafunzi wenzao kwa njia mbalimbali. Mara utasikia kuwa hawamalizi kazi wanazopewa, kuwapiga wenzao au labda hata hawahudhuri masomo kwa desturi. **Tukichunguza kwa kina**, tutagundua kuwa vitendo vya aina hii huwa na usuli ambao anaenda mbali hata kuliko vitendo vya darasani. Kujaribu kuwaadhibu wanafunzi wa aina hii huweza kugeuka ngoma goya.

Vituko vya aina hii huenda vinatokana na shida za nyumbani kama vile uchochole au migogoro ya wazazi. Kuna wale wanaotafuta tu kugunduliwa kwa uwepo wao kwa kuhisi kwamba wanapuuzwa na jamii au jamaa zao. Ni vyema mwalimu achunguze chanzo cha utovu wa nidhamu ili ajue njia mwafaka zaidi ya kudhibiti maadili ya mwanafunzi. Ikiwa kwa mfano upotovu huu unatokana na uraibu wa mihadarati, mwanafunzi anahitaji kutafutiwa matibabu mbali na kuusiwa ipasavyo. Ni vyema pia kuwashirikisha wazazi, wanafunzi wengine na hata idara ya ushauri nasaha. Kuvifumbia macho vitendo vya utovu wa nidhamu shuleni ni kama kupuuzwa kuziba ufa. Bila shaka anayefanya hivi huishia kujenga ukuta.

Kuna wanafunzi ambao huchukua muda kuelewa mambo. Ni makosa kusema kwamba wao ni wajinga. Ukweli ni kwamba wanafunzi hawa wakipewa muda wanaohitaji na kuelekezwa ipasavyo, wao hufanya vyema hata kuliko wale wanaotajwa kuwa wenye vichwa vyepesi. Ni makosa kutarajia kuwa wanafunzi hawa wakipewa mifano michache tu watamudu kutimiza malengo wanayowekewa. Njia bora zaidi ni kuwatolea mifano ya kutosha na mazoezi yatakayostawisha uelewa wao. Mwanafunzi yeyote anapopewa nafasi nzuri, huweza kuyamudu masomo yake barabara.

Kwa upande mwingine, wapo wanafunzi wenye akili nyepesi ambao kumudu masomo hakuwi mzigo kwao. Utawatabua kuwa namna wanavyodhihirisha ustadi katika kujibu maswali, kupiga hesabu na stadi nyingine zinazodhihirika darasani. Wanafunzi hawa hukamilisha mazoezi kabla ya wenzao. Juhudi za walimu za kuwafaa wengine huonekana kama kupoteza wakati kwa wanafunzi hawa. Yawezekana hata kuaona wakisinzia au kuwasumbua wenzao baada ya kukamilisha kazi zao. Wakati mwingine, kwa kutaka kudhihirisha weledi wao. Hujipata wakimdakiza mwalimu kwa maneno au kuuliza maswali mfululizo. Yafaa wahimizwe kuhusu umuhimu wa kuwapa wenzao nafasi. Aidha, waongozwe kutumia ujuzi wao kuwafaa wenzao darasani. Mwalimu anaweza kuwapa majukumu yanayowafikirisha zaidi ili wautumia ujuzi wao. Kila mmoja ana udhaifu wake. Ni vizuri tuwe wa kuvumiliana, kuheshimiana na kuthaminiiana ili tekuzé jamii yenye umoja.

31. Chagua kauli iliyo sahihi
- Udhaifu wa maumbile hukwamisha kabisa utendakazi wa mtu.
 - Watu wengi hawajui huwa kuna wanafunzi wenye mahitaji maalum.
 - Kutohudumiwa ipasavyo huwanyima wenye mahitaji nafasi ya kujiendeleza.
 - Aghalabu wanafunzi wenye shida hawafanyi vyema shuleni.
32. Njia bora **ZAIDI** ya kuwafaa wanafunzi wenye mahitaji maalum shuleni ni
- kuwatendea yote wanayotarajia kutekelezewa.
 - kuwapa majukumu mepesi kuliko wenzao.
 - kuwapa nyenzo wanazohitaji na kuboresha uwezo wao.
 - kuwatarajia kutekeleza majukumu kama ya wenzao.
33. Kulingana na aya ya pili
- kutomwita mtu jina lake ni kumvunjia heshima.
 - kumdhalilisha mtu kimaumbile huweza kuathiri utendaji wake.
 - watu hawapendi kutajwa kwa ulemavu wa wenzao.
 - viwete, bubu, viziwi na vipofu hudhalilishwa zaidi shuleni.
34. Yote haya yametajwa kwamba huchangia kudhoofika kwa maadili **isipokuwa**
- hali ya uhitaji wa pale nyumbani.
 - kutoelewana na jamaa wa familia
 - uraibu wa dawa za kulevya
 - wanafunzi kutomaliza kazi shuleni.
35. Maana ya **tukichunguza kwa kina** ni
- tukipeleleza kwa undani.
 - tukizingatia kwa bidii
 - tukichunguza kwa ujasiri
 - tukiwazia juujuu.
36. Kuchunguza chanzo cha vitendo vya wanafunzi ni muhimu kwani
- humfanya mwalimu kuwaelewa zaidi wanafunzi wake.
 - huwezesha kupatikana mbinu bora za kulitatu tatizo hilo.
 - humjengea mwalimu njia bora zaidi za kusuluhisha migogoro nyumbani.
 - huimarisha misingi ya nidhamu wanakotoka wanafunzi.
37. Kupuuza kuziba ufa kumelinganishwa na
- madhara ya kukosa kutambua matatizo ya wanafunzi
 - madhara yanayochangia kuta kuporomoka shuleni.
 - madhara ya kukosa kuwarekebisha wanafunzi wanaoshuhudia utovu wa nidhamu.
 - madhara ya kupuuza upungufu wa kimaadili, miongoni mwa wanafunzi.
38. Katika aya ya tano, mwandishi anasema kuwa
- wanafunzi wanaochukua muda kuelewa mambo huwa werevu zaidi ya wenzao.
 - Walimu wengi huwapotosha wanafunzi kwani wao hutoa mifano michache tu
 - kupewa nafasi ifaayo humpa mtu fursa ya kutumia uwezo wake kikamilifu.
 - wanafunzi wameanza kufanya vyema kuliko hapo awali.
39. Wanafunzi wenye vichwa vyepesi husaidiwa kwa
- kuwapa mazoezi yanayoambatana na uwezo wao.
 - kupewa majukumu magumu darasani.
 - kuwahimiza wenzao wawasaidie darasani.
 - kuwaongezea muda na kuwapa mifano zaidi.
40. Kichwa kifaacho **ZAIDI** kwa taarifa hii ni
- Mifano ya walemavu katika jamii.
 - Jinsi ya kuwatambua wanafunzi wenye mahitaji maalum.
 - Chanzo cha utovu wa nidhamu shuleni.
 - Namna ya kuwahudumia wanafunzi wenye majitaji maalum.

Aushi yetu ilitumbukia nyongo baba alipoonyeshwa lango kazini. Alitueleza kwamba shirika lilianza kudidimia wasimamizi wake walipoanza kutumbukiza mikono na kuchovya kwenye buyu la kipato cha shirika hilo. Wakasahau kwamba chovyachovya humaliza buyu la asali. Walificha njama zao kwa kusawazisha hesabu kwa kalamu. Kampuni ikawa inaingia shoti siku baada ya nyingine. Awali, idadi ya wafanyakazi ilipunguzwa; waliobaki wakapunguziwa mishahara na marupurupu. Hatimaye ikajiri kwamba **mtego wa panya huingia waliokuwemo na wasiokuwemo**. Milango ya shirika ikafungwa. Baba na wenzake wakamwaga unga.

Baba alitanga huku na kule akisaka amali bila mafanikio. Kila siku, alionekana mwenye mori na kukata tamaa. Akiba yake kibindoni iliendelea kupungua kutokana na mahitaji ya nyumbani. Vitamutamu tulivyo zoea vikawa havipo tena. Kwa mara ya kwanza, mimi na ndugu zangu tukaonja uchungu wa kutumwa nyumbani kuenda kuleta karo. Nakumbuka siku hiyo, wanuna wangu walilia mpaka visima vyao vya machozi vikakauka. Halikunitoka hata tone la machozi. Hapo niliumia sana moyoni sikutaka kuonyesha udhaifu machoni pa wadogo wangu hawa. Niliwaliwaza kama mzazi.

Maji yalipozidi unga, baba alituita pale sebuleni jioni moja. Alitueleza dhahiri shahiri kwamba alitaka turejee mashambani badala ya kuendelea **kula mwata** mjini. Tulilitia wazo hili kwenye mizani, tukajadiliana kwa mapana na marefu. Hatimaye tuliifikiana kuwa hili halikuwa wazo zuri tu bali pia njia ya pekee ya kukiokoa chombo chetu kabla ya kuzama kabisa. Labda wahenga walipita shida kama zetu kabla ya kunadi kuwa, 'ng'ombe alivunjika mguu malishoni hujikokota hadi zizini kusaidiwa'.

Maisha ya kijijini hayakuwa rahisi kwetu. Baba na ami zangu walishirikiana kujenga nyumba yenye vyumba vitatu iliyokandikwa kwa udongo. Kimoja, kilikuwa sebule, kingine kikawa cha wazazi huku sisi tukitumia kile cha tatu. Namkukumba kakangu mdogo akilia na kusema kuwa anataka turudi kwenye 'nyumba' kule mjini. Mama alimweleza kuwa hiyo ndiyo ilikuwa nyumba yetu. Labda ndugu huyu alishangaa nyumba itakuwaje na sakafu ya udongo bila hata nguvu za umeme.

Wavyele wangu waliinamia kazi za shamba wakakuza kila aina ya mmea. Kilimo kiliwaitikia wakavuna maridhawa msimu baada ya mwingine. Wakati huo tulikuwa tumesajiliwa katika shule ya umma iliyokuwa karibu. Jambo lililonifurahisha pale ni kwamba hapakuwa na utabaka. Huenda watoto wengi walitoka kwenye familia zilizolingana na yetu.

Nilitia fora masomoni huku nikisadiki kuwa elimu ilikuwa nguzo imara ya kuyaegemezea maisha yangu. Nilitaka kujiimarisha maishani pamoja na kufidia juhudi za wavyele wangu za kunielimisha. Walimu walinipongeza na kunituza. Wanafunzi wenzangu walinihusudu huku wazazi wakinipongeza. Ama kweli, mecheza kwao hutuzwa.

Pato kutoka shambani liliwawezesha wazazi wetu kukidhi mahitaji yetu yote. Kipaji cha baba kilinawiri tena. Alitumia mbinu bora za kilimo kujihakikishia matokco bora zaidi. Hata nilipofaulu kujiunga na chuo kikuu, nilijua kuwa nisengekabiliwa na uhaba wa karo. Hapo nikaamua kuwa wembe ungekuwa ule ule. Tangu wakati huo, katu sijatazama nyuma wala kusitisha juhudi zangu.

41. Katika aya ya **kwanza** msimulizi anasema kuwa; baba
 A. yake alifutwa kazi kwa kushiriki ufisadi.
 B. yake alikuwa msimamizi alikofanyia kazi.
 C. alifutwa kazi kutokana na kupunja shirika lake.
 D. aliathirika baada ya kampuni kufilisika.
42. Inaonekana wazi kuwa
 A. familia haikuwa na chochote baba alipoachishwa kazi.
 B. awali, familia iliendelea kujikimu hata baada ya baba kuachishwa kazi.
 C. kuachishwa kazi kulimfanya baba apoteze matumaini
 D. kutiliwa fitina ndiko kulikomfanya baba afutwe kazi.
43. Methali, '**mtego wa panya huingia waliokuwemo na wasiokuwemo**' inadhihirika kwa kuwa
 A. njama za ufisadi ziliwafanya hata waliohusika wakamwaga unga.
 B. kufutwa kazi kwa baba kulisababisha familia nzima kuathirika.
 C. wizi mdogomdogo ulisababisha shirika zima kuporomoka.
 D. kufungwa kwa kampuni kulifanya wengi kuhamia mashambani.
44. Msimulizi hakulia kama wadogo wake kwa sababu
 A. alikuwa amezoea tabu; kinyume na wenzake
 B. hakuhisi uchungu kama waliohisi ndugu zake.
 C. hakutaka kupoteza hadhi yake.
 D. alikuwa kama mzazi kwa wenzake.
45. Baba ni mlezi bora anayepaswa kuigwa. Hii ni kwa sababu
 A. alihusisha jamii nzima katika maamuzi.
 B. aliamua kuhamishia familia mashambani ili kuepuka shida.
 C. aliwaita wote na kuwaagiza kumfuata mashambani.
 D. hakukata tamaa licha ya shida nyingi.
46. Kilio cha kaka mdogo kinaonyesha kuwa,
 A. watu wa mjini walikuwa wazuri kuliko wa mashambani.
 B. nyumba ya mjini ilikuwa na vyumba vingi kuliko ya mashambani.
 C. Maisha ya mashambani yalikuwa mabaya kwa kukosa makazi.
 D. nyumba ya mjini ilikuwa bora kuliko ya mashambani.
47. Maisha katika shule ya umma yalikuwa bora kwa msimulizi kwani,
 A. wanafunzi wote walitoka katika jamaa maskini.
 B. wanafunzi hawakubaguana kwa misingi ya kiuchumi.
 C. hali yake ilikuwa bora kiasi ikilinganishwa na wenzake.
 D. shule hii ilikuwa na nafasi kuliko ya mjini.
48. Juhudi za msimulizi katika shule mpya zilitokana na
 A. nia ya kuwasaidia wazazi waliopitia shida nyingi.
 B. kulipia jitihada walizofanya wazazi wake.
 C. tuzo mbalimbali alizopewa na walimu wake.
 D. haja ya kudhihirisha umahiri kwa wenzake shuleni.
49. Msemo **kula mwata** jinsi ulivyotumika una maana sawa na,
 A. kula mumbi
 B. kula mwande
 C. kwenda nguu
 D. kusalimu amri
50. Kulingana na aya ya mwisho,
 A. kujiunga na chuo kikuu kulimfanya msimulizi kuthamini bidii.
 B. kufanikiwa kwa msimulizi kulimfanya baba anawiri kipaji.
 C. kutumia mbinu zifaazo humhakikishia mtu matokeo bora zaidi.
 D. mafanikio yalimfanya msimulizi kusahau aliyopitia maishani.