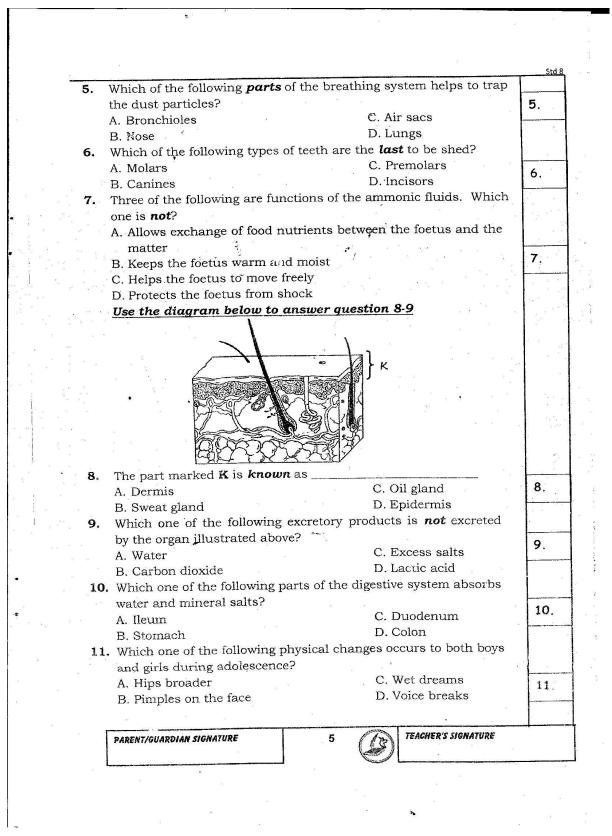
|          |                | SCIENCE   |
|----------|----------------|---|
|          | _              | HUMAN BODY<br>REPRODUCTION IN HUMAN BEINGS  |
|          |                | ertilisation  |
|          | <u>E</u><br>1. | XERCISE 1         Week one Monday           The process by which living things give rise to live offspring of the same kind is known as |
|          | 2.             | The illustration shows a male sex cell. Name the parts marked Q, R and S  |
|          |                | QR  |
|          | 3.             | S   |
|          | 4.             | Fertilization in human beings takes place in the<br>What happens to the other sperms once fertilization has taken place?                |
|          | 5.             | The process by which ovaries release a mature egg after every 28 days is referred to as   |
|          | 6.             | State three physical changes that only take place in girls during adolescence   |
|          | ж<br>Ц         | (a)(b)  |
|          |                | (c)   |
|          | 7.             | The type of fertilization that takes place inside the body of a female animal is known as   |
|          | 8.             | The union of the ovum and the sperm is called   |
| 55<br>10 | 9.             | State two processes that stop in an adult human female once conception  |

|    | Std 8   |   |
|----|---|---|
| ). | State three physical changes that occur in both boys and girls during |   |
|    | puberty   |   |
|    | (a)   | 2 |
|    | (b)   |   |
|    | (c)   |   |
|    | Foetal Development  |   |
|    | EXERCISE 2 Week one Tuesday   |   |
|    | After fertilization takes place, the new cell formed is known as a    |   |
|    | State three signs of prégnancy  |   |
|    | (a)   |   |
|    | (b)   |   |
|    | (c)   |   |
|    | The attachment of the zygote on the walls of the uterus is called     |   |
|    | Use the diagram below to answer question 4-5                          |   |
| •  | s T   |   |
|    | State three functions of the part marked T                            |   |
|    | (a)   |   |
|    | (b)   |   |
|    |   |   |
|    | (c)   |   |
|    | Write three functions of the part marked S                            |   |
|    | Write three functions of the part marked S (a)                        |   |
|    | Write three functions of the part marked S                            |   |

| , " <sub>2</sub> | 7. Fill in the word missing in the boxes below  |
|------------------|---|
|                  | Zygote Baby   |
|                  | 8. The gestation period in human beings is mont   |
| -                | 9. State two functions of the umbilical cord  |
|                  | (a)(b)  |
|                  | (b)   |
|                  | <b>10.</b> The liquid that prevents the foetus from shocks is contained in a sp sac known as  |
|                  |   |
| 5                | Process of birth/excretory system   |
|                  |   |
|                  | EXERCISE 2       Week one Wednesday         I. The process of birth is also called  |
|                  |   |
|                  | List step during the birth process is   |
|                  | <ol> <li>The cervix becomes wider before birth takes place. This widening of the<br/>cervix is called</li> </ol>  |
| 4                | State the three excretory organs in the body  |
|                  | (a)   |
|                  | (b)   |
|                  | (c)   |
|                  | The process of removing wests and the state of the state |
| 5                | process of removing waste products from the body is known on  |
| 5                | • The process of removing waste products from the body is known as  |
| 5                |   |
|                  |   |
|                  | • Which excretory products excreted by all the excretory organs?  |
| 6                | <ul> <li>Which excretory products excreted by all the excretory organs?</li> <li>State the two layers of the skin</li> </ul>  |
| 6                | • Which excretory products excreted by all the excretory organs?  |

| se | the diagram below to answer question 8-10   | Std 8 | <u> </u>  |
|----|---|-------|---|
|    | CARD.   | ż     |   |
|    | J F M   | 5     |   |
|    | Letter J shows the kidney   |       |   |
|    | Name the parts labeled K, L and M   |       |   |
|    |   |       |   |
|    | K   |       |   |
|    | K L   | ×     |   |
| n  | M   | ×     |   |
|    | M The function of the part marked L is to   | 2<br> |   |
|    | M         The function of the part marked L is to         DEL PAPER .1       Week one Thursday  |       |   |
| 0  | M         The function of the part marked L is to         DEL PAPER .1       Week one Thursday         Three of the following are signs of pregnancy except?  |       |   |
| 0  | M         The function of the part marked L is to         DEL PAPER .1       Week one Thursday         Three of the following are signs of pregnancy except?         A. Foetal movements  | 1.    |   |
| 0  | M         The function of the part marked L is to <b>DEL PAPER .1</b> Week one Thursday         Three of the following are signs of pregnancy except?         A. Foetal movements         B. Morning sickness                                       | 1.    | ×   |
| 0  | M         The function of the part marked L is to         DEL PAPER .1       Week one Thursday         Three of the following are signs of pregnancy except?         A. Foetal movements  | 1.    | ×   |
|    | M         The function of the part marked L is to         DEL PAPER .1       Week one Thursday         Three of the following are signs of pregnancy except?         A. Foetal movements         B. Morning sickness         C. Menstruation begins | 1.    | ×.  |
|    | M   |       | ĸ   |
|    | M   | 1.    | ĸ   |
| 0  | M   |       | 21  |
|    | M   |       | al and  |
|    | M   |       | ×   |
|    | M   | 2.    | al and a second s |
|    | M   | 2.    | 10  |
|    | M   | 2.    | ×   |
|    | M   | 2.    |   |



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| <b>}</b> |   | Std 8                 |
|----------|---|-----------------------|
| ÷.       | The two main components of sweat areA. Water and salts  |                       |
|          |   | 12.                   |
|          | B. Salts and urea   |                       |
| 27       | C. Carbon dioxide and water   |                       |
|          | D. Urea and water   |                       |
| ••       | Which one of the following is the <i>last stage</i> during the birth process?   |                       |
|          | A. Contraction of the uterus  | 13.                   |
|          | B. Cutting of the umbilical cord  |                       |
|          | C. Removal of the afterbirth  |                       |
|          | D. Pushing the baby   |                       |
| •        | When the diaphragm flattens, which one of the following <i>does not</i>   |                       |
|          | take place?   | 14.                   |
|          | A. The volume of the lungs increase   |                       |
|          | B. Ribs move inwards  |                       |
|          | C. Pressure in the lungs decrease   |                       |
|          | D. Ribs move upwards  | 8.0                   |
| •        | Which one of the following vessels receives blood from the lungs?   |                       |
|          | A. Venacava   |                       |
| 2        | B. Aorta  | 15.                   |
|          | C. Pulmonary artery   |                       |
|          | D. Pulmonary vein   |                       |
|          | The diagram below shows a type of tooth in a human being  |                       |
| 8        | The above tooth is used for   |                       |
|          |   |                       |
|          |   |                       |
|          |   |                       |
|          |   | 16.                   |
| 2        | $\langle \langle \langle \rangle \rangle \rangle = \langle \langle \rangle \rangle \langle \rangle \rangle = \langle \rangle \langle \rangle \rangle \langle \rangle = \langle \rangle \langle \rangle$ | <u> </u>              |
|          |   | 2                     |
| 2        | A. Biting and cutting C. Biting and piercing  |                       |
|          | of String and preferring  | х.,                   |
|          | B. Crushing and tearing D. Chewing and grinding<br>Which one of the following <b>does not</b> happen to boys at puberty?  | a<br>11 <sup>30</sup> |
|          | A. Menstruation   | 2 H                   |
|          | B. Breaking of the voice  |                       |
|          | C. Growth of public hair  | 17.                   |
|          | D. Appearance of pimples  |                       |
|          |   |                       |
|          | Which one of the following is <b>not</b> a function of the placenta?  |                       |
|          | A. Facilitates exchange of oxygen   |                       |
| ,        | 3. Allows wastes to move from the foetus to the mother  | 18.                   |
| r<br>P   | Prevents unnecessary movements of the foetus  |                       |
| -        | Ci lates food transfer  |                       |
|          | PARE GUARDIAN SIGNATURE 6 TEACHER'S SIGNATURE   |                       |
| L        |   | а а                   |
|          |   |                       |
|          |   |                       |
|          |   |                       |

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•

|              | An ovum is produced in the ovary after e   | Andrea de la companya |         |
|--------------|--|---|---------|
|              | A. 2 years                                 | C. 28 days  | 19.     |
|              | B. 28 hours                                | D. 9 months   |         |
| i <b>U</b> . | The tube that carries urine from the kidn  |   |         |
|              | A. Urethra                                 | C. Fallopian tube   |         |
|              | 3. Sperm duct                              | D. Ureter   | 20.     |
|              | Artificial teeth are also known as         | <u>.</u>  |         |
|              | A. Fake teeth                              | C. Permanent teeth  |         |
|              | 3. Deciduous teeth                         | D. Dentures   | 21.     |
| -            | Use the diagram below to answer ques       | tions 22 and 23   |         |
|              |  | —к  |         |
|              |  |   |         |
|              |  | . •   |         |
| <b>2.</b> I  | n which one of the parts labeled J, K, L   | and N is the Air cleaned,   | a       |
| V            | varmed and moistened?                      | ×.  | 22.     |
|              | A. L                                       | С. К  |         |
|              | 3. J                                       | D. M  |         |
|              | During breathing out, the part marked M    |   |         |
|              | A. Becomes dome shaped                     |   | 23.     |
| F            | 3. Curves downwards                        |   |         |
| C            | 2. Remains unchanged                       | ·   |         |
|              | ). Flattens                                |   |         |
|              | Which one of the following substances is a | not transported by the  |         |
|              | lood plasma?                               |   | 24.     |
|              | . Heat                                     | C. Oxygen   | hen 1 . |
|              | 3. Digested food                           | D. Urea   |         |
|              | Which one of the following excretory organ |   |         |
| v            | with the waste product is excretes?        |   |         |
|              | . Lungs - Carbon dioxide                   |   |         |
| E            | 3. Skin – Salts ,                          | a   |         |
| C            | 2. Kidneys - Carbon dioxide                |   |         |
| Γ            | ). Lungs - Water                           | at u  | 25.     |
|              |  | 2   |         |

| and a gradient of the second sec |  |
|--|--|
|  | Std 8  |
| HEALTH EDUCATION   | 2 3  |
| Sexually transmitted Infections (STI's)  | 3 8  |
|  |  |
| EXERCISE 4       Week one Friday         State two sexually transmitted infections caused by a virus   |  |
| (a)  |  |
| (b)  | · · · ·  |
|  | 12<br>15<br>10-10-10-10-10-10-10-10-10-10-10-10-10-1 |
| The sexually transmitted infection that is associated with painle  | ss sores   |
| on the genitals is   | н<br>Н 2   |
| Name three sexually transmitted infections caused by bacteria  |  |
| (a)  |  |
| (b)<br>(c)   | а <sub>нс</sub> в ,                                  |
| (c)  |  |
| The most common sexually transmitted infection is  | ·  |
| State two signs and symptoms of chancroid  |  |
| (a)  |  |
| (b)  |  |
| A certain sexually transmitted disease cause paralysis and madnes  | ss at  |
| later stages if no treatment is done. This disease is likely to be   | 8  |
| State two signs and symptoms of gonorrhea  |  |
| (a)  |  |
| <i>(b)</i>   | 25   |
| The sexually transmitted disease that can make a newly born baby   | v become   |
| blind is   | s  |
| State two signs and symptoms of syphilis   | s = 0  |
| (a)  |  |
|  | 2 2 4<br>2   |
|  |  |
| State two ways of preventing sexually transmitted infections   |  |
| (a)  | ž  |

|                                   | м, .  |      |
|-----------------------------------|---|------|
|                                   |   |      |
|                                   |   | 1    |
|                                   | Control of HIV and AIDS   |      |
|                                   |   |      |
|                                   | EXERCISE 5 Week Two Monday  |      |
| 102                               | State the three main control measures for HIV and AIDs  | × *  |
| (                                 | <i>a</i> )  |      |
| (                                 | 'b)   |      |
| 1                                 | (c)   |      |
|                                   | Educating many people about HIV/AIDS at the same is known as  |      |
| -                                 |   |      |
| -                                 |   |      |
| I                                 | ist three types of gathering where public awareness about HIV/AI  | Ds o |
| ł                                 | be done   |      |
| (                                 | (a)   |      |
|                                   | 'b)   |      |
|                                   | (c)   |      |
|                                   |   |      |
|                                   | State three myths and misconception about HIV/AIDS  |      |
|                                   | (a)   |      |
| (                                 | ъ)  |      |
|                                   | (c)   | 1    |
|                                   | State two effects of HIV infection on the Nation  |      |
| 5                                 | state two enects of the intection on the Nation   |      |
|                                   |   |      |
| (                                 | (a)   | r    |
| (                                 |   | r    |
| (                                 | (a)<br>(b)  | r    |
| (                                 | (a)(b)<br>MODEL PAPER 2 Week Two Tuesday  | -    |
| (                                 | (a)<br>(b)  |      |
| (                                 | (a)(b)<br>MODEL PAPER 2 Week Two Tuesday  |      |
| )<br>(<br>)                       | (a)   |      |
| (<br>(<br>/<br>//                 | MODEL PAPER 2       Week Two Tuesday         Which one of the following is not a health effect of drug abuse?         A. Lack of concentration       C. Loss of memory         B. Addiction       D. Rape   | 1.   |
| (<br>(<br>/<br>//                 | MODEL PAPER 2       Week Two Tuesday         Which one of the following is not a health effect of drug abuse?         A. Lack of concentration       C. Loss of memory         B. Addiction       D. Rape         Which one of the following sexually transmitted infections is caused  | 1.   |
| (<br>(<br>/<br>//<br>//<br>//     | MODEL PAPER 2       Week Two Tuesday         Which one of the following is not a health effect of drug abuse?         A. Lack of concentration       C. Loss of memory         B. Addiction       D. Rape         Which one of the following sexually transmitted infections is caused by a virus?  | 1.   |
|                                   | MODEL PAPER 2       Week Two Tuesday         Which one of the following is not a health effect of drug abuse?         A. Lack of concentration       C. Loss of memory         B. Addiction       D. Rape         Which one of the following sexually transmitted infections is caused by a virus?         A. Gonorrhea       C. Genital herpes                           | 1.   |
|                                   | MODEL PAPER 2       Week Two Tuesday         Which one of the following is not a health effect of drug abuse?         A. Lack of concentration       C. Loss of memory         B. Addiction       D. Rape         Which one of the following sexually transmitted infections is caused         by a virus?       C. Genital herpes         B. Syphilis       D. Chancroid | 1.   |
| ()<br>()<br>H<br>H<br>H<br>H<br>H | MODEL PAPER 2       Week Two Tuesday         Which one of the following is not a health effect of drug abuse?         A. Lack of concentration       C. Loss of memory         B. Addiction       D. Rape         Which one of the following sexually transmitted infections is caused by a virus?         A. Gonorrhea       C. Genital herpes                           | 1.   |

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|     | s<br>19 19 19 19 19 19 19 19 19 19 19 19 19 19 19 19 19 19 19.             | Std 8 |  |  |  |
|-----|--|-------|--|--|--|
| 4.  | Three of the following are control measures of HIV/AIDs <i>except</i> ?    |       |  |  |  |
|     | A. Issuing ARV's to the sick   | 4.    |  |  |  |
|     | B. Conducting campaigns through media                                      |       |  |  |  |
|     | C. Creating public awareness   |       |  |  |  |
|     | D. Conducting mass education   |       |  |  |  |
| 5.  | The third dose of antipolio is given to infants at                         | -     |  |  |  |
|     | A. 14 week C. 9 months   | 5.    |  |  |  |
|     | B. 10 weeks D. 6 weeks   |       |  |  |  |
| 6.  | Which of the following is <b>not</b> a common communicable disease?        | 6.    |  |  |  |
|     | A. Malaria C. Tuberculosis   | ο.    |  |  |  |
|     | B. Common cold D. Tetanus  |       |  |  |  |
| 7.  | The type of counseling given to a person just before the HIV results       |       |  |  |  |
|     | are released is called   |       |  |  |  |
|     | A. Post -test counseling   | 7.    |  |  |  |
|     | B. Elisa counseling  |       |  |  |  |
|     | C. Window counseling   |       |  |  |  |
|     | D. Pre-test counseling   |       |  |  |  |
| 8.  | Which one of the following is <b>not</b> a sexually transmitted infection? |       |  |  |  |
|     | A. Genital herpes C. Typhoid   | 8.    |  |  |  |
|     | B. Syphilis D. Gonorrhea   |       |  |  |  |
| 9.  | Which of the following stage of HIV infection does the patient test        |       |  |  |  |
|     | positive but shows no signs and symptoms?                                  |       |  |  |  |
|     | A. Window C. Full blown  | 9.    |  |  |  |
|     | B. Symptomatic D. Incubation   |       |  |  |  |
| 10. | Which one of the following is <b>not</b> a good forum for creating public  |       |  |  |  |
|     | awareness on HIV/AIDs? During  |       |  |  |  |
|     | A. Job interview C. Church crusade   | 10.   |  |  |  |
|     | B. Chief barazas D. Funerals   |       |  |  |  |
| 11. | Which one of the following is a symptom of gonorrhea?                      |       |  |  |  |
|     | A. Painful skin rashes   |       |  |  |  |
|     | B. Painless sores around the genitals                                      |       |  |  |  |
|     | C. Burning sensation when urinating  | 11.   |  |  |  |
|     | D. Painful lymph glands  |       |  |  |  |
| 12  | HIV can be spread through the following ways <i>except</i> ?               |       |  |  |  |
| 14. |  |       |  |  |  |
|     | A. Blood transfusion   | 12.   |  |  |  |
|     | B. Sharing body piercing objects   |       |  |  |  |
|     | C. Sexual intercourse  |       |  |  |  |
| 4.4 | D. Mosquito bites  | 1.0   |  |  |  |
| 13. | The following are effects of drug abuse                                    | 13.   |  |  |  |
|     | (i) Impaired judgment  |       |  |  |  |
|     | (ii) Drug induced accidents  |       |  |  |  |

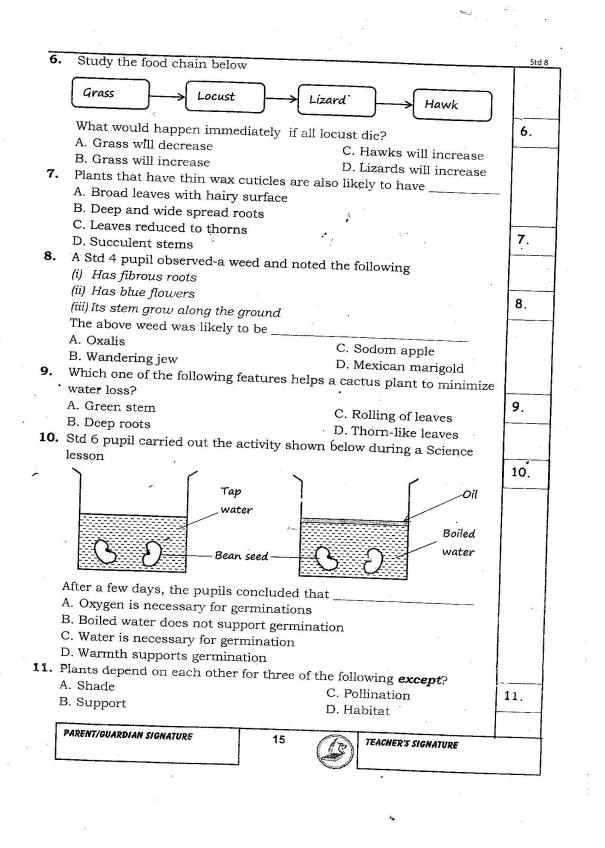
|                    |                   |  | ·   | Std 8 |
|--------------------|-------------------|--|---|-------|
|                    |                   | (iii) Lack of concentration                  | 5   |       |
|                    |                   | (iv) Marital conflicts                       |   |       |
|                    |                   | Which of the above are social effects?       |   |       |
| - 1 <sup>- 1</sup> |                   | A. (i) and (ii)                              | C. (iii) and (iv)                           |       |
|                    | 1000-100 - 1000-1 | B. (ii) and (iv)                             | D. (ii) and (iii)                           |       |
|                    | 14.               | Which one of the following diseases is       | not prevented by the DPT                    | 14.   |
|                    |                   | vaccine?                                     | · · · · · · · · · · · · · · · · · · ·       |       |
|                    |                   | A. Diphtheria                                | C. Whooping cough                           |       |
| e                  |                   | B. Tuberculosis                              | D. Tetanus                                  |       |
|                    | 15.               | The following are signs and symptoms o       | f a sexually transmitted                    | · ·   |
|                    |                   | infections                                   |   |       |
|                    |                   | (i) Pain in the lower abdomen                | g di sa | 1     |
|                    |                   | (ii) Discharge of pus from the genitals      |   |       |
|                    |                   | (iii) Burning sensation when urinating       | • • • • • • •                               | 15.   |
|                    |                   | The above disease is <i>likely</i> to be     | · · · · · · · · · · · · · · · · · · ·       |       |
|                    |                   | A. Chancroid                                 | C. Gonorrhea                                |       |
|                    |                   | B. Syphilis                                  | D. Genital herpes 🔔                         | -     |
|                    | 16.               | Which one of the following pairs of sexual   | ally transmitted infections is              |       |
|                    |                   | caused by a virus?                           |   |       |
|                    |                   | A. Genital herpes and HIV/AIDs               |   |       |
| *                  |                   | B. Ghancroid and Gonorrhea                   |   | 16.   |
|                    |                   | C. Syphilis and AIDs                         |   |       |
|                    |                   | D. Syphilis and Chancroid                    |   |       |
|                    | 17.               | Which one of the following drugs can be      | made artificially?                          |       |
|                    |                   | A. Mandrax                                   | C. Cocaine                                  | 17.   |
|                    |                   | B. Bhang                                     | D. Heroine                                  |       |
|                    | 18.               | Which one of the following pairs consist     | s of only legal drugs is                    |       |
|                    |                   | Kenya?                                       |   |       |
|                    |                   | A. Mandrax and Khat                          |   |       |
|                    |                   | B. Alcohol and Tobacco                       | ά.  | 18.   |
|                    |                   | C. Bhang and inhalants                       |   |       |
|                    |                   | D. Heroine and alcohol                       |   |       |
|                    | 19.               | Which one of the following is a reason for   | or HIV testing?                             |       |
|                    |                   | A. To campaign for the spread of HIV         |   |       |
| 8                  |                   | B. To avoid infected people                  |   | 19.   |
|                    |                   | C. To set a balanced diet                    |   | 17.   |
|                    |                   | D. To overcome fear                          |   |       |
|                    | 20.               | Three of the following are problems relation | ted to teeth <i>except</i> ?                |       |
|                    |                   | A. Gingivitis                                | C. Shedding teeth                           | 20.   |
|                    |                   | B. Tooth cavities                            | D. Dental Caries                            | J     |

|   | PLANTS  |    |
|---|---|----|
| 2 | APTATIONS OF PLANTS   |    |
|   | *   | 12 |
|   | EXERCISE 6       Week Two Wednesday         Plants that are able to survive in wet areas or in water are called |    |
|   | Frants that are able to survive in wet areas or in water are called   |    |
|   | The illustration below shows a cactus plant   |    |
|   | the mustration below shows a cactus plant   |    |
|   | Extra in  |    |
|   | X   |    |
|   | The structures marked X are the in form of thorns to  |    |
|   | reduce  |    |
|   | State three examples of hydrophytes ·   | i. |
|   | (a)   |    |
|   | (b)   |    |
|   | (c)   |    |
|   | State three characteristics xerophytes  |    |
|   | (a)   |    |
|   | (b)   |    |
|   | (C)   |    |
|   | Name three examples of mesophytes   |    |
|   | (a)   |    |
|   | (b)   |    |
|   | (c)   |    |
|   | Hydrophytes are not easily broken by the water currents because they  |    |
|   | have stems.   |    |

Std 8 8. State two reasons why murram grass roll their leaves (a)\_\_\_\_\_ (b)\_\_\_\_\_ Mechanisms that enable a plant to survive in a given habitat are known as 9. **CROP DISEASES EXERCISE 7** Week Two Thursday 1. State four signs of unhealthy crops (a)\_\_\_\_\_ (b)\_\_\_\_\_ (c) \_\_\_\_\_ (d)\_\_\_\_ 2. Another name for stunted growth is \_\_\_\_\_ The signs of unhealthy crops shown in the diagram below is known as З. 4. State two effects of crop diseases (a)\_\_\_\_\_\_ (b)\_\_\_\_\_ 5. The type of pest that causes damage crops by sucking the sap is called 6. State three methods of controlling crops pests of (a)\_\_\_\_\_ (b)\_\_\_\_\_ . . (c) \_\_\_\_\_

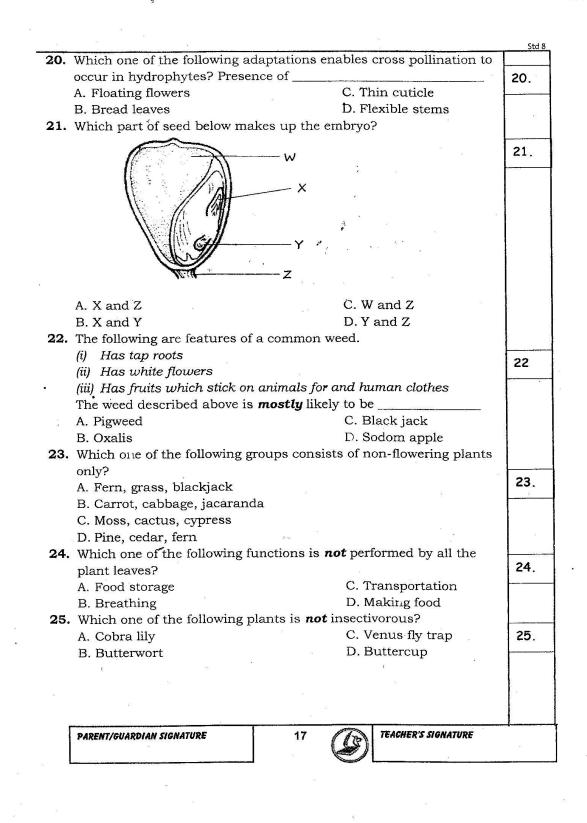
|  |   | Std-8     |
|--|---|-----------|
| State three examples of field pests  |   |           |
| (a)  |   |           |
| (b)  | a a far a sa sa sa  |           |
| (b)  | n <del>a di</del> esta esta esta esta esta esta esta esta | 8 B       |
|  |   |           |
| List two effects of pests on crops   |   | n<br>Na s |
| (a)  |   | ж<br>Ж    |
| (b)  | и н   |           |
| a a u a a a a a a a a a a a a a a a a a  |   |           |
| MODEL PAPER 3  | Tite of theme That down                                   |           |
| Which one of the following is an adap  | Week Two Friday   |           |
| A. Leaves with the cuticle   | . C. Many broad leaves                                    |           |
| B. Presence of succulent stems   | D. Flexible stems   | 1.        |
| Which of the following plants is <b>not</b> a  |   |           |
| A. Hyacinth  |   |           |
| B. Duckweed  | C. Water lily<br>D. Baobab                                | 2.        |
| and the second manufacture of the second sec | D. Daubau   |           |
| Which one of the following is <b>not</b> a si<br>A. Dark green leaves  | <b>A</b>  |           |
| B. Wilting ·   |   | 3.        |
| 0  | D. Retarded growth  | 1000000   |
| Which one of the following crop pests<br>A. Stalk borers   | <b>U</b>  |           |
| B. Aphids  | C. Cutworms   |           |
| Study the plant illustrated below  | D. Armyworms  | 4.        |
| orady the plant mustrated below  |   |           |
| $\widehat{\Lambda}$  |   | te star   |
| I I TATE A   |   |           |
| THE ALL AND  |   | 8<br>9    |
| 2 ANIA   |   | 1         |
| <b>一</b> 一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一一   |   |           |
|  |   | 2         |
|  |   |           |
|  |   |           |
|  | 두 이 가슴 사람감 누가 !   |           |
|  |   |           |
| Which one of the following adaptation  | is is <b>not</b> likely to be found in                    | 5.        |
| the plant shown above?   |   |           |
| A. Deep rooted   |   | 1         |
| B. Reduced number of stomata   |   |           |
| C. Thick waxy cuticle  | . <sup>9</sup>  |           |
| D. Presence of flexible stems  |   |           |
| ARENT/GUARDIAN SIGNATURE 14  | TEACHER'S SIGNATURE                                       |           |
| n  |   |           |
|  |   |           |

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|   | 1                                 |            | - 1 <sub>2-12</sub> |
|---|-----------------------------------|------------|---------------------|
| l e gegen da la |                                   |            | · · · ·             |
|   |                                   | Std 8      |                     |
| 12. Which of the following shows a group of         | of plants with tap roots?         |            |                     |
| A. Rice, wheat, Oats                                | a a                               | 12.        |                     |
| B. Pigweed, mango, carrot                           |                                   |            |                     |
| C. Beans, sugarcane, cabbage                        |                                   |            |                     |
| D. Kales, grass, millet                             | ан ист.<br>Тапа                   |            |                     |
| 13. Which one of the following factors is n         | ot necessary for seed             | 13.        |                     |
| germination?  |                                   | 10.        |                     |
| A. Warmth   | C. Soil                           |            |                     |
| B. Oxvgen   | D. Moisture                       |            |                     |
| 14. Which one of the following plants can           | not make its own foods?           |            |                     |
| A. Toadstools                                       | C. Moss                           | 14.        |                     |
| B. Fern   | / D. Algae                        |            |                     |
| 15. The following characteristics were obs          | erved on some plants              |            |                     |
| (i) Thorns  |                                   | 15         |                     |
| (ii) Thick waxy cuticle                             |                                   |            |                     |
| (iii) Many stomata                                  | a                                 |            |                     |
| (iv) Bread loaves                                   | 2<br>2                            |            |                     |
| Which two characteristic are for plant              | ts found in dry areas?            |            |                     |
| A. (i) and (iii)                                    | C. (iii) and (iv)                 | n<br>10    | 18                  |
| B. (i) and (ii)                                     | D. (ii) and (iii)                 |            |                     |
| 16. A flower that produces powdery poller           | n grains is also <b>likely</b> to |            |                     |
| A. Have anthers that are firmly attacl              | hed                               | 16.        |                     |
| B. Have brightly coloured petals                    |                                   |            |                     |
| C. Be scented                                       |                                   |            | а <sup>а</sup>      |
| D. Have feathery stigma                             |                                   |            |                     |
| 17. Which one of the following crop pests           | can be controlled using a         | 17.        | 1                   |
| scare crow?   |                                   |            |                     |
| A. Aphids   | C. Cutworms                       | nalises it | ~                   |
| B. Stalk borers                                     | D. Weaver bird                    | a          |                     |
| 18. Which one of the following is <b>not</b> a co   | ondition necessary for            | 18.        |                     |
| photosynthesis in green plants?                     |                                   |            |                     |
| A. Sunlight   | C. Oxygen                         | - 2020     |                     |
| B. Water  | D. Chlorophyll                    |            | 1                   |
| 19. Which one of the following is <b>not</b> an     | effect of crop diseases?          |            |                     |
| A. High cost of agricultural production             | n                                 | 10         | 1                   |
| B. Curled leaves                                    |                                   | 19.        |                     |
| C. Lower yields                                     | L                                 |            | ]                   |
| D. Reduced quality of produce                       |                                   |            | b 5                 |
|   |                                   |            |                     |
|   |                                   |            |                     |



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|   |   |  |                                   |                               | Std 8                    |         |
|---|---|--|-----------------------------------|-------------------------------|--------------------------|---------|
|   |   | <u>ANIMA</u>   | LS                                |                               |                          |         |
| ADAPTA'   | TIONS OF AN   | IMALS  |                                   |                               | с.                       | 1       |
| EXI   | RCISE 8   | · .  | Week 1                            | <u>Shree Mond</u>             | ay                       |         |
| 1. The too  | thless gaps on th   | he lower jaw of  |                                   |                               |                          |         |
| premol  | ars is known as   | 91<br>   |                                   | •                             | ×<br>×                   |         |
| 2. Mamm   | als that feed on h  | both plants and  | l flesh are ref                   | erred to as                   |                          |         |
| а.<br>  | - Total   | 2 Farmer   | <b>N</b>                          |                               | e                        | 2       |
|   | SCALE   |  |                                   | . <b>.</b>                    |                          | -       |
|   |   | MADENN   |                                   | 2                             | ĸ                        |         |
| а на на<br>а  | A. Harris   | - 200000 ARAA  |                                   |                               | е <sup>и</sup> и         |         |
|   |   | ALLANDING  |                                   |                               |                          |         |
| ·   |   |  |                                   |                               |                          |         |
| The ab  | ove jaw show an   | animal adapted   | d to feed on _                    |                               | e                        | -<br>   |
| 3. State to   | vo functions of c   | arnassial teeth  | found in car                      | nivores                       |                          |         |
| (a)   |   |  |                                   | -                             | 1. v                     |         |
|   |   |  |                                   |                               |                          |         |
| (b)<br><b>4.</b> The tee  | 1.5 1.000   |  |                                   | -<br>mainly to                |                          |         |
| <b>4.</b> The tee   |   | are well space   | d on the jaw :                    |                               |                          |         |
| <ol> <li>The tee</li> <li>The ma</li> </ol>   | th of a carnivore   | are well spaced  | d on the jaw :                    |                               |                          |         |
| <ol> <li>The tee</li> <li>The ma</li> </ol>   | th of a carnivore<br>in purpose of the  | are well spaced  | d on the jaw :                    |                               |                          | а<br>ж. |
| <ol> <li>The tee</li> <li>The ma</li> </ol>   | th of a carnivore<br>in purpose of the  | are well spaced  | d on the jaw :                    |                               | 9<br>9<br>17<br>18<br>18 |         |
| <ol> <li>The tee</li> <li>The ma</li> </ol>   | th of a carnivore<br>in purpose of the  | are well spaced  | d on the jaw :                    |                               | •                        |         |
| <ol> <li>The tee</li> <li>The ma</li> </ol>   | th of a carnivore<br>in purpose of the  | are well spaced  | d on the jaw :                    |                               |                          |         |
| <ol> <li>The tee</li> <li>The ma</li> <li>Study</li> </ol>  | th of a carnivore<br>in purpose of the<br>the diagram belo  | are well spaced<br>e toothless gaps  | d on the jaw :<br>s found in he   | rbivores is to                |                          |         |
| <ul> <li>4. The tee</li> <li>5. The ma</li> <li>6. Study</li> </ul>   | th of a carnivore<br>in purpose of the<br>the diagram belo  | are well spaced<br>e toothless gaps<br>ow<br>ve similar beak                     | d on the jaw<br>s found in he     | rbivores is to                |                          |         |
| <ol> <li>The tee</li> <li>The ma</li> <li>The ma</li> <li>Study</li> </ol>  | th of a carnivore<br>in purpose of the<br>the diagram belo<br>wo birds that hav                       | are well spaced<br>e toothless gaps<br>ow<br>ve similar beak                     | d on the jaw<br>s found in he     | rbivores is to                |                          |         |
| <ol> <li>The tee</li> <li>The ma</li> <li>The ma</li> <li>Study</li> <li>Study</li> </ol>   | th of a carnivore<br>in purpose of the<br>the diagram belo  | are well spaced<br>e toothless gap<br>ow<br>w<br>ve similar beak                 | d on the jaw                      | rbivores is to<br>shown above |                          |         |
| <ol> <li>The tee</li> <li>The ma</li> <li>The ma</li> <li>Study</li> <li>Study</li> </ol>   | th of a carnivore<br>in purpose of the<br>the diagram belo<br>wo birds that hav                       | are well spaced<br>e toothless gap<br>ow<br>w<br>ve similar beak                 | d on the jaw                      | rbivores is to<br>shown above |                          |         |
| <ol> <li>The tee</li> <li>The ma</li> <li>The ma</li> <li>Study</li> <li>Study</li> <li>Name t</li> <li>(a)</li> <li>(b)</li> <li>A bird</li> </ol> | th of a carnivore<br>in purpose of the<br>the diagram belo<br>wo birds that hav<br>with long, slende: | are well spaced<br>e toothless gap<br>ow<br>w<br>ve similar beak                 | d on the jaw<br>s found in he<br> | rbivores is to<br>shown above |                          |         |
| <ol> <li>The tee</li> <li>The ma</li> <li>The ma</li> <li>Study</li> <li>Study</li> <li>Name t</li> <li>(a)</li> <li>(b)</li> <li>A bird</li> </ol> | th of a carnivore<br>in purpose of the<br>the diagram belo  | are well spaced<br>e toothless gap<br>ow<br>w<br>ve similar beak                 | d on the jaw<br>s found in he<br> | rbivores is to<br>shown above |                          |         |
| <ol> <li>The tee</li> <li>The ma</li> <li>The ma</li> <li>Study</li> <li>Study</li> <li>Name t</li> <li>(a)</li> <li>(b)</li> <li>A bird</li> </ol> | th of a carnivore<br>in purpose of the<br>the diagram belo<br>wo birds that hav<br>with long, slende: | are well spaced<br>e toothless gaps<br>ow<br>ve similar beak<br>r and slightly c | d on the jaw<br>s found in he<br> | rbivores is to<br>shown above |                          |         |

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|          | (a)  |                  |
|----------|--|------------------|
|          | (b)  |                  |
| 9.       | According to the feeding habits, a weaver bird can be grou   | uped together    |
|          | with a chicken because they are both   |                  |
|          |  | 1921             |
|          | EXERCISE 9 Week Three  | Tuesday          |
| 1.       | An animal that kills other animals for food is known as  |                  |
|          |  | r                |
| 2.       | Name two groups of animals that have streamlined bodie   | s for easy       |
|          | movement   |                  |
|          | (a)  |                  |
|          | (b)  | 2                |
| 3.       | that helps them t  | o remain floati  |
| •        | even when they are not swimming.   |                  |
|          |  |                  |
| 4.       | Flying birds have hollow bones to make them  |                  |
|          | Flying birds have hollow bones to make them  | ·<br>· · · · · · |
| 4.<br>5. | State three reasons why animals move   | <br>             |
|          | State three reasons why animals move (a)   | <br>             |
|          | State three reasons why animals move (a) (b)   |                  |
| 5.       | State three reasons why animals move         (a)   |                  |
|          | State three reasons why animals move         (a)   |                  |
| 5.       | State three reasons why animals move         (a)   |                  |
| 5.       | State three reasons why animals move         (a)   |                  |
| 5.       | State three reasons why animals move         (a)   |                  |
| 5.       | State three reasons why animals move         (a)   |                  |
| 5.       | State three reasons why animals move         (a)   |                  |
| 5.       | State three reasons why animals move     (a)     (b)     (c)   The illustration below shows a frog |                  |
| 5.       | State three reasons why animals move         (a)   |                  |

| ·  |   |   |                                  |               |                  |
|--|---|---|----------------------------------|---------------|------------------|
|  | о и <u>п</u>  |   |                                  |               |                  |
|  |   |   | x                                |               |                  |
| 8.   | Snails and slugs move by  |   |                                  |               | Std 8            |
| 9.   | Name two birds that feed on nectar  | 6 (2) R   | 14.16                            |               |                  |
| ж. 13<br>14 - 14   | (a)(b)  | n<br>   | 201 V                            |               | т.<br>2          |
|  | <i>(b)</i>  | ••  |                                  |               |                  |
| 10   | (b)   |   |                                  |               |                  |
| 10.  | Birds with flat breaks having serrated ec   | ges are said to l   | oe                               | _feede        | ers              |
| 8 B  | ing i the b   | 8 <sup>6</sup> 6  | 2 A A A                          |               |                  |
| с <sup>и</sup> с.,   | EXERCISE 10   | Veek Three  | Wednesd                          | lan           |                  |
| 1.   | State four signs of ill-health in livestock   |   | in ouriest                       | uy            |                  |
| e  | (a)   |   |                                  |               |                  |
| 1 h.   | (a)   | ¥   |                                  | •             | 20<br>1 10       |
|  | (c)   | • <u> </u>  | <u> </u>                         |               |                  |
|  | (c)   |   | <del></del>                      |               | 51               |
|  | (d)   | 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2   | <u> </u>                         |               |                  |
| 2.   | State two effects of livestock diseases   |   |                                  |               | 8                |
|  |   |   |                                  |               |                  |
|  | (a)   |   |                                  | 21<br>25      |                  |
| <b>3.</b>  | (a)(b)<br>Both internal and external livestock para   | sites can be con  | trolled by                       | e<br>e<br>I e | 0<br>5<br>0 E    |
| 3.<br>1.<br>5. :   | (b)<br>Both internal and external livestock para<br>The process of giving solid medicine to an<br>parasites is called<br>State three methods of controlling human<br>(a)  | sites can be con<br>imals in order to<br>intestinal worm  | trolled by<br>b kill inter       | nal           | ,<br>,<br>,<br>, |
| 3.<br>1.<br>5. :   | (b)<br>Both internal and external livestock para<br><br>The process of giving solid medicine to an<br>parasites is called<br>State three methods of controlling human   | sites can be con<br>imals in order to<br>intestinal worm  | trolled by<br>b kill inter       | nal           |                  |
| 3.<br>1.<br>5. :   | (b)<br>Both internal and external livestock para<br>The process of giving solid medicine to an<br>parasites is called<br>State three methods of controlling human<br>(a)  | sites can be con<br>imals in order to<br>intestinal worm  | trolled by<br>b kill inter       | nal           |                  |
| 3.<br>1.<br>5. :   | (b)<br>Both internal and external livestock para<br><br>The process of giving solid medicine to an<br>parasites is called<br>State three methods of controlling human<br>(a)<br>(b)   | sites can be con<br>imals in order to<br>intestinal worm  | trolled by<br>b kill inter<br>ns |               |                  |
| 3. 1<br>1. 1<br>1. (   | (b)Both internal and external livestock para<br>The process of giving solid medicine to an<br>parasites is called<br>State three methods of controlling human<br>(a)<br>(b)<br>(c)<br>MODEL PAPER 4   | sites can be con<br>imals in order to<br>intestinal worm  | trolled by<br>b kill inter<br>hs |               |                  |
| 3.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1                                | (b)Both internal and external livestock para<br>Both internal and external livestock para<br>The process of giving solid medicine to an<br>parasites is called<br>State three methods of controlling human<br>(a)<br>(b)<br>(c)<br>MODEL PAPER 4<br>Which one of the following types of teeth a<br>blicing flesh and crushing bones?  | sites can be con<br>imals in order to<br>intestinal worm  | trolled by<br>b kill inter<br>hs |               |                  |
| 3.<br>1.<br>1.   | (b)         Both internal and external livestock para         Both internal and external livestock para         The process of giving solid medicine to an parasites is called         parasites is called         State three methods of controlling human         (a)         (b)         (c)         MODEL PAPER 4         Which one of the following types of teeth solicing flesh and crushing bones?         A. Canines   | sites can be con<br>imals in order to<br>intestinal worm<br>Week Two T<br>re used by carn                               | trolled by<br>b kill inter<br>hs |               |                  |
| 3.<br>1.<br>1.<br>((<br>()<br>()<br>()<br>()<br>()<br>()<br>()<br>()<br>()<br>()<br>()<br>() | (b)         Both internal and external livestock para         Both internal and external livestock para         The process of giving solid medicine to an parasites is called         parasites is called         State three methods of controlling human         (a)         (b)         (c)         MODEL PAPER 4         Which one of the following types of teeth solicing flesh and crushing bones?         A. Canines         B. Carnassial   | sites can be con<br>imals in order to<br>intestinal worm<br>Week Two T<br>tre used by carn<br>C. Molars<br>D. Premoloro | trolled by<br>b kill inter<br>hs |               |                  |
| 3.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1.<br>1                                | (b)         Both internal and external livestock para         Both internal and external livestock para         The process of giving solid medicine to an parasites is called         parasites is called         State three methods of controlling human         (a)         (b)         (c)         MODEL PAPER 4         Which one of the following types of teeth a slicing flesh and crushing bones?         A. Canines         3. Carnassial         Which one of the following mammals is an parasite. | sites can be con<br>imals in order to<br>intestinal worm<br>Week Two T<br>tre used by carn<br>C. Molars<br>D. Premoloro | trolled by<br>b kill inter<br>hs |               |                  |
| 3.<br>1.<br>1.<br>5. :<br>(<br>(<br>(<br>(<br>)  | (b)         Both internal and external livestock para         Both internal and external livestock para         The process of giving solid medicine to an parasites is called         parasites is called         State three methods of controlling human         (a)         (b)         (c)         MODEL PAPER 4         Which one of the following types of teeth solicing flesh and crushing bones?         A. Canines   | sites can be con<br>imals in order to<br>intestinal worm<br>Week Two T<br>tre used by carn<br>C. Molars<br>D. Premoloro | trolled by<br>b kill inter<br>hs |               |                  |

|    | Animal adapted to flying have  |          |
|----|--|----------|
|    | A. Streamlined bodies C. Webbed feet   | 3.       |
|    | B. Fins D. Strong hind legs  |          |
| ŀ. | Std 8 pupils from Likoni saw a bird with a beak shown in the   |          |
|    | diagram below  |          |
|    | and the second sec |          |
|    | A MARTIN AND A MARTIN   | 4.       |
|    | and the second sec |          |
|    |  |          |
|    | The bird was likely to be feeding on   |          |
|    | A. Grains  | c        |
|    | B. Nuts D. Nectar  |          |
| 5. | Which one of the following is <i>not</i> an immediate sign of ill health in  |          |
|    | livestock?   | 5.       |
|    | A. Coughing C. Blood in stool  | 5.       |
|    | B. Loss of weight D. Rough coat  |          |
| 5. | Which one of the following animals removes waste in form of pellets?   |          |
|    | A. Donkey C. Cows  | 6.       |
|    | B. Chicken D. Rabbit   |          |
| 7. | In which one of the following organs of livestock are lungworms not  |          |
|    | likely to be found?  | <u> </u> |
|    | A. Small intestine C. Brain  | 7.       |
|    | B. Lungs D. Stomach  |          |
| 3. | Which of the following statements is true about fish and   |          |
|    | amphibians? Both have  |          |
|    | A. Constant body temperature   | 8.       |
|    | B. Scales  |          |
|    | C. External fertilization  | 1        |
|    | D. Gills   |          |
| 9. | A Std 7 pupil came across a bird with the feet shown below   |          |
|    | The bird was <i>most</i> likely to be a  | 9.       |
|    |  |          |
|    |  |          |
|    |  | 1        |
|    |  |          |
|    |  |          |
|    | Callerren  |          |
|    | A Bird of prev C. A vulture  |          |
|    | A. Bird of prey C. A vulture   |          |

|     | 73                                       |  |         |
|-----|--|--|---------|
|     |  |  | Std 8   |
| 10. | Which of the following is an effe        | ct of livestock disease?   |         |
|     | A. Low quality of products               | × 8  | 10.     |
|     | B. Reduced yield                         |  |         |
|     | C. Blood in stool                        |  |         |
|     | D. Stunted growth                        | ~  |         |
| 1   | Which one of the following is the        | e <b>main</b> reason why a fish is able to   |         |
|     | move easily in water?                    |  | 11.     |
|     | A. Dry scales                            | C. Fins  | i.      |
|     | B. Streamlined body                      | D. Gills   |         |
| 2.  | Birds which feed on nectar have          |  |         |
|     | A. Short pointed beaks                   | 2 11 1848  | 12.     |
|     | B. Short curved beaks                    |  |         |
|     | C. Long slender curved beaks             |  |         |
|     | D. Short hooked beaks                    | ۲. ۲. ۲.   |         |
| 3.  | All the following animals are ada        | apted to hoping and leaping <i>except</i> ?  | 13.     |
|     | A. Toads                                 | C. Ducks   |         |
|     | B. Frogs                                 | D. Fleas   |         |
| 4.  | Which one among the following            | animals is attacked by fleas?  |         |
|     | A. Cows                                  | C. Camels  | 14.     |
| 2   | B. Sheep                                 | D. Rabbits   |         |
| 5.  | Three of the following are filter for    | eeders. Which one is <b>not</b> ?  |         |
|     | A. Penguin                               | C. Flamingo  |         |
|     | B. Sunbird •                             | D. Duck  | 15.     |
| 6.  | The diagram below shows a beal           | k of a bird that <b>most likely</b> feeds  |         |
|     | on?                                      |  |         |
|     |  |  |         |
|     |  |  | 16.     |
|     | MIL                                      |  |         |
|     | m /                                      | и<br>4   | P       |
|     | A. Grains                                | C. Flesh   | 12      |
|     | B. Nectar                                | D.Fish   | 2000 TC |
| 7.  | Which of the following is <b>not</b> a s | ign of ill health in livestock?  | 17.     |
|     | A. Watery eyes                           | C. Coughing  |         |
|     | B. Glossy coat                           | D. Dry muzzle  |         |
| 8.  | Which one of the following paras         | sites attacks small intestings in  |         |
|     | livestock?                               | and attacks small intestines in  | 4.0     |
|     | A. Lungworms                             | C. Mites   | 18.     |
|     | B. Liverflukes                           | D. Hookworms   |         |
| 9.  | Which one of the following is <b>no</b>  |  |         |
| -   | A. Hawk                                  | New Control of Control | 19.     |
|     | B. Vulture                               | C. Weaver bird   |         |
| ſ   |  | D. Eagle   |         |

| 20 Which   |          |
|--|----------|
| <ul><li>20. Which one of the following is <i>not</i> a characteristic of fish? They?</li><li>A. Lay eggs</li></ul>               | Std 8    |
| A. Lay eggs They?  |          |
| B. Are cold blooded  | 20.      |
| C. Have internal fertilization   |          |
| D. Live in water   |          |
| 21. The following are control measures for human intestinal worms <i>except</i> ?  |          |
| except?  |          |
| A. Rotational grazing  | 21.      |
| B. Proper cooking of food  |          |
| C. Proper sanitation   |          |
| D. Regular demorphies  |          |
| 22. Which one of the following features enables a fish to float in water?  |          |
| Presence of  |          |
| A. Lateral line  | 22.      |
| B. Gills   | <u> </u> |
| C. Streamlined body  |          |
| D. Swim bladder  |          |
| <b>23.</b> Which one of the output   |          |
| <b>23.</b> Which one of the following shows a pair of omnivores?<br>A. Pig and monkey  |          |
|  | 23.      |
| B. Goat and hyena  |          |
| C. Crocodile and pig   |          |
| D. Rhino and sheep   | 1        |
| 4. In which one of the following method of method  | 1 for    |
| 14. In which one of the following method of grazing are animals feed on fodder crops, conserved foods and commercial feeds only? | F        |
| A. Paddocking  | 24.      |
| B. Stall feeding   | <u> </u> |
| C. Tethering   |          |
| D. Herding   |          |
| 5. Which one of the following animals has carnassial teeth?<br>A. Buffalo  |          |
| A. Buffalo   |          |
| B. Hippopotamus C. Lion  | 25.      |
| ppopotanius D. Zebra   | 25.      |
|  |          |
|  | 1        |
|  |          |
|  |          |
|  | 1        |
|  |          |
|  | 1        |
|  | 1        |
|  | 1        |
|  | 1        |

| The second | e already covered four topics. It | re make use of this                      |
|---|-----------------------------------|--|
|   | inderstood the concept. The of    | fail to get 75% in every                 |
| opic, you are advised to  | practice more in that topic by    | using even other                         |
| evision books   |                                   | Dum andre                                |
| Горіс   | Performance                       | Teachers Remarks                         |
| Human body  | 3                                 |  |
| -Fertilization  | Exerc 1: 17 points                |  |
| - Foetal development  | Exerc 2: 17 points                | 10 1 10 10 10 10 10 10 10 10 10 10 10 10 |
| - Excretory System  | Exerc 3: 15points                 |  |
|   | Model pp 1: 25points              |  |
| ( /74   | 1 - 7                             |  |
| Health Education  |                                   |  |
| - S.T.(   | Exerc 4: 17 points 49             |  |
| - Control measure   | Exerc 5: 12 points                |  |
|   | Model pp 2: 20 points             | -  |
| Plant   |                                   |  |
| -Adaptation of plants   | Exerc 6: 18 points                |  |
| - Crop Disease 7  | Exerc 7: 17 points                |  |
|   | Model DD 3: 1-25                  |  |
| /60   | -                                 |  |
| Animals   |                                   |  |
| Adaptation of Anim  | nals Exerc 8: 14 points           | -  |
| - Movement of animal  |                                   | •  |
| cian Fill health ani  | mals Exerc 10: 11 points          |  |
|   | Model pp 4: 1-25                  | 2  |
| 65  |                                   |  |
|   | 2 U                               | •  |
|   | 24                                | о <sub>в</sub> п                         |
|   | x                                 |  |

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Thorough

Std 8

# ENGLISH

### Week one Monday

Broken passage 1

Fill each blank space in the following passage with the best alternative It was still \_\_1\_\_ early when we arrived \_\_2\_\_ the market. Many women had already \_\_3\_\_ their stalls and their fruits and vegetables were \_\_4\_\_ \_\_5\_. The sun was \_\_6\_\_\_7\_ to have \_\_8\_\_ the morning dew.

Mutuku and I followed mother to the place where she \_\_9\_\_\_10\_\_ her position on market days. Mutuku was carrying a sack filled \_\_11\_\_ cabbage and I was \_\_12\_\_ by a load of bananas.

Mother \_\_\_13\_\_\_ and immediately began to sort the tomatoes she had bought and arranged them \_\_\_14\_\_\_ neat piles. "Put your loads \_\_\_15\_\_\_ now," She said and spread everything out on the ground.

| 1        | A. too           | В. | 50          | C   | enough        | D. | quite       |
|----------|------------------|----|-------------|-----|---------------|----|-------------|
| <u>.</u> |                  |    |             |     |               | -  | 1           |
| 2.       | A. to            | В. | ın          | `С. | at            | D. | on          |
| З.       | A. set up        | в. | set down    | C.  | set in        | D. | up set      |
| 4.       | A. spread over   | В. | spread up   | C.  | spread out    | D. | spread on   |
| 5.       | A. to buy        | В. | for sale    | C.  | on sale       | D. | to sale     |
| б.       | A. moreover      | Β. | this time   | C.  | besides       | D. | already     |
| 7.       | A. strong enough | Β. | very strong | C.  | enough strong | D. | too strong  |
| 8.       | A. taken off     | Β. | removed     | C.  | dried up      | D. | steamed     |
| 9.       | A. eventually    | В. | repeatedly  | C.  | usually       | D. | insistently |
| 10.      | A. took on       | В. | took up     | C.  | took after    | D. | took down   |
| 11.      | A. with          | В. | by          | C.  | of            | D. | through     |
| 12.      | A. weighed up    | В. | weighed     | C.  | weighed down  | D. | weighed in  |
| 13.      | A. sat up        | В. | sat down    | -C. | seated        | D. | sit         |
| 14.      | A. in            | В. | as          | Ċ.  | over          | D. | along       |
| 15.      | A. up            | В. | down        | Ċ.  | back          | D. | though      |
|          |                  |    |             |     |               |    |             |

| 1          | 2               | 3.  | 4   | 5             |            |
|------------|-----------------|-----|-----|---------------|------------|
| б.         | 7.              | 8.  | 9.  | 10.           |            |
| 11.        | 12.             | 13. | 14. | 15.           | •          |
| PARENT/GUA | RDIAN SIGNATURE | 2   |     | R'S SIGNATURE | inini<br>V |

Thorough

Week one Tuesday

Std 8

### <u>Broken passage 2</u>

### Fill each blank space in the following passage with the best alternative

We sat quietly in the courtroom \_\_1\_\_ the entrance of the \_\_2\_. The anxiety \_\_3\_ the room was evident on everyone's face. All the \_\_4\_\_ had taken the stand and given evidence. The accused had also taken the stand. He had given conflicting information during \_\_5\_\_. This made it crystal \_\_6\_\_ that the judgment \_\_7\_\_ be passed in \_\_8\_\_ of the complainant. He had been swindled \_\_9\_\_ his property by the accused who was \_\_10\_\_ distant relative. This had taken place while the complainant had been \_\_11\_\_ in the local hospital. We knew that justice had to \_\_12\_\_. In fact, we were longing for the \_\_13\_\_ word from the court. No criminal offence had been committed \_\_14\_\_ illegally gaining \_\_15\_\_ to one's property was punishable by a court of law.

| -   |                   |           |                   |            |            |    |               |
|-----|-------------------|-----------|-------------------|------------|------------|----|---------------|
| 1.  | A. awaiting       | В.        | patiently         | C.         | expecting  | D. | listening     |
| 2.  | A. Police Officer | В.        | Attorney General  |            | Judge      |    | Chief Justice |
| 3.  | A. over           | В.        | of                |            | by         |    | in            |
| 4.  | A. lawyers        | B.        | accused           |            | witnesses  |    | observers     |
| 5.  | A. confession     |           | cross-examination |            |            |    | 8             |
| 6.  | A. clear          |           | white             |            |            |    | sentencing    |
| ~   |                   |           |                   | Ų.         | clean      | D. | open          |
| 7.  | A. might          | В.        | could             | C.         | would      | D. | should        |
| 8.  | A. bias           | В.        | agreement         | C.         | disfavour  | D. | favour        |
| 9.  | A. off            | Β.        | of                | C.         | with       |    | by            |
| 10. | A. he             | В.        | he's              |            | his        |    | he is         |
| 11. | A. ailing         | B.        | seeking           |            | discharged |    |               |
| 12. | A. show           |           | 0                 |            | 0          | D. | accepted      |
|     |                   | D.        | win               | С.         | avail      | D. | prevail       |
| 13. | 8                 | В.        | main              | C.         | final      | D. | closing       |
| 14. | A. and            | В.        | but               | C:         | SO         |    | then          |
| 15. | A. access         | B.        | permit            |            | possession |    |               |
|     |                   | 1.000 (A) | Portine           | <b>U</b> . | possession | D. | recess        |
|     |                   |           |                   |            |            |    |               |
|     |                   |           |                   |            | *          |    |               |
|     |                   |           |                   |            |            |    |               |
|     |                   |           |                   |            |            |    |               |

| 1   | 2   | 3.  | 4   | 5   |
|-----|-----|-----|-----|-----|
| 6.  | 7.  | 8.  | 9.  | 10. |
| 11. | 12. | 13. | 14. | 15. |

Thorough

5

### Week one Wednesday <u>Broken passage 3</u> Fill each blank space in the following passage with the best alternative

The government is  $\__1$  to serve the people, according to the constitution. 2 the separation of powers, each 3 of the government is 4 of the other, though they work closely together. \_\_5\_\_ means that the Executive **\_\_\_6**\_\_\_ interfere **\_\_\_7**\_\_\_ the running of the Judiciary. The roles of each arm of the government \_\_\_8\_\_\_ defined and spelt \_\_\_9\_\_\_ to avoid confusion and interference. Parliament \_\_\_10\_\_ the laws of the land. It is \_\_11\_\_ called the legislature. The Executive \_\_\_12\_\_\_ that the government plans and policies are \_\_\_13\_\_\_. The policies are made by the cabinet \_\_\_14\_\_\_ are executed by the civil servants, \_\_\_15\_\_\_ are employees of the government.

| 1   | 2   | 3.  | 4   | 5   |
|-----|-----|-----|-----|-----|
| 6.  | 7   | 0   |     |     |
|     |     | 8.  | 9.  | 10. |
| 11. | 12. | 13. |     |     |
|     |     | -0. | 14. | 15. |

Std 8

Thorough

### <u>Week one Thursday</u> <u>Broken passage 4</u>

# Fill each blank space in the following passage with the best alternative

Measles is a deadly disease, especially among young children \_\_1\_\_ is spread through contact \_\_2\_\_ infected mucus and saliva. It \_\_3\_\_ cause severe diarrhoea, pneumonia, vision loss or even death. Unfortunately, the \_\_4\_\_ measles, a viral infection and a high contagious disease, is a major \_5\_\_ in the steady progress made over the years in the improvement of public health. Ironically, this is happening \_\_6\_\_ there is an effective answer to this great threat, which is the sustained vaccination \_\_7\_\_ in children.

| _    |   | 3                    | 4              | 5            |
|------|---|----------------------|----------------|--------------|
|      | <ol> <li>A. owing</li> <li>A. Regardless</li> </ol> | B. IIOM<br>B. Unless | C. If          | D. Although  |
| 54 C | 3. A. across  | B. from              | C. towards     | D. under     |
|      | 2. A. from  | B. to                | C. of          | D. in        |
|      | L. A. regardless                                    | B. off               | C. over        | D. at        |
|      | A. raised up  | B. into              | C. through     | D. against   |
| 9.   |   | B. let off           | C. slowed down | D. gone off  |
| 8.   | Antonio Inclusione Centre                           | B. and then          | C. even if     | D. moreover  |
| 7.   |   | B. has being         | C. has been    | D. have been |
| 6.   | A. how  | B. among             | C. between     | D. moreso    |
| 5.   | A. improvement                                      | B. when              | C. then        | D. where     |
| 4.   | A. resurgence                                       | B. comment           | C. setback     | D. progress  |
| 3.   | A. may  | B. menace            | C. advanced    | D. resume    |
| 2.   | A. with   | B. must              | C. should      | D. can       |
| 1.   | A. what   | B. at                | C. to          | D. on        |
|      | •   | B. which             | C. whose       | D. whom      |

| 1.  | 2   | 3.   | 4   | 5   |
|-----|-----|------|-----|-----|
| 6   | 7.  | 8.   | 9.  | 10. |
| 11  | 12  | 13.  | 14. | 15. |
| 11. | 12. | 1.0. | 0   |     |

Std 8

### GRAMMAR

### PHRASAL VERBS

Exercise 5

Week one Friday

Write the meanings of the phrasal verbs below

| *** | Phrasal Verb  | Meaning   |
|-----|---------------|---|
| 1.  | Break up      | <ul> <li>To end a relationship</li> <li>To disperse</li> <li>When school close for holiday</li> </ul> |
| 2.  | Come to       |   |
| З.  | Carry off     |   |
| 4.  | Get back at   |   |
| 5.  | Get away with |   |
| 6.  | Give up       | ×   |
| 7.  | Give in       |   |
| 8.  | Look into     |   |
| 9.  | Make out      |   |
| 10. | Put aside     | -   |

#### <u>Choose the correct alternative from the given four to replace the</u> <u>underlined phrase</u>

| 11. | Jasmine called on her best friend last mo       | onth.          | 11.  |
|-----|---|----------------|--|
|     | A. visited                                      | C. checked     | <b>* 1</b> ·                                 |
|     | B. rang   | D. saw         |  |
| 12. | Linah worked hard to make up for the lo         | st time.       | <b></b>                                      |
|     | A. create                                       | C. restore     | 12.  |
|     | B. recover                                      | D. replace     |  |
| 13. | We <b>called off</b> the concert.               | 2              |  |
|     | A. cancelled                                    | C. abandoned   | 13.  |
|     | B. postponed                                    | D. stopped     |  |
| 14. | The fighter gave in in the first round.         |                | <b>—</b> ——————————————————————————————————— |
|     |   | C. surrendered | 14.  |
|     | B. fell   | D. struggle    | استعرب المستحي                               |
| 15. | Our teachers advised us not to <i>despair</i> . |                | []   |
|     | A. give away                                    | C. give up     | 15.  |
|     | B. give in                                      | D. give out    |  |

T

|     | nplete using the correct phrasal verb                     |
|-----|---|
|     | We put a wonderful skit during the drama festivals.       |
|     | Children look their parents for their basic needs.        |
| 18. | Our bus a few kilometres from the town.                   |
| 19. | The wanted criminal gave himself to the police.           |
| 20. | How did the accident come?                                |
|     |   |
|     | Conditional sentences                                     |
|     | Exercise 6 Week Two Monday                                |
| Ch  | pose the best answer to complete the following sentences. |
|     | If we travelled by bus,                                   |
|     | A. we would have arrived early                            |
|     | B. we will arrive early 1.                                |
| 2   | C. we would arrive early                                  |
|     | D. we will have arrived early                             |
| 2.  | If the hunter traps a gazelle,                            |
|     | A. he will eat meat                                       |
|     | B. he would eat meat                                      |
|     | C. he would have eaten meat                               |
|     | D. he should have eaten meat                              |
| З.  | If I pray to God daily,                                   |
|     | A. He shall, give me all that I want                      |
|     | B. He would have given me all that I want                 |
|     | C. He will give me all that I want 3.                     |
|     | D. He will have given me all that I want                  |
| 4.  | If you had worked hard,                                   |
|     | A. you would have past your exams                         |
|     | B. you would have passed your exams 4.                    |
|     | C. you would pass your exams                              |
|     | D. you will be passing your exams.                        |
| 5.  | If had time, I  |
|     | A. would have visited her 5.                              |
|     | B. would visit her  |
|     | C. could visit her  |
|     | D. might visit her  |
| 6.  | Would you have done that job if you,                      |
|     | A. were paid well? 6.                                     |
|     | B. would have been paid well?                             |

44 <sup>1</sup>

|          |   | 54                                     |
|----------|---|--|
| 1        |   |  |
|          | 1   |  |
|          | Thorough  |  |
|          | a and an  | Std 8                                  |
|          | C. had been paid well?                                  |  |
|          | D. could be paid well?                                  | Ψ.                                     |
|          | 7 I would have flown to Europe.                         | -                                      |
| 1        | A. If I had enough money                                | 7.                                     |
|          | B. If I had had enough money                            |  |
| 3 M      | C. If I have enough money                               |  |
|          | D. If I would have money                                |  |
|          | 8, I would be happy.                                    |  |
|          | A. If I had a good house                                |  |
|          | B. If I had had a good house                            | 8.                                     |
| *        | C. If I want to have a good house                       | 0.                                     |
|          | D. If I want to have a good house                       |  |
|          | 9, trees will grow luxuriantly.                         |  |
|          | A. If it rains often                                    |  |
|          | B. If it was raining                                    |  |
|          | C. If it has been raining                               | 9.                                     |
| N        | D. If it had rained                                     | ······································ |
|          | 10, she would have emerged tops.                        |  |
| T.       | A. If she didn't fail in Kiswahili                      |  |
|          | B. If she hadn't failed in Kiswahili                    | 10.                                    |
|          | C. If she hasn't failed in Kiswahili                    |  |
|          | D. If she failed in Kiswahili                           |  |
|          | - one rand in hiswallin                                 |  |
|          |   |  |
|          | Subject Verb Agreement                                  | т.                                     |
|          | Choose the best choice to complete the sentence         |  |
|          |   |  |
|          | 11. Each of the pupils awarded.                         | 14                                     |
| 8 F<br>8 | C. are  | 11.                                    |
|          |   |  |
| 1        | 12. Neither the doctor nor the patientswatching the ne  | ws.                                    |
| Ŧ        | A. were C. will   | 12.                                    |
|          | B. is D. was  |  |
| *a       | 13. Anybody allowed to enter.                           | <b></b>                                |
|          | A. are C. am  | 13.                                    |
|          | B. is D. were   |  |
|          | 14. The girl with her friend                            | []                                     |
|          | A. have C. has  | 14.                                    |
|          | B. having D. is   |  |
|          | <b>15.</b> The officer and his men crossing the bridge. |  |
| 2        | A. is C. was  | 15.                                    |
|          | B. have D. were   | 10.                                    |
| i        | BADENT/CHABBLAN CICHATINE 24                            |  |

| gh                         |   |  |  |
|----------------------------|---|--|--|
| ly frie                    | end and mentor de   | eserted me.  | 16.  |
| ha.                        |   | C. Shie  |  |
| 3. ha                      | S   | D. was   | v time.  |
| The c                      | s<br>hairperson, às well as the secre   | ary expected an  | Г  |
| A. ar                      |   | 0. 10  | 17.  |
| 3. w                       | as  | D. they  |  |
| viy ui                     | ncle, like my father,   | _in a ballk.<br>C. works   |  |
| A. w                       | ork   | C. WOILD   | 18.  |
| B. w                       | orked   | D. working   | dict L   |
| The c                      | orked<br>ouncil of elders their   | own opinions on the ver  | r  |
| A. h                       |   | C. Were  | 19.  |
| B. h                       | ave   | D. was   | lark   |
| Ten t                      | ave<br>housand shillings  | the reward given to M  | ,  |
| . w                        |   | C. Have  | 20.  |
| B. v                       |   | D. has   |  |
| •                          |   |  |  |
| inge                       | <u>Direct and inc</u><br><u>Exercise 7</u><br>the following sentences from  | Week Two Tuesda  | y<br><u>ct speech</u>  |
| <u>inge</u><br>mple        | Exercise 7<br>the following sentences from  | <u>Week Two Tuesda</u><br>direct speech to indired   | <u>Y</u><br>ct speech  |
|                            | Exercise 7<br>the following sentences from  | <u>Week Two Tuesda</u><br>direct speech to indirect<br>Indirect  | <u>t speech</u>  |
| mple                       | <u>Exercise 7</u><br>the following sentences from<br>es<br>Direct   | Week Two Tuesda<br>direct speech to indirect<br>Indirect<br>s Hassan said that his   | <u>st speech</u><br>mother <b>was</b>  |
|                            | Exercise 7<br>the following sentences from<br>es<br>Direct<br>Hassan said, "My mother   | Week Two Tuesda<br>direct speech to indirect<br>Indirect<br>s Hassan said that his<br>cooking green banan  | <b>at speech</b><br>mother <b>was</b><br>as.   |
| mple<br>1.                 | Exercise 7<br>the following sentences from<br>es<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."  | Week Two Tuesda         direct speech to indirect         is       Hassan said that his         cooking green banan         She said that she had  | <mark>at speech</mark><br>mother <b>was</b><br>as.<br><b>l eaten.</b> "                                |
| 1.<br>2.                   | Exercise 7<br>the following sentences from<br>es<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."<br>She said, "I have eaten."   | Week Two Tuesda<br>direct speech to indirect<br>Indirect<br>S Hassan said that his<br>cooking green banan<br>She said that she had   | <mark>at speech</mark><br>mother <b>was</b><br>as.<br><b>l eaten.</b> "                                |
| mple<br>1.                 | Exercise 7<br>the following sentences from<br>s<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."<br>She said, "I have eaten."<br>"I have been revising m   | Week Two Tuesda         direct speech to indirect         is         Hassan said that his         cooking green banan         She said that she had         iny         Adhiambo said that si         revising her work.   | mother was<br>as.<br>leaten."<br>he had been   |
| 1.<br>2.<br>3.             | Exercise 7<br>the following sentences from<br>s<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."<br>She said, "I have eaten."<br>"I have been revising m<br>work." Adhiambo said.'   | Week Two Tuesda         direct speech to indirect         is         Hassan said that his         cooking green banan         She said that she had         iy         Adhiambo said that s         revising her work.   | mother was<br>as.<br>leaten."<br>he had been   |
| 1.<br>2.                   | Exercise 7<br>the following sentences from<br>the following sentences from<br>the following sentences from<br>the sentent of the sentences from<br>the sentences from the sentences from<br>the sentences from the sentences | Week Two Tuesda         direct speech to indired         Indirect         is         Hassan said that his         cooking green banan         She said that she had         ny         Adhiambo said that she         ny         Adhiambo said that she         ny         Kanini Said that she         her bag. | <b>at speech</b><br>mother <b>was</b><br>as.<br>I <b>eaten</b> ."<br>he <b>had been</b><br>was washing |
| 1.<br>2.<br>3.<br>4.       | Exercise 7<br>the following sentences from<br>the following sentences from<br>the following sentences from<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."<br>She said, "I have eaten."<br>"I have been revising m<br>work," Adhiambo said.'<br>"I was washing my bag<br>Kanini Said.   | Week Two Tuesda         direct speech to indired         Indirect         is         Hassan said that his         cooking green banan         She said that she had         ny         Adhiambo said that she         ny         Adhiambo said that she         ny         Kanini Said that she         her bag. | <b>at speech</b><br>mother <b>was</b><br>as.<br>I <b>eaten</b> ."<br>he <b>had been</b><br>was washing |
| 1.<br>2.<br>3.             | Exercise 7<br>the following sentences from<br>the following sentences from<br>the following sentences from<br>the sentent of the sentences from<br>the sentences from the sentences from<br>the sentences from the sentences | Week Two Tuesda         direct speech to indired         Indirect         is         Hassan said that his         cooking green banan         She said that she had         hy         Adhiambo said that s         revising her work.         h,"         Kanini Said that she                                  | <b>at speech</b><br>mother <b>was</b><br>as.<br>I <b>eaten</b> ."<br>he <b>had been</b><br>was washing |
| 1.<br>2.<br>3.<br>4.       | Exercise 7<br>the following sentences from<br>the following sentences from<br>the following sentences from<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."<br>She said, "I have eaten."<br>"I have been revising m<br>work," Adhiambo said.'<br>"I was washing my bag<br>Kanini Said.   | Week Two Tuesda         direct speech to indirect         is         Hassan said that his         cooking green banan         She said that she had         ay         Adhiambo said that she         n,"         Kanini Said that she         her bag.         He said that he wo                               | <b>at speech</b><br>mother <b>was</b><br>as.<br>I <b>eaten</b> ."<br>he <b>had been</b><br>was washing |
| 1.<br>2.<br>3.<br>4.<br>5. | Exercise 7<br>the following sentences from<br>s<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."<br>She said, "I have eaten."<br>"I have been revising m<br>work," Adhiambo said.'<br>"I was washing my bag<br>Kanini Said.<br>"I shall graduate next year."   | Week Two Tuesda         direct speech to indirect         is         Hassan said that his         cooking green banan         She said that she had         ay         Adhiambo said that she         her bag.         He said that he wo         the following year.  | <b>at speech</b><br>mother <b>was</b><br>as.<br>I <b>eaten</b> ."<br>he <b>had been</b><br>was washing |
| 1.<br>2.<br>3.<br>4.<br>5. | Exercise 7<br>the following sentences from<br>the following sentences from<br>the following sentences from<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."<br>She said, "I have eaten."<br>"I have been revising m<br>work," Adhiambo said.'<br>"I was washing my bag<br>Kanini Said.   | Week Two Tuesda         direct speech to indirect         is         Hassan said that his         cooking green banan         She said that she had         ay         Adhiambo said that she         her bag.         He said that he wo         the following year.  | <b>at speech</b><br>mother <b>was</b><br>as.<br>I <b>eaten</b> ."<br>he <b>had been</b><br>was washing |
| 1.<br>2.<br>3.<br>4.<br>5. | Exercise 7<br>the following sentences from<br>s<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."<br>She said, "I have eaten."<br>"I have been revising m<br>work," Adhiambo said.'<br>"I was washing my bag<br>Kanini Said.<br>"I shall graduate next year."<br>hat am I going to do?" he asked.   | Week Two Tuesda         direct speech to indired         Indirect         is       Hassan said that his         cooking green banan         She said that she had         ay       Adhiambo said that s         revising her work.         her bag.         He said that he wo         the following year.       | <b>at speech</b><br>mother <b>was</b><br>as.<br>I <b>eaten</b> ."<br>he <b>had been</b><br>was washing |
| 1.<br>2.<br>3.<br>4.<br>5. | Exercise 7<br>the following sentences from<br>s<br>Direct<br>Hassan said, "My mother<br>cooking green bananas."<br>She said, "I have eaten."<br>"I have been revising m<br>work," Adhiambo said.'<br>"I was washing my bag<br>Kanini Said.<br>"I shall graduate next year."   | Week Two Tuesda         direct speech to indired         Indirect         is       Hassan said that his         cooking green banan         She said that she had         ay       Adhiambo said that s         revising her work.         her bag.         He said that he wo         the following year.       | <b>at speech</b><br>mother <b>was</b><br>as.<br>I <b>eaten</b> ."<br>he <b>had been</b><br>was washing |

1

| horo | ugh  | Ste          |
|------|--|--------------|
| •    | Jonas said to the doctor, "I have been having a headache."           |              |
| •    | Stop what you are doing," he said to the girl, "and listen to me."   |              |
|      |  |              |
| 'na  | nge the following sentences from indirect speech to direct speech    | 6            |
|      | The nurse asked him if he had a stomach ache                         | Ľ            |
| •    |  |              |
| •    | She said that she was in the presidential race.                      |              |
| •    | Jane said that she would be drinking from the calabash.              |              |
| •    | Fred told his daughter that he would be going to Japan the following | day          |
| 0.   | The man ordered them to leave him alone and set him free.            |              |
|      |  |              |
|      |  | 8            |
|      | ose the sentence from the choices given that means the same a        | <u>is /1</u> |
|      | given<br>The officer said, "The pupil went to Isiolo."               |              |
|      | A. The officer said that the pupil went to Isiolo.                   |              |
|      | B. The officer said that the pupil had gone to Isiolo.               | •            |
|      | C. The officer said that the pupil has gone to Isiolo.               |              |
|      | D. The officer said that the pupil goes to Isiolo.                   |              |
| 2.   | "We shall travel at night," Amina said to his wife.                  |              |
|      | A. Amina told his wife that they would travel at night.              |              |
|      | B. Amina told his wife that they shall travel at night. 12.          | •            |
| `    | C. Amina told his wife that they should travel at night.             |              |
| 3.   | The boy said, "My mother is coming today."                           |              |
|      | A. The boy said that his mother was coming that day.                 |              |
|      | B The boy said that his mother would come that day.                  |              |
|      | C. The boy said that his mother was coming today. 13                 | •            |
|      | D. The boy said that his mother is coming today.                     |              |

Std 8

14.

15.

#### Thorough

- **14.** "Would you like to come with me?" she asked.
  - A. She asked whether I wanted like to go with her.
  - B. She asked whether I wanted to come.
  - C. She asked whether she wanted to come with me.
  - D. She asked whether she wanted to go with me.
- 15. Joselyn asked, "Am I late?"
  - A. I am late, asked Joselyn.
  - B. Joselyn are you late?
  - C. Joselyn asked whether she was late.
  - D. Joselyn said that she was late.

### Active and passive voice

#### Example

|    | Active                             | Passive                                |
|----|------------------------------------|--|
| 1. | Abigael closed the door            | The door was closed by Abigael         |
| 2. | Someone stole their radio          | Their radio was stolen by someone      |
| З. | The thieves broke into their house | Their house was broken into by thieves |

#### Exercise 8 Week Two Wednesday

2----

Change the following sentences into the passive voice

- 1. The dog chased Biryan.
- 2. Our goalkeeper kicked the ball.
- **3.** Two donkeys pulled the cart.

4. The plumber repaired the pipes.

5. The hen laid some eggs.

#### Thorough

Change the following passive statement into active voice 6. He has taken my ruler.

Std 8

Maria was rescued by the policeman. 7.

English is spoken by many Kenyans. 8.

5 ×

The burglar-proof was damaged by the thieves. 9.

10. The sumptuous meal was eaten last week by us.

### Question tags

#### Examples

- a) He is coming, isn't he?
- b) He isn't coming, is he?
- We are on time for the lesson, aren't we? c)
- d) They ought to pay their school fees, ought they?
- Mary would agree, wouldn't she? No she wouldn't. e)

### Write the correct question tag

- 11. I am late for school, \_\_\_\_\_
- 12. It might rain in the afternoon, \_\_\_\_
- 13. He doesn't always answer, \_
- 14. You are late, aren't you?
- 15. He had a new shirt, \_\_\_\_
- 16. She promised to come, \_\_\_\_
- 17. Let us go for a walk, \_\_\_\_\_
- 18. He hardly comes home late, \_\_\_\_\_
- **19.** Owen would escort the tourist, \_\_\_\_\_
- 20. Shut the door, DADENT/OU ADDA

1

| Spell                                    |   |
|--|---|
| Exercise 9                               | Week Two Thursday                       |
| Pick the misspelt words in the senten    | ces below and then                      |
| write them correctly                     |   |
| 1 The dinning hall is full to capacity d | uring meal time,                        |
| 2. The borders were not permited to lea  | ave school during weak days             |
| the second state house smoth             | ced                                     |
| A I referred to the book a number of tir | nes,                                    |
| 5. At the coast, you can hardly sleep b  | ecause of mosquitos                     |
|  |   |
| Choose the correct word for each sen     | tence                                   |
| 6 The car ran into a (Stationery, sta    | tionary) lorry at night                 |
| 7 The pupils could not (hear, here) w    | hat the teacher was saying              |
| 8. The management committee plans        | to rebuild the school on a new          |
| (cite site)                              | а .                                     |
| 9. Francis failed to locate his father's | (head, herd) of cattle and went home to |
| face the music.                          | · · · · · · · · · · · · · · · ·         |
| 10. The people of Somalia and Rwan       | nda have known no for                   |
| many years (piece, peace)                | · · · · ·                               |
| Choose the correctly spelt word          | · · · · · · · · · · · · · · · · · · ·   |
| 11. A. Ciggarete                         | B. Mischievous 11.                      |
| C. Carefuly                              | D. Cemetry                              |
| 12. A. Decent                            | B. Dissappear                           |
| C. Despare                               | D. Definite 12.                         |
| а <sub>10</sub> - 200                    |   |
| 13. A. Embarrass                         | B. Enemity<br>D. Eficient <b>13</b> .   |
| C. Enviroment                            | and the second second                   |
| 14. A. Occasionally                      | B. Ocasionaly 14.                       |
| C. Ocasionally                           | D. Occassionally                        |
| 15. A. Absence                           | B. Accellerate                          |
| C. Accomodate                            | D. Adress                               |

### Synonyms

| Exc | amples           |                           |                        | ~                |             |
|-----|------------------|---------------------------|------------------------|------------------|-------------|
| a)  | Abandon          | - leave                   | d)                     | Help             | - aid       |
| b)  | Beg              | - plead                   | e)                     | Polite           | - courteous |
| c)  | Seize            | - grab                    |                        |                  |             |
| Ref | place the h      | ighlighted word           | with the wo            | rd that me       | ans almost  |
|     | same.            |                           | ."                     |                  | 87.5        |
| 16. |                  | ived a <i>gift</i> from h | nis mother             | (ŕ               | 16.         |
|     | A. Prize         | ( <b>x</b> ) =            |                        | C. Reward        |             |
|     | B. Present       |                           |                        | D. Award         |             |
| 17. | We gave or       | it the <i>excess</i> foo  | d that we had.         |                  | r           |
|     | A. Plenty        |                           |                        | C. Surplu        | s 17.       |
|     | B. Most          |                           |                        | D. Enough        | n – L       |
| 18. | We went fo       | r the luncheon in         | n a <b>gigantic</b> re | estaurant.       |             |
|     | A. Tiny          |                           |                        | C. Meagre        |             |
|     | B. Small         |                           |                        | D. Enorm         | ous 18      |
| 19. | The earthq       | uake led to an u          | ntold <b>catastro</b>  | ophe.            |             |
|     | A. Fortune       | •                         |                        | C. Death         |             |
|     | B. Sadness       |                           |                        | D. Disaste       | er 19       |
| 20. | The drug t       | raffickers locked         | them in on <b>a</b> b  | <b>andoned</b> v | varehouse.  |
|     | A. Deserte       | d                         | C                      | . Daring         |             |
|     | B. Forgotte      | en                        | $\sim$ D               | . Friendly       | 20          |
| 21. | The <b>fatal</b> | accident was bla:         | med on the pe          | destrian.        | 20          |
|     | A. Serious       |                           |                        | . Frightenii     | ng r        |
|     | B. Deadly        |                           |                        | . Shocking       | ຶ 21        |
| 22  | . The gang o     | of thieves <b>yielde</b>  | <b>i</b> when they sa  | w the polic      | e officers. |
|     | A. Surreno       |                           |                        | . Ran away       |             |
|     | B. Charge        |                           |                        | . Approach       |             |
| 23  | . The MP wa      | as voted in for his       | s valour.              |                  | L           |
|     | A. Coward        |                           |                        | . Fearfulne      | SS          |
|     |                  |                           |                        | . Intelligen     |             |

|     | drought. 24.   |  |  |  |
|-----|--|--|--|--|
|     | A. Huge  |  |  |  |
|     | B. Fat D. Slender  |  |  |  |
| F3. | . What is so <i>peculiar</i> about the matter?   |  |  |  |
|     | A. Abnormal , C. Usual   |  |  |  |
|     | B. Strange D. Normal <b>25</b> .   |  |  |  |
|     |  |  |  |  |
|     | Antonyms   |  |  |  |
|     | Exercise 10 Week Two Friday  |  |  |  |
| he  | ese are words that have opposite meaning   |  |  |  |
| Sar | mples  |  |  |  |
| 9.  | Cruel - Kind d) Cheer - jeer   |  |  |  |
| y.  | Defend - attack e) Cautious - reckless   |  |  |  |
| )   | Dangerous - <b>safe</b>  |  |  |  |
|     |  |  |  |  |
| Vri | ite the antonym of the underlined words  |  |  |  |
| •   | The head girl's speech was <u>audible</u> .  |  |  |  |
| •   | Some beings are <u>mortal.</u>   |  |  |  |
|     | Most projects that he started were <i>barren</i> .   |  |  |  |
|     | The police were in complete <b>ignorance</b> of the bank robbery   |  |  |  |
|     | The leopard is a <u>conspicuous</u> animal.  |  |  |  |
|     | She made <i>poisonous</i> remarks about him.   |  |  |  |
|     | The old lady spat out <b>bitter</b> words to her grandchildren.  |  |  |  |
| 2   | The newscoater had a fragme on his face  |  |  |  |
|     | The newscaster had a <i>frown</i> on his face.   |  |  |  |
|     |  |  |  |  |
|     | Motorists should always be <b>sober</b> when driving   |  |  |  |
| •   |  |  |  |  |
| •   | Motorists should always be <b>sober</b> when driving   |  |  |  |
| •   | Motorists should always be <b>sober</b> when driving   |  |  |  |
| •   | Motorists should always be <b>sober</b> when driving   |  |  |  |
| •   | Motorists should always be <b>sober</b> when driving   |  |  |  |
| •   | Motorists should always be <b>sober</b> when driving   |  |  |  |
| •   | Motorists should always be <b>sober</b> when driving   |  |  |  |
|     | Motorists should always be <u>sober</u> when driving<br>The community <u>hoped</u> to transform their lives sooner than later. |  |  |  |
| 0.  | Motorists should always be <u>sober</u> when driving<br>The community <u>hoped</u> to transform their lives sooner than later. |  |  |  |

Correlatives

|          | 8   | Correlatives   |                                       |
|----------|-----|--|---------------------------------------|
|          | Con | nplete the following sentences using the correct alternative |                                       |
|          | 11, | It has been such a hard task                                 |                                       |
|          |     | A. for us to accomplish                                      |                                       |
|          |     | B. that many fell off along the way                          | 11.                                   |
| ŧ        |     | C. so we left it pending for a while                         |                                       |
|          |     | D. therefore we ended up giving in                           | 5                                     |
|          | 12. | Scarcely had he collapsed                                    |                                       |
|          |     | A. when he died  |                                       |
| 1. 4     |     | B. he died   | 12.                                   |
|          |     | C. than he died  |                                       |
|          |     | D. because he died   |                                       |
|          |     |  |                                       |
|          | 13. | It was such a funny joke                                     |                                       |
|          |     | A. we could help laughing                                    |                                       |
|          |     | B. we could not help laughing                                |                                       |
| -        |     | C. that we couldn't help laughing                            | 13.                                   |
|          |     | D. when we could not help laughing                           |                                       |
| 1        |     |  |                                       |
| . 1      | 14. | He was not only unco-operative                               | 14                                    |
| T. o     |     | A. and also quite weak in class                              |                                       |
|          |     | B. but also a very poor performer                            | •                                     |
| 1        |     | C. also the leading boy in the school                        | 14.                                   |
|          |     | D. as well the school bully                                  | ,<br>,                                |
|          | 15. | It was not until a number of villagers died                  |                                       |
|          |     | A. when the government knew there was drought                |                                       |
|          |     | B. that the government knew there was drought                | · · · · · · · · · · · · · · · · · · · |
|          |     | C. while the government knew there was drought               | 15.                                   |
|          |     | D. because the government knew there was drought             | المحمد معالم                          |
|          |     |  |                                       |
| ٠        | Cho | pose the sentence that means the same as the one in italics  | •                                     |
|          | 16. | Hardly had he left the house when it collapsed.              |                                       |
| •        |     | A. The house collapsed before he left.                       |                                       |
| н<br>1 м |     | B. The house collapsed when he left.                         | 16.                                   |
| e        |     | C. The house collapsed after he left.                        | L]                                    |
| s *      |     | D. The house collapsed immediately he left.                  |                                       |
| ų.       |     | · · · ·  |                                       |

| Thor | ough  | Std 8   |
|------|---|---------|
| 17.  | He was too sick to come to school                                 |         |
|      | A. He came to school sick   | 17.     |
|      | B. He come to school and fell sick                                | 17.     |
|      | C. He come to school but was not sick                             |         |
|      | D. He did not come to school because he was sick.                 |         |
| 18.  | No sooner had I woken up than I heard a bang.                     |         |
|      | A. I heard a bang when I woke up                                  | 18.     |
|      | B. I had not woken up when I heard a bang                         |         |
|      | C. Just when I woke up I heard a bang                             |         |
|      | D. I heard a bang before I work up                                |         |
| 19   | Neither the boys nor their teachers were caught up in the mess    |         |
| ×7.  | A. The teachers were caught up in the mess                        |         |
|      | B. Both the teachers and the boys were not caught up in the mess  | 10      |
|      | C. Both the teachers and the boys were caught up in the mess      | 19.     |
|      | D. The boys were caught up in the mess                            |         |
| 20.  | Not only did they come late, but they were also untidy            |         |
|      | A. They were late and untidy too                                  | r       |
|      | B. They were neither punctual nor untidy                          | 20.     |
|      | C. They were neither late or untidy                               |         |
|      | D. They were untidy because they were late                        |         |
| 21.  | It was not until father punished my brother that he stopped sneal | king    |
|      | out.  |         |
|      | A. My brother stopped sneaking out only when father punished hi   | m.      |
|      | B. My brother stopped sneaking out after father punished him      |         |
|      | C. My brother sneaked out until father punished him               | 21.     |
|      | D. My brother stopped sneaking out because father punished him    |         |
| 22.  | Stephanie is a good a pupil at Mathematics as her brother         |         |
|      | A. Both Stephanie and her brother are weak in Mathematics         |         |
|      | B. Only Stephanie's brother is good at Mathematics but Stephanie  | not     |
|      | C. Both Stephanie and her brother are good at Mathematics         | <b></b> |
|      | D. Both Stephanie and her brother could be good at Mathematics    | 22.     |

| Re       | eplace the underlined word withou                            | t changing the meaning                    |                                       |
|----------|--|---|---------------------------------------|
| of       | the sentence   |   |                                       |
| 1.       | When there is famine, children are                           | likely to get a disease com               | nonly                                 |
|          | caused by malnutrition.                                      | a sa gara <u>moduse contr</u>             |                                       |
|          | A. Beriberi  | C. Kwashiorkor                            | 1.                                    |
|          | B. Marasmus  | D. Túberculosis                           |                                       |
| 2.       | The people who came to the fune                              | <b>ral</b> ate and finished the beet      | from                                  |
|          | the bull that was slaughtered for t                          | hem.                                      |                                       |
|          | A. Criers  | C. Deceased                               | 2.                                    |
|          | B. Weepers   | D. Mourners                               |                                       |
| 3.       | Her new dress is quite pretty but <b>it</b>                  | can be seen through                       |                                       |
|          | A. Is transparent  | C. Is opaque                              | 3.                                    |
|          | B. Is translucent  | D. Is light                               | <u>J.</u>                             |
| 4.       | He did not get the job he had app                            | olied for because his handw               | riting                                |
|          | was so poor that it could not be                             | read                                      |                                       |
|          | A. Illegible   | C. Illiterate                             | 4.                                    |
|          | B. Eligible  | D. Illegitimate                           |                                       |
| 5.       | The vultures fought over the de                              | ad body of a cow behind                   | the .                                 |
|          | slaughter house  |   |                                       |
|          | A. Skeleton  | C. Corpse                                 | 5.                                    |
|          | B. Meat  | D. Carcass                                |                                       |
|          | Similar S  | Sentences                                 |                                       |
| 6        | I had him polish his shoes.                                  | 19 10 10 10 10 10 10 10 10 10 10 10 10 10 | · .                                   |
|          | A. He made me polish his shoes.                              | e   | 0.00                                  |
|          | B. I made him polish his shoes.                              |   | · · · · · · · · · · · · · · · · · · · |
|          | C. I allowed him polish his shoes.                           | 2. A. | 6.                                    |
|          | D. I heard him polish his shoes.                             | 20 V.                                     |                                       |
|          | 2. Theard min poilsi ins shoes.                              |   |                                       |
| 7.       | You will have to come.                                       |   |                                       |
|          | A. You will come.  | e e e e e e e e e e e e e e e e e e e     |                                       |
|          | B. You have to come.   |   |                                       |
|          | C. You must come.  |   | 7.                                    |
|          | D. You may come.   |   |                                       |
| <u>,</u> |  | · · · · · · · · · · · · · · · · · · ·     |                                       |
| 8.       | Let them leave early.  |   |                                       |
|          | A. They ought to leave early.                                |   |                                       |
|          | B. They want to leave early.                                 | ,   | 8.                                    |
|          | C. Allow them to leave early.<br>D. They should leave early. | 16  | 0.                                    |

| 9.   | He has gone riding.<br>A. He is gone riding.<br>B. He intends to go riding.  |   |
|------|--|---|
|      | C. He is already out riding.<br>D. He has to go riding.  |   |
| 10.  | <ul> <li>In spite of his weight, he jumped three metres high.</li> <li>A. Because of his weight, he jumped three metres high.</li> <li>B. Although he weighs a lot, he jumped three metres high.</li> <li>C. When he jumped three metres high, he weighed heavily.</li> <li>D. He jumped three metres high in addition to his weight.</li> </ul> |   |
|      | Commonly confused words  |   |
| Che  | oose the best option that will fill in the blank spaces  |   |
|      | The the director gave me was honoured. (check, cheque)   |   |
|      | His friend paid the bus for him. (fair, fare)  |   |
| 13.  | My mother the dough for three hours. (kneaded, needed)   |   |
|      | The fishermen their boats down the stream while they fished.   |   |
|      | (rode, rowed)  |   |
| 15.  | The of blood after the accident made me sick. (sight, site)  |   |
|      | The of the school is retiring soon. (principle, principal)   |   |
|      | The children broke a of glass (pain, pane)   |   |
| 18.  | Mother bought some for the cake. (currant, current)  |   |
| 19.  | The wounded victim of the collapsed building gave a,   |   |
|      | (loud, aloud) (grown, groan)   |   |
| 20.  | We must a motor boat at Island. (higher, hire)   | × |
|      |  |   |
|      | Prepositions   |   |
|      | Exercise 12 Week Three Tuesday   |   |
| Fill | in the blanks by choosing the best answer  |   |
|      | We sat fire as the night was so cold.  |   |
|      | A. on C. at <b>1</b> .   |   |
|      | B. in D. by  |   |
|      | 1 1  |   |

|   |     | -                                     |                        | Std 8          |
|---|-----|---------------------------------------|------------------------|----------------|
|   | 2.  | I was punished by the teacher         | indiscipline           |                |
|   |     | A. 101                                | C. because             | 2.             |
|   |     | B. at                                 | D with                 | ٤.             |
|   | 3.  | She trusted the stranger              | the care of her baby   |                |
|   |     | A. on                                 | C. by                  |                |
|   |     | B. with                               | Dunder                 | 3.             |
|   | 4.  | I apologize for the delay in replying | your letter            | <u>.</u>       |
|   |     | A. to                                 | C. for                 |                |
|   |     | B. at                                 | D. in                  |                |
|   | 5.  | He does not often agree               | 118.                   | 4.             |
|   |     | A. for                                | C. about               | L              |
|   |     | B. with                               | Don                    |                |
|   | б.  | The watchman rounded                  | the robberg            | 5.             |
|   |     | A. up                                 | C. with                |                |
|   |     | B. on                                 | Doff                   |                |
|   | 7.  | The new chief is very popular         | the poorts             | 6.             |
|   |     | A. about                              | C. with                | المحيور معركما |
|   |     | B. to                                 | D. for                 |                |
|   | 8.  | The policeman was mistaken            | D. IOI                 | 7.             |
| • |     | A. for                                | C. as                  |                |
|   |     | B. by                                 | D from                 | 8.             |
|   | 9.  | She stood her in time                 | es of trouble          | 0.             |
|   |     | A. near                               | C. by                  | []             |
|   |     | B. behind                             | D                      | 9.             |
|   | 10. | The teacher complained                | the poise we were at i | L              |
|   |     | A. on                                 | C. about               | g .            |
|   |     | B. for                                | D. to                  | 10             |
|   |     |                                       | D. 10                  | 10.            |
|   |     |                                       |                        |                |

### **IDIOMATIC EXPRESSIONS**

Idioms -Phrases which mean something different from the meanings of their separate words

E.g

c)

#### Idiom Meaning Grease someone's palm a) bribe someone b) Sweep the board taking everything The man in the street an ordinary man

| Write the meaning of the idiomatic expression below           |                                       |         |
|---|---------------------------------------|---------|
| 11. Draw the line   |                                       | -       |
| 12. Lead a dog's life   | 8                                     |         |
| 13. Make both ends meet                                       | *                                     |         |
| 14. Sit on the fence  |                                       |         |
| 15. Face the music  |                                       |         |
|   |                                       |         |
| Choose the correct meaning of the underlined expression       | <u>s</u>                              |         |
| 16. <u>"Look before you leap,"</u> Jeff advised his son.      |                                       | •       |
| A. Look and then jump   |                                       |         |
| B. Look and then think  | 16.                                   |         |
| C. Look, think and leap                                       | L!                                    |         |
| D. Think before you act                                       |                                       |         |
|   | · .                                   |         |
| 17. In the long run, they will be admitted to the school.     | 0 x 0                                 |         |
| A. After a long race  | · · · · · · · · · · · · · · · · · · · |         |
| B. Eventually   | 17.                                   | •       |
| C. After running  |                                       |         |
| D. After a long distance                                      |                                       | t.<br>E |
| 18. He is the <i>backbone</i> of his team.                    | 3<br>5                                | l.      |
| A. Without him his team has no backbone                       | · •                                   | 1       |
| B. He is the strongest man in the team                        | 18.                                   |         |
| C. He is the one on whom his team relies                      |                                       |         |
| D. He is the thinnest man in his team                         |                                       |         |
| 19. They are so poor that they find it difficult to make ends | meet.                                 |         |
| A. Meeting each other   | · ·                                   |         |
| B. Borrow money from other people                             |                                       |         |
| C. Buy meat except at the end of the month                    | 19.                                   | •       |
| D. Live within their income                                   |                                       |         |
| an til men telled about him behind his back                   |                                       |         |
| 20. His enemies talked about him <u>behind his back</u> .     | · · ·                                 |         |
| A. Without his knowledge                                      | ·····                                 |         |
| B. Without his permission                                     | 20.                                   |         |
| C. Without facing him<br>D. Just behind him                   |                                       |         |
|   | 1                                     |         |

### Information Analysis

### Week Three Wednesday

A

**Reading the information below then answer the questions that follow** Four tourists called at a hotel. They were James, Alex, Jacinta and Ruth. James and Jacinta ordered orange juice. James and Alex unlike Ruth and Jacinta, like Omelette. Jacinta, Ruth and James asked for Pizza. Alex and Ruth took a cup of coffee each. The prices of the items were as follows: Coffee costs fifty shillings a cup. Orange juice costs fifty shillings a cup. Orange juice costs as much as coffee, Omelette costs twice as much as the latter, whereas pizza costs twenty shillings more than Omelette.

- 1. Which item was eaten by a greater number of people?
- 2. Who ate the greatest number of items?

Exercise 13

- 3. Who paid the least amount of money for the meal?
- Who paid the same amount of money for their meals? \_\_\_\_
- 5. If James had offered to foot the bill, how much would he have paid?

#### B

Samuel, Richard, Mark and James went for their A level studies in the same high school. Mark and Samuel studied Physics, although the latter also studied computer studies which was Richard's favourite subject. James, unlike the other young men, chose not to study Math but he, and Richard did extremely well in History. Mark, along with James, attended the Business Studies class. Although Mark was interested in Religion he had to forego it because he had already registered for English.

1. Which subjects did Mark Study?

2. How many subjects did Samuel study? \_\_\_\_

3. Which statement is correct?

A. James studied three subjects

B. Only one subject was studied by one student

C. All the young men who studied computer studies did Maths

D. Only one young man did study four subjects

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### COMPREHENSIONS

### <u>Passage One</u>

Today, not all people' regard good behaviour highly. In fact, a lot of people are ignorant about good behaviour. These people do not use terms such as "please," "sorry" and "thank you." This could be because the use of these words is regarded by some as a sign of weakness in one's character. A person who repeatedly and constantly uses these is termed as **sheepisn**. If anyone forces such people to use this polite language, he or she is branded as dictator. However, people with good behaviour use polite language.

It is certainly possible to over-use polite words, consequently sounding ridiculous. For example, the use of "yes teacher" or "no teacher" for every response a pupil makes can make the pupil sound strange and irritating.

However the correct use of polite words is not in any way a sign of weakness. If anything, the pupil who uses such language /words is considered wellmannered. A pupil who goes to the teacher and says, "I want to go out now" without bothering to use word such as "may I go out" may fail to get permission. Good manners in a pupil's speech are therefore very necessary. In the work place, both the bosses and juniors should embrace polite language.

A person's social worth is not, however, judged by the language alone but also by his or her actions. Pushing others in public places or while getting on a bus is typical of a selfish, mean person. Refusing to give up a seat to old people and invalids in hospitals or failing to show consideration to the helpless is unkind. To earn the title "well-mannered" one must also take into account what one does.

It is important to emphasize that all members of the community should have good manners. Everybody, no matter what their social status in the society is, needs to be ourteous. This includes leaders such as head teachers and beople in high positions. It is not below their dignity for the leaders or superiors to say "Could you please do this" while addressing their juniors. If anything, it is an obligation to address or treat juniors politely. A boss has to set a good example that is to be copied. It is said that courtesy costs nothing. A person in a position of power who insults others is to blame if his o: her juniors become hostile and unproductive. Anyone whose language is impolite has no one to blame if he gets isolated from the society.

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In addition, our society judges other social worth through gestures, facial expressions and mannerisms. At times we do things subconsciously without knowing that other people take note of them. For instance a girl of ten who giggles, will be termed as childish and will rarely be taken seriously. On the other hand, a boy who is always frowning and rarely smiles is likely to be regarded as unsociable. Therefore, a person's character is judged by what one does either consciously or subconsciously.

.

### QUESTIONS

|    | ESTIONS  |          |
|----|--|----------|
| 1. | Which one of the following is <b><u>not true</u></b> about paragraph one?      |          |
|    | A. Some people are termed sheepish for using polite language                   | <u> </u> |
|    | B. People with good behaviour use polite language                              | 1.       |
|    | C. Several people do not regard good behaviour highly                          |          |
| 2. | D. All people are ignorant about good behaviour.                               |          |
| 4. | Which one of the following is <b>true</b> according to the writer?             |          |
|    | A. The overuse of polite language is never ridiculous                          |          |
|    | B. Bosses should address their juniors using impolite language                 | 2        |
|    | et Beur are seesse and Junit enterna enterna pente milguage                    |          |
| 2  | D. The incorrect use of polite words is a sign of strength                     |          |
| 3. | The possible consequences of using impolite language when asking               | 5        |
|    | for permission is?   |          |
|    | A. Suspension from class   | -        |
|    |  | 3        |
|    | C. Lack of understanding from the teachers                                     |          |
| 4. | D. Failure to get permission   |          |
| +. | Good manners are expected from?  |          |
|    | A. All members of the society C. Juniors only<br>B. Adults only D. Bosses      | 4        |
| 5. |  |          |
| э. |  |          |
|    | A. are expected to be role models  |          |
|    |  | 5        |
|    | B. expect their juniors to treat them politely<br>C. are useful in the society | 5        |
|    | D. are like any other member in the society                                    |          |
| 6. | Which one of the following people is <b>unlikely</b> to display antisocial     |          |
| υ. | behaviours according to the passage?   |          |
| ~  |  | 4        |
|    |  | 6        |
|    | B. A person who insults others<br>C. A boy who frowns most of the time         |          |
|    | C. A DOV WHO HOWRS THOSE OF LIFE USHE  |          |

| 7.              | A girl who giggles may                             | · · ·                                    |   |
|-----------------|--|--|---|
|                 | A. not be taken seriously                          |  | 7.  |
|                 | B. be assisted to behave well                      |  |   |
|                 | C. be taken seriously                              | 8  |   |
|                 | D. be punished •                                   | 5 a 4                                    |   |
| 8.              | The word <b>sheepish</b> as used in the passage r  | neans?                                   |   |
|                 | A. Ignorant C.                                     | Careless                                 |   |
| 27<br>21        |  | Embarrassing                             | 8.  |
| 9.              | Everybody is expected to do all things consc       | iously in order to?                      |   |
|                 | A. Show their social worth                         |  |   |
|                 | B. Fulfill what the society expects of them        | */ · · · · ·                             |   |
|                 | C. Be noted by other people                        | · · ·                                    |   |
|                 | D. Be liked by other people                        | 200 E                                    | 9.  |
| 10.             | A person's social worth <u>cannot</u> be determine | ed by?                                   |   |
| 1.1             | A. Their language                                  | а на | e de la companya de l |
|                 | B. Their actions                                   |  |   |
| · · ·           | C. Their body movement                             | a  | 10.   |
|                 | D. Their social status                             |  |   |
| 11.             | Giving up a seat to an old person and an inv       | valid shows                              |   |
|                 | A. Kindness C.                                     | Patience                                 |   |
|                 |  | Sympathy                                 | 11.   |
| 12.             | The <b>best</b> title for the passage would be?    |  |   |
|                 | A. Good behavior                                   |  |   |
| eg:             | B. Polite language                                 | а — — — — — — — — — — — — — — — — — — —  |   |
|                 | C. Adults and children                             | , · ·                                    | 12.   |
| es"<br>Sur Paul | D. Brasses and their juniors                       | a ta sa sa                               | <u> </u>  |
|                 |  |  |   |
|                 | Passage Two  | 2 11 11 11 11 11 11 11 11 11 11 11 11 11 |   |

### <u>Passage Two</u>

"Hurray! I did it. Thanks 'o God Almighty!" exclaimed Jerusa. Jerusa was a village girl who was very **passionate** about her school work. She hoped to pursue **engineering** one day. She was determined to excel in life. The unexpected good news of the Kenya Certificate of Secondary Education had been announced the day before by the Cabinet secretary of Education. That day, she heard her name being mentioned over the local radio station. She was the top girl in her region having scored grade A-(minus). Tears of joy **welled up** in her eyes as she dashed back to give her family the good news. Jerusa found her mother unawares and as she broke the news to her, she almost fainted with shock.

They hugged and rejoiced together. The rest of the family joined the celebration. Little did they know that her father had been called to meet the media crew who were on the way to her small village to feature her story. The arrival of her father with the media crew was yet another surprise. She was given a few minutes to tidy up since she had just been from the shamba when she heard the announcement on the radio. Jerusa, though camera shy,..... braced herself for the interview. She narrated how hard and smart she had worked. She also advised that anyone desiring to excel like her must be highly disciplined, self-driven and have self-sacrifice. The media interviewer told her that her university education would be sponsored by the local media. She couldn't hold back her tears as she thanked them for their gesture, and promised to deliver.

#### Questions

- 1. From paragraph one, Jerusa said "Hurray! I did it!?"
  - A. Jerusa was quite shocked
  - B. She was a little amazed
  - C. She was extremely elated
  - D. Jerusa was fairly surprised
- 2. Which one of the following is true according to the first paragraph?
  - A. Jerusa was not a diligent student
  - B. Jerusa was a primary school girl
  - C. The results had been announced by the Regional cabinet secretary of Education
- D. Jerusa was not the overall best student in the country
- 3. How did Jerusa get to know her results?
  - A. Through regional local station
  - B. From her mother and relatives
  - C. Through the local radio station 🛼
  - D. Through the local newspaper
- 4. "Tears welled up in her eyes." This means the girl was?
  - A. alarmed
  - B. thrilled
  - C. distraught
  - D. in agony
- 5. In the story, who had gone to receive the media crew?
  - A. Jerusa went to receive them
  - B. Her mother went to receive them
  - C. The interviewer went to receive them
  - D. The father went to receive them.

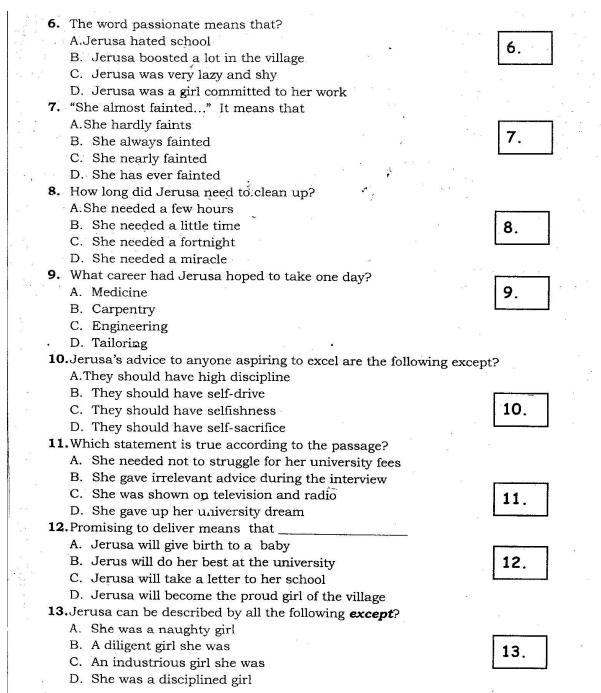
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| F |    | 5 - 100 |
|---|----|---------|
|   | 5. |         |
|   |    |         |

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2.

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### <u>Passage 3</u>

Life is a journey fill ed with lessons, hardships; heartaches, joys, celebration and special mor lents that will ultimately lead us to our destination, our purpose in life. The road will not always be smooth; in fact, throughout our travels, we s'nall encounter many challenges.

Some o'<sub>1</sub> these challenges will test our courage, strengths, weaknesses and faith. Along the way, we may stumble upon obstacles that will come between the paths that we are destined to take. In order to follow the right path, we must overcome these obstacles. Sometimes <u>these obstacles are really</u> <u>blessings in disguise</u> only we do not realize that at the time.

Along our journey, we shall be confronted with many situations. Some will be filled with joy and some will be filled with heartache. How we react to what we are faced with determines what kind of outcome the rest of our journey throughout life will be like.

When things do not always go our way, we have two choices to make. We can focus on the fact that things did not go how we had hoped they would and let life pass us by. On the other hand, we can make the best out of the situation and know that these are temporary setbacks and find the lessons that are to be learned.

Time stops for no one, and if we allow ourselves to focus on the negative, we might miss out on some really amazing things life has to offer. We cannot go back to the past, we can only take the lessons that we have learned and the experiences that we have gained from it and move on. It is because of the heartaches, as well the hardships, that in the end, we become a stronger person. The people we meet on our journey play significant roles in our lives.

As much as some people are unimportant to us, there are several values that we can learn from them. It is not good to look down on anyone irrespective of their social status, ethnic background or political affiliation. As we tolerate other people, we acquire the virtues of humility. Without this, we are worse off than a hermit. Who would want to keep to himself for the rest of his life on earth?

Throughout this adventure, people will give you advice and insights, how to live your life. However, when it all comes down to it, you must always do what you feel is right. Always follow your heart and most importantly never

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have any regrets. The determining factor when chou'sing what to do is morality and fairness to others.

It is often said that what does not kill you will make you stronger. It all depends on how one defines the word "strong." It can have different meanings to different people. In this sense "stronger" means looking back at the person you were and comparing to the person you have become toe toe toe toe your soul and realizing that the person you are today could not exist if it were not for the things that you have met. Everything that happens in our life happens for a reason and sometimes that means we must face heartaches in order to experience joy.

### Questions

| <u>Y</u> u  | lestions -                                |                          |         |
|-------------|---|--------------------------|---------|
| 1.          | Life is considered a journey mainly bed   | cause                    |         |
|             | A. it has many challenges                 |                          |         |
|             | B. it does not last long.                 |                          | 1.      |
|             | C. it is quite exciting                   | 2 8                      |         |
|             | D. it has a purpose                       |                          |         |
| 2.          | The word 'ultimately" means the same      | as                       | -       |
|             | A. finally                                | C. often                 |         |
|             | B. regularly                              | D. surely                | 2.      |
| З.          | The challenges we experience in life      |                          | L       |
|             | A. have no impact on our life             |                          | <b></b> |
|             | B. result from our weaknesses             |                          | 3.      |
| ,           | C. are not to make us weak                |                          |         |
|             | D. mainly test our weakness               |                          |         |
| 4.          | The word "disguise" has been used in the  | ne passage as            | _       |
|             | A. A verb                                 | -C. An adjective         |         |
|             | B. A noun                                 | D. A conjunction         | 4.      |
| 5.          | The Phrase "these obstacles are really    | blessings in disguise" : | shows   |
|             | that the obstacles                        |                          |         |
|             | A. are hard to overcome                   |                          |         |
|             | B. are usually many                       |                          |         |
|             | C. prevent us from being blessed          |                          |         |
|             | D. may come along with fortunes           |                          | 5.      |
| 6.          | In order to have a successful life one sh | ould                     |         |
|             | A. avoid coming across obstacles          |                          |         |
|             | B. ignore the obstacles                   | -                        |         |
|             | C. respond positively                     |                          | 6.      |
|             | D. avoid becoming sad                     |                          |         |
| 23 <u>-</u> |   |                          |         |

|     |          |          | -<br>-  |
|-----|----------|----------|---|
| r   | <b></b>  | 7.       | What should we do when things <b>do not</b> go our way?         |
|     | •        |          | A. Learn lessons from our mistakes                              |
|     | <b>.</b> |          | B. Focus on the problems  |
|     |          |          | C. Put the blame on other people                                |
|     |          |          | D. Seek other people's help                                     |
|     |          | 8.       | Which statement is <i>false</i> according to the passage?       |
|     |          |          | A. It is worthless troubling ourselves about the past           |
|     |          | 2        | B. Past experiences may shape our future 8.                     |
| 1   | 1        | •        | C. Hardships often make us weak.                                |
| S., |          | а<br>2 а | D. The future has great things to offer                         |
|     |          | 9.       | From the passage it is true to say?                             |
|     |          |          | A. We learn very little from other people                       |
|     |          |          | B. All the people we meet are important                         |
|     |          |          | C. We often teach other people important lessons                |
|     |          |          | D. Some of the people we meet are actually insignificant        |
|     |          | 10.      | People who are humble   |
|     | 1.       |          | A. do not encounter many problems                               |
|     | x        | a.       | B. respect other people 10.                                     |
|     |          |          | C. do not need to learn from other people                       |
|     | N.       |          | D. like keeping to themselves .                                 |
|     |          | 11.      | When choosing what to do?                                       |
|     |          |          | A. Ignore your past experience                                  |
|     |          |          | D. Ensure you aim at pleasing everyone                          |
|     | مر       | а        | C. Do not take much time to think                               |
| 1   |          |          | D. Follow your heart and never have regrets                     |
|     | ŕ        | 12.      | The proverb that <b>best</b> summarizes the last paragraph is ? |
|     |          |          | A. Hard work never goes unrewarded                              |
|     |          |          | B. No gain without pain 12.                                     |
|     |          |          | C. It is never too late to change                               |
|     |          |          | D. An old dog never learns new tricks                           |
|     |          |          |   |
|     |          |          |   |

| Borenan   | i i i                                 |  | r<br>I  |                                       |                |            | Std 8                                 |     |
|---|---------------------------------------|--|---|---------------------------------------|----------------|------------|---------------------------------------|-----|
|   |                                       | į                                      | COMPOSI   | TIONS A                               | ŗ              |            |                                       |     |
|   | milete the                            | following                              | compositions r  | naking it as int                      | eresting as    | possible.  |                                       |     |
| 12 W60 9  | chool clos                            | ing day d                              | and we were   | e all eager to                        | go home        | . Then the | bell                                  | 2   |
| rung an   | d immedia                             | ately we                               | all rushed to   | ۰<br>۱                                |                |            |                                       |     |
|   |                                       | -                                      |   | 3                                     |                |            | (                                     |     |
| <b>12-110-11-11-11-11-11-11</b> -11-11-11-11-11-11-11 |                                       | and a                                  | 1   | 1                                     |                |            |                                       |     |
|   |                                       |  |   |                                       |                |            |                                       |     |
|   |                                       |  | ą.  |                                       | +              |            |                                       |     |
|   |                                       |  | a and a second se |                                       |                |            |                                       |     |
|   |                                       |  | ~   | <u></u>                               | 8 <sup>-</sup> |            | <del></del>                           |     |
| ·····   | · · · · · · · · · · · · · · · · · · · |  |   | <u></u>                               |                |            |                                       |     |
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|   | · · · · · · · · · · · · · · · · · · · |  |   |                                       |                |            |                                       |     |
|   |                                       |  |   |                                       |                |            | · · · · · · · · · · · · · · · · · · · |     |
|   |                                       |  |   |                                       |                |            | <u></u>                               |     |
|   |                                       |  |   |                                       |                |            |                                       |     |
|   |                                       |  |   | 8                                     |                |            | e.                                    |     |
|   | X:                                    |  |   |                                       | 0              | ×          |                                       |     |
|   |                                       | 2 x                                    |   |                                       |                |            |                                       |     |
|   |                                       |  |   | 3-44 I                                |                |            |                                       |     |
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### **COMPOSITIONS B**

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| Thorough                             | TATA ALTIN                            |                       |
| WEAK POINTS ANA                      | LYSIS TABLE                           | 5                     |
| Attention                            | all classes are addressed with at     | least ten question    |
| case you fail three or more          | than three questions in every par     | t try to refer back t |
|                                      | ou know the topic and sub topic ye    | ou need thorough      |
| revision. Wish you the best.<br>Note |                                       | ł.                    |
| Topic                                | Performance                           | Teachers Remark       |
| Broken passages                      | B.P 1 – 15 points                     |                       |
|                                      | B.P 2 - 15 points                     | 4.1                   |
| a a                                  | B.P 3 – 15 points                     |                       |
| а<br>А                               | B.P 3 - 15 points                     | · · · ·               |
| GRAMMAR                              |                                       | -                     |
| Phrasal verbs                        | Exercise 5 - 20point                  | · · · · ·             |
| Conditional sentence                 |                                       |                       |
| Subject verb agreement               | Exercise 6 - 20point                  |                       |
|                                      | · · · · · · · · · · · · · · · · · · · | -                     |
| Direct and indirect speed            |                                       |                       |
| Same meaning                         | Exercise 7 - 15point                  |                       |
| Active and passive voice             |                                       |                       |
| Question tag                         | Exercise 8 –20 point                  |                       |
| Spelling                             |                                       |                       |
| Synonyms                             | Exercise 9 –25 point                  |                       |
| Antonyms                             |                                       |                       |
| Correlatives                         | Exercise 10 -22 point                 |                       |
| Similar sentences                    |                                       |                       |
| Confusing words                      | Exercise 11–20 point                  |                       |
| Prepositions                         | 5 F                                   |                       |
| Idiomatic expression                 | Exercise 12-20 point                  | s 5                   |
| Informative analysis                 | Exercise 13–8 point                   | 2 R                   |
| Comprehensions                       | Compre. 1 12 points                   | -                     |
|                                      | Compre. 2 13 points                   |                       |
|                                      | Compre. 3 12 points                   |                       |
| Compositions                         | Composition A; 40 points              |                       |
|                                      | Composition B; 40 points              |                       |
|                                      | 58                                    |                       |
|                                      | 5 đ                                   |                       |
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| MATHE                                    | MATICS   |
|--|--|
| NUMBERS .                                | 4. How many times is the total val                               |
| Week 1 Monday                            | of digit 2 greater than the to                                   |
| <u>Exercise 1</u>                        | value of digit 8 in the numb<br>7235842                          |
| Place and total value                    | 7235842  |
| Example                                  |  |
| Place and total value                    |  |
| How many groups of hundreds are in       |  |
| the total value of digit 8 in the number | 5. What is the difference between t                              |
| 7899625?<br>Solution                     | total values of digit 5 and 3 in t                               |
| 7894625                                  | number 257439?   |
| Total value of 8 is 800000               | 10 I I I I I I I I I I I I I I I I I I I                         |
| Divide by $100 = 800000$                 |  |
| 100                                      |  |
| Answer = 8,000                           |  |
| 1. Which digit has the greatest value    | •  |
| in the number 1834792?                   |  |
|  | <b>6.</b> What is the place value of digit 8 5479.284?           |
|  | 0+79.204?  |
|  |  |
| 2. What is the place value of digit 4 in | -  |
| the number 746392?                       |  |
|  |  |
|  | 7 What is the first  |
|  | 7. What is the total value of digit obtained after working out;- |
| 3. What is the sum of the total values   | 0.43 × 21.09?  |
| of the digits in hundreds and ten        | 12200393936 (NEUTON)   |
| thousands position in the number         |  |
| 194378?                                  |  |

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|  | τ.   |
|  | Std 8  |
| 8. How many groups of hundreds are   | · · · · · · · · · · · · · · · · · · ·  |
| there in the total value of digit 5 for  |  |
| the number 450618.3?   |  |
| the number 400010.0.   | r.   |
|  |  |
|  |  |
|  |  |
| х.   |  |
|  | 14. What is the product of the total   |
|  | value of 5 and 2 in 8573.621?  |
| 9. What is the difference between the  |  |
| total value of digit 5 and 2 in the  |  |
| number 457.9326?   |  |
| humber 407.90201   |  |
|  |  |
|  |  |
|  | 15. What is the total value of each digit  |
|  | in the number 6432.157?  |
|  | 10 in the number 0452.157?   |
|  | in the number 0432.137?  |
| 10 Round off 29 9983 to the neares   |  |
| <b>10.</b> Round off 29.9983 to the neares   |  |
| 10.Round off 29.9983 to the neares hundredth   |  |
|  |  |
|  |  |
|  |  |
|  | t  |
| hundredth  | t<br>Week 1 Tuesday  |
| hundredth<br>11.Round off 799470 to the neares   | t<br>Week 1 Tuesday<br>t<br><u>Exercise 2</u>  |
| hundredth  | t<br><u>Week 1 Tuesday</u><br>t<br><u>Exercise 2</u><br><u>Reading and writing numbers</u>   |
| hundredth<br>11.Round off 799470 to the neares   | t<br>Week 1 Tuesday<br>t<br><u>Exercise 2</u>  |
| hundredth<br>11.Round off 799470 to the neares   | t<br><u>Week 1 Tuesday</u><br>t<br><u>Exercise 2</u><br><u>Reading and writing numbers</u>   |
| hundredth<br>11.Round off 799470 to the neares   | t<br><u>Week 1 Tuesday</u><br>t<br><u>Exercise 2</u><br><u>Reading and writing numbers</u>   |
| hundredth<br>11.Round off 799470 to the neares   | t<br>Week 1 Tuesday<br>Exercise 2<br>Reading and writing numbers<br>in symbols and words   |
| hundredth<br>11.Round off 799470 to the neares   | t<br>Week 1 Tuesday<br><u>Exercise 2</u><br><u>Reading and writing numbers</u><br><u>in symbols and words</u><br>Example:-   |
| hundredth<br>11.Round off 799470 to the neares<br>ten thousand   | t<br>Week 1 Tuesday<br>Exercise 2<br>Reading and writing numbers<br>in symbols and words<br>Example:-<br>Write 871 596.24 in words<br>Solution   |
| hundredth<br><b>11.</b> Round off 799470 to the nearest<br>ten thousand<br><b>12.</b> Round off 29853 to the nearest | t<br>Week 1 Tuesday<br>Exercise 2<br>Reading and writing numbers<br>in symbols and words<br>Example:-<br>Write 871 596.24 in words<br>Solution   |
| hundredth<br>11.Round off 799470 to the neares<br>ten thousand   | t<br>Week 1 Tuesday<br>Exercise 2<br>Reading and writing numbers<br>in symbols and words<br>Example:-<br>Write 871 596.24 in words<br>Solution<br>It Decimals are based on their total values.<br>Therefore we have <sup>24</sup> / <sub>100</sub> which is reads as                             |
| hundredth<br><b>11.</b> Round off 799470 to the nearest<br>ten thousand<br><b>12.</b> Round off 29853 to the nearest | t<br>Week 1 Tuesday<br>Exercise 2<br>Reading and writing numbers<br>in symbols and words<br>Example:-<br>Write 871 596.24 in words<br>Solution<br>t Decimals are based on their total values.  |
| hundredth<br><b>11.</b> Round off 799470 to the nearest<br>ten thousand<br><b>12.</b> Round off 29853 to the nearest | t<br>Week 1 Tuesday<br>Exercise 2<br>Reading and writing numbers<br>in symbols and words<br>Example:-<br>Write 871 596.24 in words<br>Solution<br>It Decimals are based on their total values.<br>Therefore we have <sup>24</sup> / <sub>100</sub> which is reads as                             |
| hundredth<br><b>11.</b> Round off 799470 to the nearest<br>ten thousand<br><b>12.</b> Round off 29853 to the nearest | t<br>Week 1 Tuesday<br>Exercise 2<br>Reading and writing numbers<br>in symbols and words<br>Example:-<br>Write 871 596.24 in words<br>Solution<br>t<br>Decimals are based on their total values.<br>Therefore we have <sup>24</sup> / <sub>100</sub> which is reads as<br>twenty four hundredths |

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|    |   |     | 4<br>2   |
|----|---|-----|--|
| 1. | What is 1010101written in words?  | 6.  | Std<br>What is three million six hundre<br>and four thousand and eighty tw<br>less three thousand and fix<br>written in symbols?   |
|    | <b>!</b> .  |     |  |
| 2. | What is five million, nine thousand three hundred and eight written in numerals?                            |     |  |
|    |   | 7.  | Write 99099909 in words  |
|    |   |     |  |
| 3. | Write 800405.019 in words   |     |  |
|    |   | 8.  | What is the difference between th<br>largest six digit number and th<br>smallest six digit number that ca<br>be made using the digits (<br>7,2,0,5 and 1 written in words? |
| 4. | Write three hundred and five<br>thousand two hundred and nine<br>and thirty five thousandths in<br>symbols. |     | ,,2,0,0 and 1 written in words?  |
|    | ۰.  | ð m |  |
|    |   | 9.  | Write in words 1990909 less on<br>million  |
| 5. | What is 7312052 written in words?   |     | · _ ·  |
|    |   |     |  |

| 10. Write 400007.17 in wo   | rds 1.                                   | Std 8<br>The area of a square garden is  |
|---|--|--|
| •   |  | $3136m^2$ . What is the length of        |
| * (   |  | each side of the square garden?          |
| 10<br>  |  |  |
|   |  |  |
|   |  |  |
| 11. Write in symbols sev  |  |  |
| nine hundred and fift<br>quarter million  |  | What is the square root of $\sqrt{256?}$ |
| arteriorised states our second states   |  |  |
| ્યુ   |  | * · · ·                                  |
|   | ~  | · · · · · ·                              |
|   |  |  |
|   |  |  |
| 12. Write thirty nine the   | ousand two 3.                            | What is the product of the square        |
| hundred and eight tho   |  | of 9 and the square root of 25?          |
| symbols.  | 2  |  |
| 6ym6016.  |  | ξ.                                       |
| •   |  | ×.                                       |
| •   |  | ŝ  |
| •   |  | ¥<br>                                    |
| Week 1 Wednesday  |  | 8<br>                                    |
| Week 1 Wednesday<br>Exercise 3  | roots 4.                                 | Work out <u>16 + 9</u>                   |
| Week 1 Wednesday  | <u>roots</u> 4.                          | Work out $\sqrt{\frac{16+9}{8^2}}$       |
| <u>Week 1 Wednesday</u><br><u>Exercise 3</u><br><u>Squares and square</u><br>Example<br>What is the square root of 0.0  | roots                                    |  |
| Week 1 Wednesday<br>Exercise 3<br>Squares and square<br>Example<br>What is the square root of 0.0<br>Solution   | <u>roots</u><br>)256?                    |  |
| Week 1 Wednesday<br>Exercise 3<br>Squares and square<br>Example<br>What is the square root of 0.0<br>Solution<br>Step 1: Convert the number   | <u>roots</u><br>)256?                    |  |
| Week 1 Wednesday<br>Exercise 3<br>Squares and square<br>Example<br>What is the square root of 0.0<br>Solution<br>Step 1: Convert the number 1<br>$0.0256 = \frac{256}{10000}$   | <b>roots</b><br>)256?<br>into a fraction |  |
| Week 1 Wednesday<br><u>Exercise 3</u><br><u>Squares and square</u><br>Example<br>What is the square root of 0.0<br><u>Solution</u><br>Step 1: Convert the number 1<br>$0.0256 = \frac{256}{10000}$<br>Step 2: Get the square root | <b>roots</b><br>)256?<br>into a fraction | √ 82                                     |
| Week 1 Wednesday<br>Exercise 3<br>Squares and square<br>Example<br>What is the square root of 0.0<br>Solution<br>Step 1: Convert the number 1<br>$0.0256 = \frac{256}{10000}$   | <b>roots</b><br>)256?<br>into a fraction |  |
| Week 1 WednesdayExercise 3Squares and squareExampleWhat is the square root of 0.0SolutionStep 1: Convert the number $0.0256 = \frac{256}{10000}$ Step 2: Get the square root<br>numerator and denomination                        | <b>roots</b><br>)256?<br>into a fraction | √ 82                                     |

|     |    | 2)<br>1  |  |
|-----|----|--|--|
|     | 6. | Work out $\sqrt{2 \frac{1}{4}} \div 2\frac{7}{9} \times (\frac{2}{3})^2$ | 5td 8<br>10.What is the square root of the<br>number obtained when 225 is<br>multiplied by 16?   |
|     |    | a ta ana ana ana ana ana ana ana ana ana                                 |  |
|     | 7. | What is the difference in the value                                      | <b>11.</b> What is the value of $\sqrt{(\frac{4}{3})^{2^*} \div \frac{36}{81}} \div (\frac{3}{4})^2$   |
|     |    | of the square root of $6\frac{4}{4}$ and the square of $\frac{3}{4}$ ?   |  |
| л к |    | ا <b>م</b><br>۵  | Conversion of fractions to<br>decimals and vice versa<br>Example<br>1. Convert 2/11 into a decimal using the<br>recurring decimal notation<br>Solution |
|     | 8. | What is the value of $\sqrt{0.2304?}$                                    | divide the numerator by the denominator<br>Identify the numbers that are repeating<br>themselves and denote them using the<br>notation as follows?     |
| •   |    |  | 11 20<br><u>11</u><br>90<br><u>88</u><br>20  |
|     | 9. | Work out: $0.12^2 + 0.05^2$<br>$1.3^2$                                   | <u>11</u><br>90  |
|     |    |  | 88<br>20<br>In the case 1 and 8 are repeating themselves.<br>Therefore the answer is 0.18  |

|   | Std 8  |
|---|--|
| Example 2   | 4. Which among the fractions below   |
| Ken ate 0.35 of sugarcane and gave the            | will form terminating decimals?  |
| rest. What fraction of the sugarcane did          | (a) $\frac{3}{5}$ .  |
| the give out?                                     | <u></u> /5 -   |
| Solution  | 1  |
| he whole sugarcane, is represented by 1           |  |
| whole subtract 0.35 from 1 whole to get the       | (b) $\frac{4}{13}$   |
| decimal given out                                 | ,  |
| 1.00 - 0.35 = 0.65                                | · ·  |
| Solution  |  |
| Convert the decimal into a fraction and           | (c) $\frac{3}{16}$   |
| simplify? 13                                      | 1 / 10   |
| <del>65</del> = 13                                |  |
| 100 20 ~  |  |
| Answer = $\frac{13}{20}$                          |  |
|   | (d) $\frac{5}{6}$  |
| Week 1 Thursday                                   |  |
|   |  |
| Exercise 4  |  |
| 1. Convert the following fraction into            | 5. Convert these fractions to decimals   |
| decimals  | using the resuming decimal notation?   |
| (a) $\frac{2}{25}$ ·                              | (a) $\frac{2}{3}$  |
|   | (a) 73   |
|   | a  |
| ·   |  |
|   |  |
| (b) $\frac{9}{160}$                               | (b) $\frac{9}{37}$   |
| (6) /160  |  |
|   |  |
| · .   | .E   |
|   | *  |
| 2. What is $\frac{5}{18}$ written as a decimal to | <b>6.</b> What is $5\frac{3}{16}$ written as a decimal?  |
| the nearest hundredths?                           | <b>6.</b> What is $5^{-16}$ written as a decimal?  |
| die nour oot munur outrio.                        |  |
|   | *  |
|   | · · ·  |
|   | and the second |
|   | <b>7.</b> Write 1.001 as a fraction  |
| <b>3.</b> Convert 5.0625 to a fraction            |  |
|   | ı  |
|   |  |
| . ·   |  |
|   |  |

|     | н<br>М  |  |
|-----|---|--|
| •   |   | , Std 8  |
| 8.  | In a meeting $\frac{5}{8}$ of the attendants  |  |
|     | were women and the rest were men  | Conversion of fractions to   |
|     | what portion of attendant were  | percentage and vice versa  |
|     | men written in decimal form?  | Week 1 Friday  |
|     |   | Exercise 5   |
|     | •   |  |
|     |   | 1. Convert the following fractions into percentages  |
|     |   |  |
|     |   | (a) $\frac{4}{9}$  |
|     | What is 0.3045 written as a   |  |
|     | fraction in the simplest form?  |  |
|     | а <b>на к</b>   |  |
|     |   | (b) $1\frac{1}{4}$   |
|     | 3<br>8  |  |
| 1   |   | *  |
|     |   | 2  |
| 10. | Arrange the fractions in  |  |
|     | descending order  | (c) $\frac{11}{20}$  |
|     | $7_{12}, 5_{6}, 3_{4}, 2_{3}$   | 8  |
| I   | /12' /6'. /4' 73  |  |
|     | a server of the second s |  |
|     |   | <b>2.</b> What is $12\frac{1}{2}$ % written as a fraction?   |
|     |   |  |
|     |   |  |
|     |   | *  |
| 11. | Jakom ate 0.45 of a cake and gave   |  |
|     | the rest to his sister. What  |  |
|     | fraction of the cake was given to   | <b>3.</b> Convert $\frac{1}{3}$ % into a fraction  |
|     | his sister?   |  |
|     | ×   |  |
|     |   |  |
|     |   |  |
| ,   | ~   |  |
|     | <   | <b>4.</b> In a class 37 $\frac{1}{2}$ % of the pupils are  |
| s   | s   | <b>4.</b> In a class $37 \frac{1}{2}$ % of the pupils are box. What fraction of the pupils             |
|     | 、   | <b>4.</b> In a class $37 \frac{1}{2}$ % of the pupils are boys. What fraction of the pupils and girls? |
| ,   | s   | boys. What fraction of the pupils  |

| Set 8         During a crop harvest only 90% of<br>the harvest was good. What<br>fraction of the harvest was bad?       9. In a farm 40% of the animals are<br>goats, 25% are sheep and the rest<br>are cattle. What fraction of the<br>animals will represent cattle?         In a school there are 450 pupils.<br>Out of these 300 are boys<br>(a) What fraction of the pupils<br>represents the girls?       10. In a plantation 10% of the land is<br>occupied by maize, 25% by coffee,<br>15% by beans, 30% by tea and the<br>rest by bananas. What fraction of<br>the plantation is occupied by<br>bananas?         (b) What is the percentage of girls in<br>the school?       10. In a plantation 10% of the land is<br>occupied by maize, 25% by coffee,<br>15% by beans, 30% by tea and the<br>rest by bananas. What fraction of<br>the plantation is occupied by<br>bananas?         During a trip 75% of the pupils<br>turned up for the trip. What<br>fraction of the pupils did not go for<br>the trip?       Conversation of decimals to<br>percentages and price vice versa<br>Week 2 Monday<br>Exercise 6<br>1. Write 0.002 as a percentage.         • In a village 33 ½% of the<br>populations are as below 18 years.<br>What fraction of the population is<br>above 18 years?       2. What is 3.5% written as a decimal? | 5                                      |   |
|--|--|---|
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| <ul> <li>(b) What is the percentage of girls in the school?</li> <li>During a trip 75% of the pupils turned up for the trip. What fraction of the pupils did not go for the trip?</li> <li>Conversation of decimals to percentages and price vice versa Week 2 Monday Exercise 6 <ol> <li>Write 0.002 as a percentage.</li> </ol> </li> <li>In a village 33 1/3% of the population is above 18 years?</li> <li>What is 3.5% written as a decimal?</li> </ul>   | <b>~</b>                               | rest by bananas. What fraction of   |
| turned up for the trip. What<br>fraction of the pupils did not go for<br>the trip?   |  |   |
| turned up for the trip. What<br>fraction of the pupils did not go for<br>the trip?   |  | а.<br>Т   |
| turned up for the trip. What<br>fraction of the pupils did not go for<br>the trip?   |  | 1   |
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| <ul> <li>Exercise 6</li> <li>Write 0.002 as a percentage.</li> <li>In a village 33 <sup>1</sup>/<sub>3</sub>% of the populations are as below 18 years. What fraction of the population is above 18 years?</li> <li>What is 3.5% written as a decimal?</li> </ul>  |  | 201 21 21 20 200 21 21 21 21  |
| <ul> <li>In a village 33 <sup>1</sup>/<sub>3</sub>% of the populations are as below 18 years. What fraction of the population is above 18 years?</li> <li>2. What is 3.5% written as a decimal?</li> </ul>   |  |   |
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| populations are as below 18 years.<br>What fraction of the population is<br>above 18 years?<br><b>2.</b> What is 3.5% written as a decimal?  | In a village 33 $\frac{1}{2}$ % of the |   |
| above 18 years? <b>2.</b> What is 3.5% written as a decimal?   | populations are as below 18 years.     |   |
|  |  | <b>2.</b> What is 3.5% written as a decimal?  |
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| 3    | . Convert 12.05 into percentage  | <b>8.</b> Write 0.04 as a percentage  |
|------|--|---|
|      |  | -   |
|      | 4  |   |
|      | t  | <b>OPERATION ON NUMBERS</b>   |
| 4.   | Write $5\frac{3}{4}$ % as a decimal  | Week 2 Tuesday  |
|      |  | Exercise 7  |
|      |  | Operations involving whole  |
|      |  | numbers .   |
|      | ર પૈયુ<br>સંસ્થ  | 1. What is 32384 ÷ 23?  |
| 5    | Juma scored 82.5% in a test.   |   |
| 0.   | What portion did he fail written as  |   |
|      | a decimal?   | *   |
|      |  | <b>2.</b> What is the value of  |
|      |  | (12810 - 1480 +1030 - 1210) ÷ 25  |
|      |  |   |
| 1    |  |   |
|      |  |   |
| _    |  |   |
| 6.   | During a class debate 0.375 of the   |   |
|      | pupils did not participate. What percentage of the pupils participated   | 3. Work out   |
| 0.60 | personalge of the pupils participated  | 52 + 3(8 - 4) - 7 × 6 ÷ 3   |
|      | τ.   | 2   |
|      |  | 3.90.<br>2.90.  |
|      | -  | •   |
|      | а.   |   |
| 7    | One day 0.125 of the pupils were   |   |
|      | absent.What percentage of the pupils were absent that day?   | <b>4.</b> What is the product of 1695 and 879?  |
|      | Papao were abbent mat day:   |   |
|      | a sur a s  | n in the second s |
|      |  |   |
| 2    | and the second sec | · •   |
|      |  |   |
|      |  |   |

|  | Std 8   |
|--|---|
| 5. What is the value of                                  | How many copies of newspaper did                |
| <u>1075 - 261 ÷ 29</u> =                                 | he sell in one week?                            |
| 26   |   |
| ·  | •   |
| . 4  |   |
|  |   |
| 2  |   |
|  |   |
| 6. What is the difference between the                    |   |
| HCF and LCM of 12, 36 and 54?                            |   |
|  | 9. Kelvin stayed with his aunt from             |
| . B.   | the morning of 22 <sup>nd</sup> April up to the |
|  | morning of 29 <sup>th</sup> July for how many   |
| ~  | nights did he stay there?                       |
| 1 I I I I I I I I I I I I I I I I I I I                  | lights did he stay there?                       |
| - "  |   |
| · · · · ·  |   |
| 77 (T)   |   |
| 7. Three clocks were set to ring at                      |   |
| intervals of $\frac{1}{3}$ hr, $\frac{1}{2}$ hr and 1 hr | · · · ·   |
| respectively. If the clocks were rung                    |   |
| altogether at 10.20am, at what time                      | 10.In a meeting, children were five             |
| did they ring together again the                         | times as many as women. There                   |
| third time?  | were 3500 more children than                    |
|  | men. If there were 2100 women in                |
|  | the meeting, how many people                    |
| 5<br>2   | were there altogether?                          |
| ×  | 8 8 A   |
|  |   |
|  |   |
|  | 3   |
|  |   |
|  |   |
|  | 2<br>2  |
| 8. A Newspaper vendor sold three                         |   |
|  | 11. A class with 36 members                     |
| types of papers. Each day from                           | planned a trip. The cost of hiring a            |
| Monday to Friday he sold 40 copies                       | bus for the trip was sh. 10,800. All            |
| of paper X, 25 copies of paper Y and                     | members were expected to                        |
| 18 copies of paper Z. For the                            |   |
| remaining two days a total of 50                         | contribute equally but six of them              |
| copies of paper X, 45 copies of                          | paid only sh. 180 each. How much                |
| paper Y and 35 copies of paper Z.                        |   |

more than the originally agreed | 14. Soda bottles were packed in crates Std 8 amount did each of the rest pay? each containing 24 bottles. A shopkeeper had 529 bottles of soda which he packed in crates. How many more bottles of soda must he buy so that all the crates are full? 12.A certain constituency has 19,400 registered voters, four candidates contested for a seat. Candidate A got 6800 votes, B get 720 more candidate than C who get 4500 15.A 33-seater bus and 14-seater less than candidate A. 350 voters matatu were hired to transport 578 did not vote while 500 votes were people to a church function, both spoilt. How many votes did vehicles travelled together but the candidate D get? matatu made on extra trip alone. How many people altogether did the matatu transport? 13.A school has two streams from Std 16.In a certain village, the total 1 to 8. There are 45 pupils in each number of women and children class from Std 1 to 4. And 40 were 38423. The number of pupils per class from Std 5 to 8. women and men is 15639. The Each pupil was given 15 exercise number of men is 6752. What is books. How many book were issue the number of children in that altogether? village?

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| <b>17.</b> At the beginning of year 2018, the number of boys in a school was 970 and that of girls was 1045. At the end of the year 117 boys and 150 girls joined the school. In the year 2019, 164 boys and 89 girls were transferred from the school what was the population of the school by the year 2019? | Std 8<br>20.A factory produced 54,125 sweets.<br>The sweets were packed in packets<br>each holding 25 sweets. The cost of<br>each packet was sh. 96. All the<br>packets were then equally packed<br>in 24 cartons. What was the cost<br>of the sweets in each carton?   |
|  |   |
|  | <b>Operations involving fractions</b>   |
| *  | Example   |
|  | Solve   |
| <b>18.</b> Mary harvested 8 bags of maize<br>and 12 bags of beans. She sold<br>each bag of maize at sh. 1950 and<br>each bag, of beans at sh. 2475.<br>How much money was she left with<br>after paying sh. 34,850 for school<br>fees?   | $\frac{\frac{1}{5} + \frac{1}{8} \div \frac{5}{16}}{\frac{1}{3} \text{ of } \frac{8}{9} - \frac{5}{18}} = \frac{1}{3}$ Solution Apply BODMAS Numerator: $\frac{1}{5} + \frac{1}{8} \div \frac{5}{16} = \frac{1}{2}$ Division: $\frac{1}{8} \div \frac{5}{16} = \frac{1}{8} \times \frac{16}{5} = \frac{16}{40} = \frac{2}{5}$ Rewrite $\frac{1}{5} + \frac{2}{5} = \frac{3}{5}$ |
|  | Denominator: $\frac{1}{3}$ of $\frac{8}{9} - \frac{5}{18}$  |
| -  | Apply BODMAS  |
| <b>19.</b> In the year 2018, James harvested<br>4296 bags of wheat from his<br>plantation. This was 949 more<br>than those harvested in 2017.<br>How many bags did he harvest in   | Of: $\frac{1}{3}$ of $\frac{8}{9} = \frac{1}{3} \times \frac{8}{9} = \frac{8}{27}$<br>Rewrite $\frac{8}{27} - \frac{5}{18} =$<br>Subtraction<br>$\frac{8}{27} - \frac{5}{18} = \frac{16 - 15}{54} = \frac{1}{54}$   |

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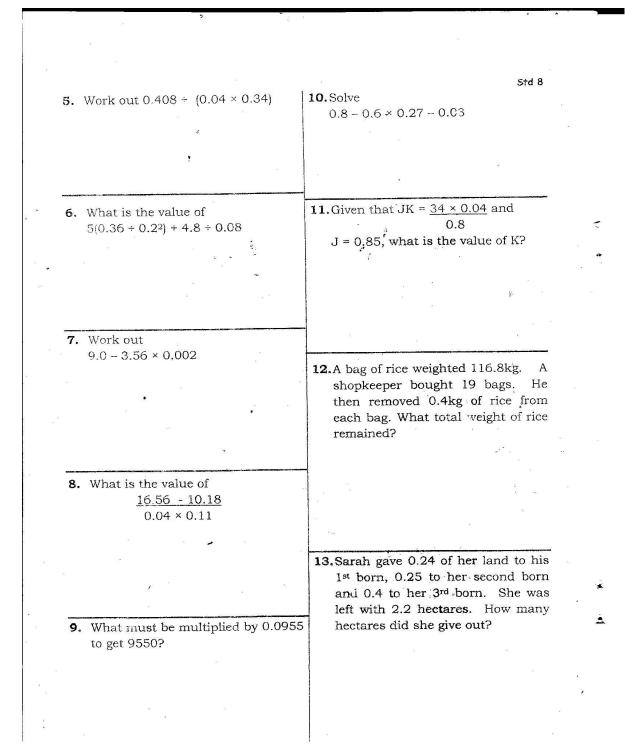
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|  | Std 8   |
|--|---|
| <u>Week 2 Wednesday</u>  | 4. One day $\frac{1}{4}$ of the girls in a class  |
| <b>Exercise 8</b><br><b>1.</b> Work out $\frac{2}{3}(1-\frac{7}{12}) \div \frac{5}{6} = \frac{1}{3}$   | were absent. A total of 12 pupils<br>were absent that day. If 24 girls<br>were present, how many boys were<br>absent?   |
|  | · · · ·   |
|  |   |
| 2. What is the value of  | 5 On Friday 1/ of the   |
| $\frac{1\frac{1}{2} - \frac{1}{4} \times 1\frac{1}{3}}{1\frac{1}{3} + \frac{1}{6} \div \frac{1}{2}} =$ | 5. On Friday, $\frac{1}{4}$ of the workers were absent. On Saturday, only $\frac{1}{6}$ of  |
| <br>   | the workers were absent. If 18<br>more workers were absent on<br>Friday than on Saturday, how<br>many workers are there altogether?   |
|  |   |
|  | -   |
|  |   |
| <b>3.</b> A tank is $\frac{3}{5}$ full. When 2400 litres   | ۰<br>۲  |
| are added the tank becomes 2/3 full.<br>What is the capacity of the tank<br>when half full?            | <b>6.</b> John had a cake. He decided that<br>each day he will eat half of what is<br>available. If he started eating on<br>Sunday, what fraction did he eat<br>on Wednesday? |
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| Std 8   | 7 A former sold V of his source to                                   |
| <b>10.</b> Khadija planted $\frac{1}{5}$ of her shamba                            |  |
| with Maize, $\frac{1}{4}$ with potatoes and                                       | Onyango, $\frac{1}{5}$ to Kioko and $\frac{1}{4}$ to                 |
| $\frac{1}{2}$ of the remainder with beans.  | Mary. The number of cows sold to<br>Kioko was 60. What was the total |
| The rest was planted with nappier   | number of cows' sold to both   |
| grass. What fraction of the   | Onyango and Mary?  |
| shamba was planted with nappier grass?  |  |
| Si dob.   |  |
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| 1   | n Anna Anna Anna Anna Anna Anna Anna An                              |
|   | ~  |
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|   | a a a a a a a a a a a a a a a a a a a                                |
| 1   | 8. Maingi spent half of his salary on                                |
| 11 In a contain coloral the freeting C  | Food and $\frac{1}{3}$ of the remainder on                           |
| <b>11.</b> In a certain school, the fraction of girls in classes 6,7 and 8 are as | rent. He saved the rest. If he                                       |
| follows:  | saved Kshs. 2400, how much had                                       |
| Class 6 is $\frac{2}{3}$ , class 7 is $\frac{3}{5}$ and                           | he earned?   |
| class 8 is $\frac{5}{8}$ , which class has the                                    |  |
| least number of boys if all the   | а<br>  |
| classes have the same number of   |  |
| pupils?   |  |
|   |  |
| 20 Mg   | -  |
|   | <b>9.</b> In a party $\frac{5}{8}$ of the children were              |
| · ·   | boys. If there were 120 girls, how many boys were there?             |
|   |  |
| -   | -  |
|   |  |
| <b>12.</b> Jane shared money among her  |  |
| four children Jack, Jill, Tom and   |  |
| Dick. Jack got $\frac{1}{3}$ of the money   |  |
| while Jill get $\frac{1}{2}$ of the remainder.                                    |  |

|           |          |   | а а.<br>К. а.   |
|-----------|----------|---|---|
|           |          |   | Std 8   |
|           |          | The rest was shared equally                   | Week 2 Thursday   |
|           |          | between Tom and Dick. If Tom                  | Exercise 0  |
|           |          | got sh. 900. How much did Jill                |   |
|           |          | receive?                                      | Operations involving decimals                                       |
|           |          |   | 1. What is the value of $0.04 \times 0.105$ ?                       |
|           |          |   | 0.08 ×0.7   |
|           |          | , °, °, ,                                     | N   |
|           |          |   |   |
|           |          | a a q <sub>en</sub> r                         | ×   |
|           |          |   |   |
|           |          | , g sheker                                    | 2 Murauno   |
| la        | 10       |   | 2. Mwaura receives a salary of sh.                                  |
|           | 13.      | Davie and Rose shared a chapatti              | 30,000 per month. In a certain                                      |
| 1         |          | such that Davie got three times as            | month he spent 0.25 on transport.                                   |
|           |          | much as Rose. What fraction of                | He spent 0.2 of the remainder on school fees and save the rest. How |
|           | 200      | the chapatti did Davie receive?               | much did he save in the month?                                      |
|           |          |   | much did he save in the month?                                      |
| а<br>9 а  |          |   |   |
|           | 8<br>8   | т   |   |
|           |          |   |   |
|           |          |   |   |
|           |          | а и так<br><sub>Пал</sub> а                   | T A A A A A A A A A A A A A A A A A A A                             |
|           |          |   | 3. A meeting was attended by 450                                    |
|           | 1.4      |   | people. Out of these, 0.3 were                                      |
| 0.0<br>2. | 14.      | In a church function $\frac{3}{8}$ of the     | men, 0.2 of the remainder were                                      |
|           |          | attendance were children $\frac{2}{5}$ of the | women and the rest were children.                                   |
| 2 10      | ate n    | remainder were men and the rest               | How many more children than men                                     |
| а<br>2    |          | were women. What fraction of the              | were there?   |
|           | 2 8      | attendance were women?                        |   |
|           |          | deteridance were women?                       |   |
|           | 1        |   |   |
|           |          |   |   |
|           |          | - <sup>-</sup>                                |   |
|           |          |   |   |
|           | <u>.</u> | -   | 4. What is the product of 2.546 and                                 |
| 8         |          | 4 A   | 6.05 to 2 decimal places?   |
| 2         | та "     | a a   |   |
|           | 1 a      |   |   |
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| а         | 92       | ۰.<br>۲                                       |   |
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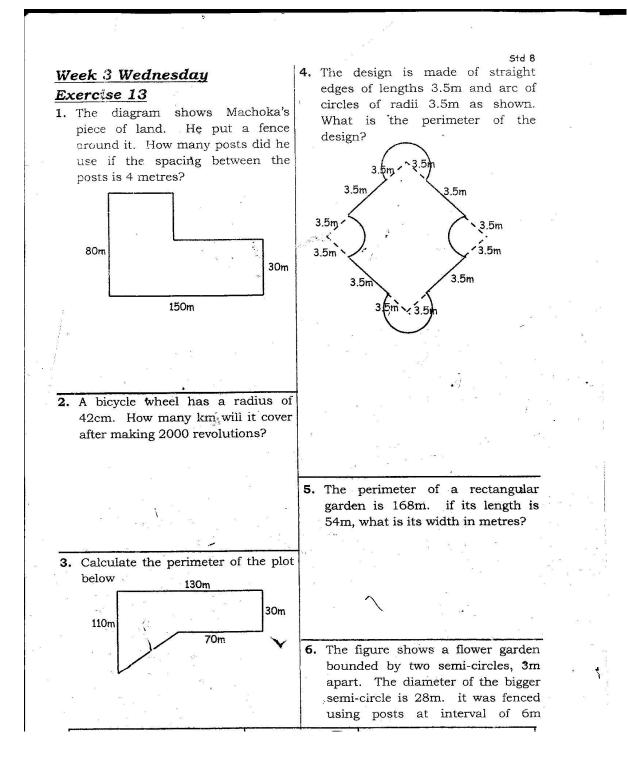
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|--|---|
| 14. During an election the winning<br>candidate got 0.45 of the votes cass<br>while other two candidates got 0.28<br>and 0.175 respectively. There were<br>57 spoilt votes. How many votes<br>did the second candidate get?  | <b>Exercise 10</b><br><b>1.</b> The population of a certain school  |
|  |   |
| 15.A tailor had 23.5m of cloth<br>material. From this material she<br>made 2 dresses each requiring<br>4.35m of materials and 5 blouses.<br>How many meters of material did<br>each of the five blouses require?             | series of physical exercises his<br>mass decreased to 72kg. What<br>was the percentage decrease in his  |
|  |   |
| •  |   |
| a  |   |
|  |   |
| Percentage, increase and   | 5   |
| decrease   | al al   |
| Example  |   |
| The price of an item in a shop increased<br>by 20% in 2017. In the year 2018, it<br>further increased by 10%. If in 2016 the<br>price was Kshs. 400, what was the price<br>of the same commodity in 2018?<br><u>Solution</u> | 3. In the year 2017 a certain country<br>exported 24 200kg of coffee. In<br>2018 they increased the export by<br>15%. How kilograms of coffee were<br>exported the two years? |
| The original price was sh. 400   | а.<br>Т   |
| Increase first by 20% then by 10% as follows:-   |   |
| $\frac{100 + 20}{100} \times \frac{100 + 10}{100} \times 400$<br>= <u>1200</u> × <u>110</u> × 400<br>100 × 100   | a<br>A<br>Mark  |
| Answer = sh. $528$   | 4. The level of water in a dam was  |
|  |   |

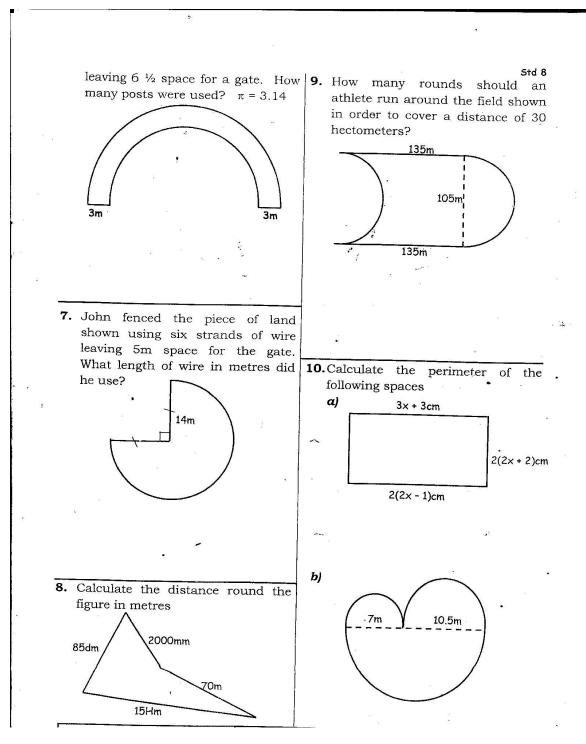
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|  | Std 8  |
| the level of the water was 1600cm.       | by 121/2%, but decreased the cattle  |
| What was the level at the beginning      | by 25%. How many animals did   |
| of the 3 <sup>rd</sup> week?             | the farmer finally have?   |
|  |  |
|  | 8  |
|  | · ·  |
| e 6.*                                    |  |
|  |  |
|  |  |
| 5. In January a milling factory packed   | 8. After an increase of 30%, Kyalo's   |
| 25,000 bales of Unga. In February        | salary became sh. 67,600. What   |
| it decreased the bales packed from       | was his salary before the increase?  |
| the previous month by $12\frac{1}{2}$ %. |  |
| How many bales were packed in            |  |
| the month of February?                   |  |
|  |  |
| 8 X X                                    |  |
|  |  |
| а<br>. П на                              |  |
| •  |  |
| •  | 9. The length of a rectangle is 40cm   |
|  | and the width is 25cm. Each side   |
| 6. The price of an item in 'a            | of the plot is increased by 10%.   |
| supermarket was sh. 900. The             | What is the increase in the area of  |
| price of the item increased by 10%.      | the plot?  |
| After one month it was reduced by        |  |
| 10%. What was the new price after        |  |
| reduction?                               | 5 m  |
|  |  |
|  |  |
|  |  |
| '  | 10.A plot measured born by 60m. The  |
| . n                                      | measurements of the sides of the   |
|  | plot were later increased to 90m by  |
|  | 50m. What was the percentage   |
| · · · · · · · · · · · · · · · · · · ·    | increase of the area of the field?   |
| 10 Mar                                   |  |
| 7. In a farm there are 160 animals of    | F ,  |
| which 50% were sheep, 30% cattle         |  |
| and rest were goats. He increased        | 1  |
| the number of sheep by 25%, goats        |  |
| the number of sheep by 2070, goat        | - I and the second seco |

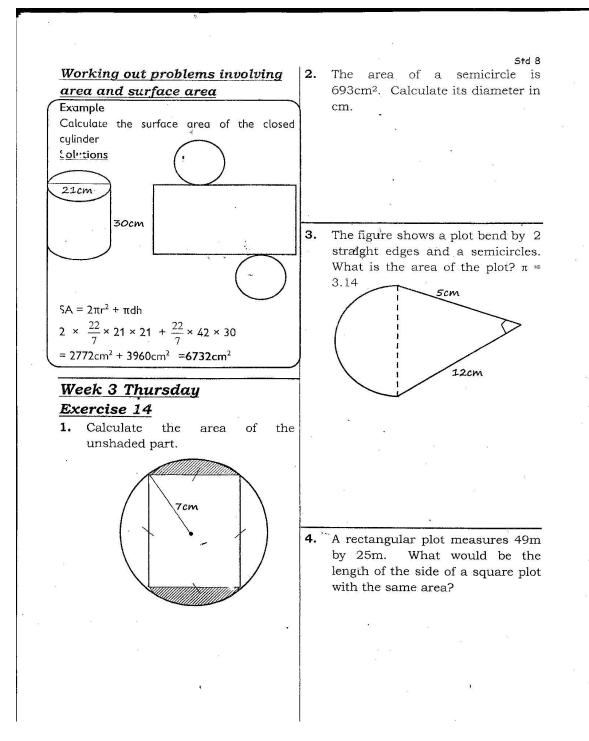
| 11. In 2018 the enrolment in a certain<br>school was 600. In the year 2019,<br>the enrollment decreased by 10%<br>from that year of 2018. The<br>enrollment increased by 25% in the<br>year 2020 what was the enrolment<br>in the year 2020? | Week 3 Monday         Exercise 11         1. What is the next number in the                  |
|--|--|
| · · · , · · ·  | <b>2.</b> Write the next number 0.9204, 0.9314, 0.9424, 0.9534,                              |
| 12. The price of an article in a shop<br>was increased by 20%. The<br>following weeks the price was<br>decreased by 10%. The price of the<br>article after the decrease was sh.<br>810. What was the original price<br>the increase?         | <ul> <li>3. What is the next number in the sequence 1 1/4, 1 1/8, 1 1/16,</li> </ul>         |
|  | <b>4.</b> Arrange the frictions in ascending order   |
| <ul> <li>13. The amount of water in a tank decreased by 20% each day. If the capacity of the tank is 2500 litres,</li> <li>what was the capacity of the tank after 3 days?</li> </ul>  | $\frac{3}{4}, \frac{4}{9}, \frac{19}{40}, \frac{5}{12}$                                      |
| , and S daysr  | <ul> <li>5. Find the sum of the next two number</li> <li>(a) 15, 20, 27, 38, 51,,</li> </ul> |
| 2 .<br>2 .   | (b) $1\frac{1}{3}$ , $2\frac{2}{3}$ , $5\frac{1}{3}$ , $10\frac{2}{3}$ ,,                    |

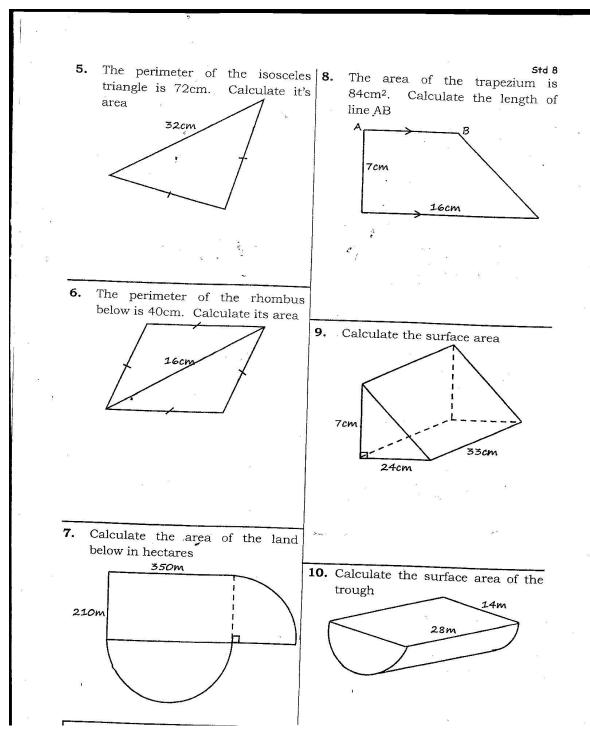
| INDEXSOLVENTION 1Working out problems involving<br>units of lengthExample 1Convert 6DM 4dm 12mm into metres only<br>SolutionConvert 6DM into m<br>10M = 10m<br>6Dm =?6 x 10 = 60mTown of the sixth number in the<br>sequence?<br>(a) 2.25, 3.5, 4.75, 6,Week 3 Tuesday<br>Exercise 12<br>1. Convert 4m 35cm into decimetres.(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,(c) $\frac{34}{4}$ , $7/8$ , 1, 1 $\frac{1}{4}$  | 12, 16, 25, 41, 66,,                                   | MEASUREMENT   |
|---|--|---|
| 6. Write the next number in the sequence 73, 79, 83, 89,<br>7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(c) $\frac{1}{2}$ , $\frac{1}{2$ |  |   |
| Example 1<br>Convert 6DM 4dm 12mm into metres only<br>Solution6. Write the next number in the<br>sequence<br>73, 79, 83, 89,Convert 6DM into m<br>1DM = 10m<br>6Dm =?7. What is the sixth number in the<br>sequence?<br>(a) 2.25, 3.5, 4.75, 6,Example 2'<br>Convert 4dm into m<br>1m = 10dm<br>? = 4dm<br>107. What is the sixth number in the<br>sequence?<br>(a) 2.25, 3.5, 4.75, 6,Week 3 Tuesday<br>Exercise 12<br>  |  |   |
| 6. Write the next number in the sequence<br>73, 79, 83, 89,<br>7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(c) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert $137 \frac{1}{2}$ metres to millimetre  |  |   |
| 6. Write the next number in the sequence 73, 79, 83, 89,<br>7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(c) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert $137 \frac{1}{2}$ metres to millimetre  | . (  |   |
| 6. Write the next number in the sequence 73, 79, 83, 89,<br>7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert $137 \frac{1}{2}$ metres to millimetre  |  |   |
| 6. Write the next number in the sequence<br>73, 79, 83, 89,<br>7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(c) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert 137 $\frac{1}{2}$ metres to millimetre  |  |   |
| sequence<br>73, 79, 83, 89,<br>6Dm = ? $6 \ge 10 = 60m$<br>6Dm = ? $6 \ge 10 = 60m$<br>1m = 10dm<br>? = 4dm<br>1x 4 = 0.4m<br>10<br><b>Example 2'</b><br>Convert 4dm into m<br>1m = 10dm<br>? = 4dm<br>10<br><b>Example 2</b><br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(c) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert 137 $\frac{1}{2}$ metres to millimetre   |  |   |
| 7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(c) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert 137 $\frac{1}{2}$ metres to millimetre   |  |   |
| 7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(c) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert $137 \frac{1}{2}$ metres to millimetre   | , 79, 83, 89,  |   |
| 7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert 137 $\frac{1}{2}$ metres to millimetre  |  | Example 2   |
| 7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(c) $\frac{1}{2}$ . Convert $\frac{137}{2}$ metres to millimetre   |  |   |
| 7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(c) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert 137 $\frac{1}{2}$ metres to millimetre  |  |   |
| 7. What is the sixth number in the sequence?<br>(a) 2.25, 3.5, 4.75, 6,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert 137 $\frac{1}{2}$ metres to millimetre  |  |   |
| <ul> <li>7. What is the sixth number in the sequence? <ul> <li>(a) 2.25, 3.5, 4.75, 6,</li> <li>(b) 1/2, 3/4, 5/6, 7/8,</li> </ul> </li> <li>(b) 1/2, 3/4, 5/6, 7/8,</li> <li>2. Convert 137 1/2 metres to millimetree.</li> </ul>  |  |   |
| (a) 2.25, 3.5, 4.75, 6,<br><br>(b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert 137 $\frac{1}{2}$ metres to millimetre   | at is the sixth number in the                          | 10 M  |
| (b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert 137 $\frac{1}{2}$ metres to millimetre  |  |   |
| (b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br><b>2.</b> Convert 137 $\frac{1}{2}$ metres to millimetre   | 2.25, 3.5, 4.75, 6,                                    | Week 3 Tuesday  |
| (b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br><b>2.</b> Convert 137 $\frac{1}{2}$ metres to millimetre   |  |   |
| (b) $\frac{1}{2}$ , $\frac{3}{4}$ , $\frac{5}{6}$ , $\frac{7}{8}$ ,<br>2. Convert 137 $\frac{1}{2}$ metres to millimetre  | 1  |   |
| 2. Convert $137 \frac{1}{2}$ metres to millimetre   |  | . Convert 4in 53cm into decimetres.                           |
| 2. Convert $137\frac{1}{2}$ metres to millimetre  |  |   |
| 2. Convert $137\frac{1}{2}$ metres to millimetre  |  | т.<br>1941 г.   |
| 2. Convert $137\frac{1}{2}$ metres to millimetre  | $\frac{1}{2}, \frac{3}{4}, \frac{5}{6}, \frac{7}{8}, $ | × × 9   |
|   |  |   |
|   |  | * *   |
|   |  | Convert 137 1/ motros to millimate                            |
| (c) <sup>3</sup> /4, 7/8, 1, 1 <sup>1</sup> /4  |  | $\frac{1}{2}$ convert 137 $\frac{1}{2}$ metres to minimetres. |
| (c) <sup>3</sup> /4, 7/8, 1, 1 <sup>1</sup> /4  |  | (Phone )  |
| (c) <sup>3</sup> / <sub>4</sub> , 7/8, 1, 1 <sup>1</sup> / <sub>4</sub>   |  |   |
|   | 4, 7/8, 1, 1 ¼   |   |
|   |  |   |
|   |  |   |
|   |  |   |
|   |  |   |
| <b>3</b> . Convert 7HM 2Dm 5m into Kilome   |  | 3. Convert 7HM 2Dm 5m into Kilometres                         |
|   | 15   |   |
| 5   | × 5  |   |

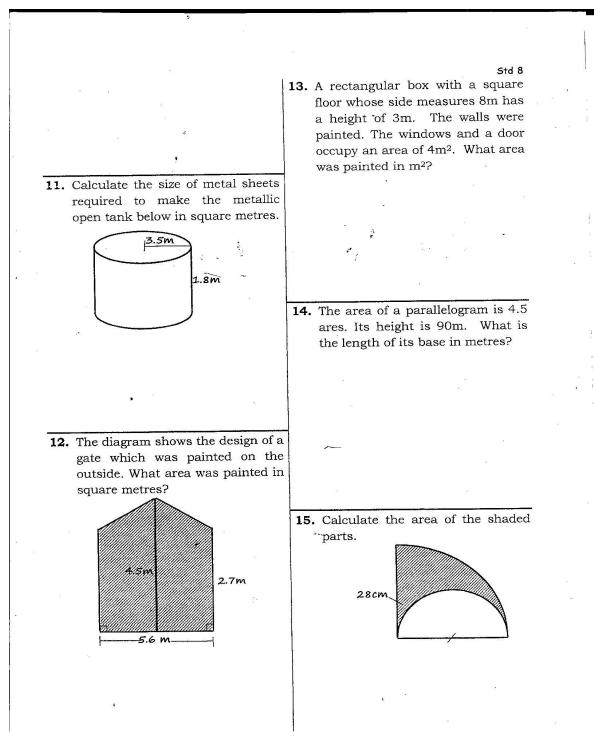
|        | · •                              | · · · · · · · · · · · · · · · · · · ·                                    |
|--------|----------------------------------|--|
|        |                                  |  |
| 67     |                                  |  |
|        |                                  |  |
|        |                                  | Std 8  |
| 4      | • Work out                       | 7. A carpenter had two pieces of   |
|        | Km Hm m                          | timber. The length of each timber  |
|        | 8 9 4                            | was 5Dm 20dm 15mm. What was  |
|        | <u>-5 3<sup>4</sup> 8</u>        | the total length of the timber he  |
|        |                                  | had in metres?   |
|        | ·                                | 5  |
|        |                                  | - 1  |
|        |                                  |  |
|        |                                  | X  |
|        |                                  | -1.<br>e   |
| -      |                                  | <b>1</b> , 200   |
| 5      | . Wanyama's stride is 5dm long.  | · · ·  |
|        | How many strides will he make to | 8. How many flower bushes can be   |
|        | cover a distance of 150Hm?       | planted on both sides of a path  |
|        | 3                                | 5km at intervals of 25 metres?   |
|        |                                  | a a televisi encervisi   |
|        | 1 .                              | 5  |
|        |                                  |  |
|        |                                  | s.   |
|        |                                  |  |
|        |                                  | •  |
|        |                                  |  |
| 6      | . Onesmus wants to construct a   |  |
| -      | timber wall 9m long and 3.75m    | Working out problems involving   |
|        | higher. Timber is to be placed   | perimeter and circumference  |
|        | vertically as shown below.       | Example  |
|        | 1                                | What is the perimeter of the figure below?                               |
|        |                                  |  |
|        |                                  |  |
|        |                                  | <u>7cm</u> <u>14cm</u> <u>7cm</u>  |
|        |                                  |  |
|        | <u>i</u>                         |  |
|        | How many pieces of timber each   |  |
|        | 3m long and 2.5m wide would he   | Solution   |
|        | require to construct the wall?   | Circumference of the bigger circle                                       |
|        |                                  | $c = \frac{1}{2}\pi d = \frac{1}{2r} \times \frac{22}{r} \times 28 = 44$ |
|        | а<br>а                           |  |
|        | л.<br>А                          | Circumference of the smaller circle                                      |
|        | 5                                | $c = \frac{1}{2}\pi d = \frac{1}{2} \times \frac{22}{7} \times 14 = 22$  |
| -<br>- | 2                                | <u>Add</u> $22 + 7 + 44 + 7 = Answer 80cm$                               |
|        |                                  |  |
| 1      |                                  |  |











## WEAK POINTS ANALYSIS TABLE

Std 8

| Topic                       | Performance         | Teachers |
|-----------------------------|---------------------|----------|
| Whole numbers               |                     | Remarks  |
| Place value &total value    | Exer 1-15 points =  |          |
| Reading and writing numbers |                     |          |
| words and symbols           | Exer 2-12 points =  | -        |
| Square and square root      | Exer 3-11 points =  |          |
| Conversion of dec. to fracs | Exer 4-11 points =  |          |
| Conversion of fracs to %    | Exer 5-13 points =  |          |
| Conversion of dec. to %     | Exer 6–13 points =  |          |
| Operation of whole No.      | Exer 7-20 points =  |          |
| Fractions                   |                     |          |
| Operation of fraction       | Exer 8-14 points =  |          |
| Decimals                    |                     |          |
| Operation on decimals       | Exer 9-15 points =  |          |
| Percentage                  |                     |          |
| 76 increase & decrease      | Exer 10–13 points = |          |
| Number sequence             | Exer 11-10 points = |          |
| Measurement                 |                     |          |
| Personal A                  | Exer 12-8 points =  |          |
|                             |                     |          |
| Perimeter& Circum. E        | xer 13–11 points =  |          |
| leasurement; Area E         | xer 14-15 points =  |          |

85

# KISWAHILI

#### KUSIKILIZA NA KUZUNGUMZA

| -  | Wiki 1 Juma  | itatu                            | k        |  |
|----|--|----------------------------------|----------|--|
| 1. | Mwanaume Yule alikuwa amelewa por  | <b>mbe chakari</b> : Msemo wenye | 1.       |  |
|    | maana sawa na maneno yaliyopigiwa m  | stari ni                         |          |  |
|    | A. Amepiga milundi   |                                  |          |  |
|    | B. Akiweweseka   | a<br>r                           |          |  |
|    | C. Amevaa miwani   | <b>,</b>                         |          |  |
|    | D. Akicheza ngoma  |                                  | , i.,    |  |
| 2. | Tamko litumiwalo na watu kuwafariji w  | aliofikwa na msiba wa kifo       | ·        |  |
|    | ni?  |                                  | 2.       |  |
|    | A. Makiwa  | C. Poleni                        |          |  |
|    | B. Yamepita  | D. Samahani                      |          |  |
| 3. | kwa kutofuata kanuni zi  | lizowekwa na shirika lako        |          |  |
|    | A. Shukrani  | C. Simile                        | 3.       |  |
|    | B. Hongera   | D. Niwie radhi                   |          |  |
| 4. | Ni methali,gani inayofaa zaidi kueleza k   | cifungu kifuatacho?              | · · · ·  |  |
|    | Nilipokuwa hatarini marafiki zangi   | ı wote walinikimbia lakini       |          |  |
|    | ndugu yangu alikuja kwa haraka a   | kanisaidia                       | 4.       |  |
|    | A. Mla nawe hafi nawe ila mzaliwa naw  | 7e                               |          |  |
|    | B. Akufaaye kwa dhiki ndiye rafiki   | 5 N<br>N N                       |          |  |
|    | C. Asiyekujua hakuthamini  |                                  |          |  |
|    | D. Zimwi likujualo halikuli likakwisha   | a                                |          |  |
| 5. | Kusema <b>fanya juu chini</b> ni sawa na   |                                  | 5.       |  |
|    | A. Jibidiishe  | C. Jifanyishe                    | <u> </u> |  |
|    | B. Jilazimishe   | D. Jiharakishe                   |          |  |
| б. | Rais wa Uingereza alimtumia Rais wa I  | Kenya risala za                  | 6.       |  |
|    | kwa kuadhimisha m  | iaka hamsini tangu azaliwe.      |          |  |
|    | A. Rambi rambi   | C. Tanzia                        |          |  |
|    | B. Heri njema  | D. Kumbukumbu                    |          |  |
| 7. | Hamadi alipewa mkono wa  | baada ya kumshinda               |          |  |
|    | aliyekuwa bingwa wa mbio za nyika.   |                                  | 7.       |  |
|    | A. Tanzia  | C. Lawama                        |          |  |
|    | B. Kurusha   | D. Tahania                       |          |  |
| 8. | where a set of the set | hujibu                           |          |  |
|    | A. Naam!   | C. Mmmh!                         | 8.       |  |
| Ē  | B. Ehee!   | D. Abee!                         | ļ        |  |
|    |  |                                  |          |  |
|    |  |                                  |          |  |

| 9.  | Fumbua fumbo lifuatalo:-   |                                       | Std 8    |
|-----|--|---------------------------------------|----------|
|     | Mhudumu mmoja katika hifadhi y   | or more has her but the               |          |
|     | alipita karibu na mamba watano.  | Woto walitoz z dini                   | 9.       |
|     | kwani walifahamu ni wakati wa I  | whee walliou haimi zao                |          |
|     | sana. Ndimi alizoziona Yule mhud   | lumu gilikuwa nami 2                  |          |
|     | A. Kumi  | C. Mamba hana ulimi                   | 1        |
|     | B. Tano  | D. Mamba huficha ulimi                |          |
| Ċh  | <u>agua nahau iliyo na maana sawa n</u>                                      | a manana waliwani nu s                |          |
| 10. | Majangili wote <i>wataadhibiwa</i> na ser                                    | ikali                                 | 1 A.     |
|     | A. Watachukuliwa hatia   | IRail.                                | 10.      |
|     | B. Watachukuliwa dhamana   |                                       |          |
|     | C. Watachukulia hatua  | ي الح                                 |          |
|     | D. Watachukuliwa pupa  | ý ×                                   |          |
|     | B. Watachukuliwa pupa  |                                       | <u> </u> |
| 11  | Wiki 1 Ju  | manne                                 |          |
|     | Wazazi <i>wanaofanya siri</i> ya kuwaoza<br>watakabiliwa na mkono wa sheria. | mabinti zao wadogo                    | 4        |
|     | A. Wanaokuwa macho   |                                       | 14.      |
|     | B. Wanaokuwa ibada   | C. Wanaokula mchango-                 | L        |
| 2   | Mama Safari allada   | D. Wanaokula njama                    |          |
|     | Mama Safari <u>aliahirisha</u> safari yake                                   | kwa sababu ya mafuriko.               |          |
|     | A. Alivulija salari  | C. Alivunja kiungo                    |          |
| 2   | B. Alivunja ungo   | D. Alivunja jungu                     |          |
|     | Tegua kitendawili:   |                                       | 12.      |
|     | Mpanzi wangu hupanda mbegu nyin  | gi ardhini lakini hakuna hata         | F        |
|     | moja iotayo  |                                       |          |
|     | A. Kufuli  | C. Sabuni                             |          |
|     | B. Matone ya mvua  | D. Moshi                              |          |
| 4.  | Neno lipi lina maana sawa na msemo   | uliopigiwa mstari                     |          |
|     | Barobaro yule <b>alitema pesa</b> zote kwa                                   | uasherati <sup>*'</sup>               | L        |
|     | A. Aliharibu   | C. Alivunja                           | 13.      |
| -   | B. Alikula   | D. Alichelea                          |          |
| ວ.  | Chagua <u>kisawe</u> cha methali   |                                       |          |
|     | Mtaka cha mvunguni sharti ainame   |                                       | 14.      |
|     | A. Achanikaye kwenye mpini hafi njaa   |                                       | - · · .  |
|     | B. Aendaye kwa mganga hakosi jambo   |                                       |          |
|     | C. Achezeaye tope humrukia   |                                       |          |
|     | D. Aisifuye mvua imemnyea  |                                       |          |
|     |  | ·                                     | 15.      |
|     |  | · · · · · · · · · · · · · · · · · · · |          |
|     |  | 1                                     |          |

| Thoro    | ugh                                      |                                 | Std 8 |
|----------|--|---------------------------------|-------|
| 16.      | Kipande cha kwanza na cha pili katika sh | airi huitwaje?                  |       |
|          | A. Ukwapi wa utao                        |                                 | 16.   |
|          | B. Mkarara na mizani                     |                                 |       |
|          | C. Mshororo na vina                      |                                 |       |
|          | D. Utao na ukwapi                        | *                               |       |
| 17.      | Mapigo ya maneno ili kutoa fungu moja la | a sauti huitwa                  |       |
|          | A. Ubeti                                 | C. Silabi                       | 17.   |
|          | B. Mizani                                | D. Mishororo                    | 17.   |
| 18.      | Chagua neno la heshima litangulialo jina | la mtu ambaye                   |       |
|          | huheshimiwa na ni maarufu                | A                               | 18.   |
|          | A. Mwingi                                | C. Muadhama                     | -9.   |
|          | B. Nana                                  | D. Sayidi                       |       |
| 19.      | Chagua jibu lenye sitiari                |                                 |       |
|          | A. Mwalimu ni mweusi kama mpingo         | · · · ,                         | 19.   |
|          | B. Yeye ana mkono mrefu                  |                                 |       |
|          | C. Muthoni ni tausi wa darasa letu       |                                 | 21    |
|          | D. Moyo wako uliomwonya asiende          | e.                              |       |
| 20.      | Kauli "Kelele zake zingeitetemesha du    | <b>niα",</b> imetumia tamathali |       |
| с і<br>1 | gani ya usemi.                           |                                 | 20.   |
| ŝ        | A. Nahau                                 | C. Sitiani                      |       |
| 2° 4     | B. Chuku                                 | D. Tashbisi                     |       |
|          |  |                                 |       |

#### **KUSOMA**

#### Wiki 1 Jumatano

#### Ufahamu wa kwanza

#### Soma habari ifuatayo kisha ujibu maswali 1 mpaka 10

Ama kwa hakika katika mwongo huu wa kufunga karne ya ishirini tumeshuhudia dunia yetu ikicharazwa kwa mikasa mithili ya mtoto aliyepotoka aadhibiwavyo na mzazi. Kadri upotovu wa mtoto uendeleavyo kuongezeka ndivyo adhabu nayo inavyoongezeka mpaka mabadiliko mema yapatikane.

Si <u>jambo la mjadala tena</u> kusema kuwa kwa jumla walimwengu wa sasa ni wapotovu kuliko wa miaka hamsini iliyopita. Licha ya hivyo misikiti na makanisa hujaa waumini tele. Hawa husomewa maandishi matakatifu na kusisitiziwa umuhimu wa maadili kila mara. Inaonekana ni kweli <u>sikio la kufa</u> <u>halisikii dawa.</u>

Je, kuna uhusiano kati ya kudidimia kwa uadilifu na mikasa iliyokumba dunia yetu katika mwongo huu? Watu wengi wanaamini upo uhusiano.

Nchi ya marekani katika jimbo la California barabara moja kuu ilipasuliwa na mtetemeko mkubwa wa ardhi. Watu waliokuwa katika safari zao wakaangamia. Baadaye mji wa Kobe kule Ujapani uliharibiwa sana na mtetemeko mwingine. Mwaka jana sehemu ya kaskazini mwa Uturuki ilikumbwa na balaa ii hii na maelfu ya watu wakafariki; hatutaji maelfu walioachwa bila makao. Baadaye nchi jirani ya Ugiriki ilipata maafa kama hayo.

Ni nani asiyekumbuka gharika iliyoenea Marekani ya kati mwaka huo huo? Mito ilifurika kutokana na mvua kubwa maji yakaleta maafa makubwa nchini Guatemala, Nicaragua na kwingineko.

Nchi za Ulaya nazo zilipatwa na janga tofauti. Katika majira ya kiangazi baadhi ya nchi zilizidiwa na joto. Katika Uhispania na Ufaransa iliwabidi watu wengi wahame makazi yao wakimbilie sehemu zenye milima angalau wapate nafuu ya baridi.

Bara la Africa nalo halikubahatika. Mvua kubwa ambayo haijawahi kunyesha kwa miongo ya miaka imewaua mamia ya watu Afrika Kusini na Msumbiji katika mwaka wa elfu mbili.

| 1. | Neno jingine lenye maana ya mwongo ni  |   |    |
|----|--|---|----|
| 2. | A. mia<br>B. kumi<br>Mabadiliko mema ya mtoto mpotovu  | C. elfu<br>D. hamsini                       | 1. |
| з. | A. hurudisha adhabu<br>B. huendeleza upotovu<br>" <b>Si jambo la mjadala tena</b> " ina maana k  | C. huendeleza adhabu<br>D. hupunguza adhabu | 2. |
|    | <ul> <li>A. Si swala la kubishaniwa</li> <li>B. Si swala lenye maana</li> <li>C. Si swala la kutangazwa</li> <li>D. Si swala lenya masharti</li> </ul> |   |    |
| 4. | Uovu umendeelea duniani hata baada ya _<br>A. Makanisa na misikiti kuongezeka<br>B. Wakristo na Waislamu kuelewana<br>C. Waumini wa dini kuongezeka    |   | 3. |
| ,  | D. Waumini wa uongo kupungua   | •   | 4. |

|       |   |                                       | <b>C</b> 1 0 |
|-------|---|---------------------------------------|--------------|
| Thoro | Jgh   |                                       | Std 8        |
| 5.    | Maana ya methali " <b>Sikio la kufa halisik</b> | ii dawa' ni                           |              |
|       | A. Asiyesikia hasikii                           |                                       | 5.           |
|       | B. Asiyetii ni vigumu kumkanya                  | а. <sub>11</sub>                      | . <u> </u>   |
|       | C. Sikio la taifa halitíbiwi                    |                                       |              |
|       | D. Asiyesikia haambiwi                          | <i>د</i>                              |              |
| 6.    | Mwandishi anaamini kuwa                         | •                                     | ÷            |
|       | A. hakuna uhusiano kati ya uovu na maa          |                                       | 1            |
|       | B. hakuna uhusiano kati ya dini na maaf         | a ,                                   | 6.           |
|       | C. kuna uhusiano kati ya uovu na maafa          |                                       |              |
|       | D. kuna uhusiano kati ya dini na maafa          | .€<br>₽                               | -            |
| 7.    | Mitetemeko ya ardhi iliharibu                   | · · · · · · · · · · · · · · · · · · · |              |
|       | A. sehemu za uturuki, California na Ugir        | iki                                   | 7.           |
|       | B. sehemu za Ujapani, Guatemala na Nic          | aragua                                | 1.           |
|       | C. sehemu za California, Ujapani na Gua         | temala                                |              |
|       | D. sehemu za California, Ugiriki na Guate       | emala                                 |              |
| 8.    | Mafuriko yaliyoenea Marekani ya kati yal        | itokana na                            |              |
| ×     | A. mawimbi ya baharini                          | C. mawimbi ya upepo                   | <u> </u>     |
| 15    | B. mvua ya rasharasha                           | D. mvua ya gharika                    | 8.           |
| 9.    | Iliwabidi Wazungu wakimbie makwao ili           | wajinusu kutokana na?                 |              |
|       | A. Baridi                                       | C. Joto                               |              |
|       | B. Mvua   | D. Mitetemeko                         |              |
| 10    | Nchi mbili zilizoathiriwa na mvua ni            |                                       | 9.           |
|       | A. Uturuki na Ugiriki                           | C. Ujapani na Msumbiji                |              |
|       | B. Msumbiji na Afrika Kusini                    | D. Guatemala na ujapani               |              |
|       |   |                                       |              |
|       | а<br>   | 2<br>A                                |              |
|       | 8   |                                       | 10.          |
|       |   | June .                                |              |
|       | -   |                                       |              |
|       |   |                                       |              |

#### <u>Ufahamu wa Pili</u>

#### <u>Wiki 1 Alhamisi</u> Soma habari ifuatayo kisha ujibu maswali 1 mpaka 10

Kabla ya majilio ya wazungu huku kwetu, Waafrika walikuwa hawatumii kalenda kama ilivyo sasa kuhesabia miezi. Ukipeleleza kwa **yakini** suala hili, unagundua kuwa majina ya miezi kama tuyajuavyo leo, yaani kuanzia Januari mpaka Desemba yalikuwa hayatumiki. Basi swali ni hili: miezi ilihesabiwaje nyakati hizo?

#### Thorough

Std 8 Kawaida miezi ilikuwa ikihesabiwa kwa kufuatana na matukio fulani. Mathalani mwanamke mjamzito aliujua muda wa kuibeba mimba yake kwa kuhesabu miezi kila mara *mwezi ulipoandama*. Msafiri aliweza kujua muda wa safari yake kutoka sehemu moja hadi nyingine kwa kuangalia jua au kuhesabu mchana na usiku.

Baadhi ya jamii humu nchini zilikuwa zikitumia majira ya mwaka badala ya miezi. Kwa mfano majira ya jua kali, mvua kubwa, upanzi, mavuno na kadhalika. Jamii zingine nazo ziliweka kumbukumbu ya matukio maalum kama vile tohara, njaa, vita, mafuriko na uvamizi wa nzige.

Yasemekana kuwa jamii moja iliyokuwa ikiishi kusini mwa ukanda wa Ikweta iliuita mwezi wa Oktoba Jua Kali na mwezi wa Desemba ukaitwa "Mpe mjombako maji." Nao mwezi wa Februari uliitwa "Tuanze kulima" Machi na Aprili "Chamvua." Mei "Mavuno" au "Nafaka Mashukeni", Juni "Midomo michafu" na mwisho mwezi wa Julai ukaitwa majira ya "Kuanguka kwa nyuni."

Basi, ni wazi kuwa hata kabla ya kuja kwa wazungu, *wavyele* wetu hawakuwa na haja ya kutumia kalenda ya kizungu.

| 1. | Waafrika wa zamani hawakuwa na kalenda inayoonyesha miezi                     |    |
|----|---|----|
|    | kumi na miwili kwa sababu   |    |
|    | A. Mwaka wa haukuwa na miezi kumi na miwili                                   |    |
|    | B. Walikuwa hawajui kuhesabu na kuandika kama wazungu                         | 1. |
|    | C. Walikuwa na mpango wao maalum walioufuata                                  |    |
|    | D. Walikuwa hawapendi kuhesabu kama wazungu                                   |    |
| 2. | Kulingana na makala uliyosoma, neno <b>yakini</b> lina maana sawa na?         |    |
|    | A. Hakika C. Undani   |    |
|    | B. Kawaida D. Utaratibu   |    |
| 3. | Baadhi ya jamii za Kiafrika zilikuwa zikiweka hesabu ya miezi kwa             | 2. |
|    | kutegemea majira ya mwaka kwa sababu  |    |
|    | A. mtindo huo ulikuwa bora kuliko kufuata kalenda ya kizungu                  | Ĩ  |
|    | B. matukio katika maisha yao yalifanya mabadiliko ya majira yajulikane vizuri |    |
|    | C. Wafrika wengi aghalabu maisha yao hayakuwa ya ukulima                      |    |
|    | D. hawakufahamu jinsi ya kuhesabu matukio ya mwaka wala majira yao.           | 3. |
| ×  |   |    |
|    |   | 3  |
|    |   | •  |
|    |   |    |
|    |   |    |

| ۴.  | Mwezi <i>ulipoandama</i> ni   |                   |
|-----|---|-------------------|
|     | A. wakati mwezi ulipofuata jua  | 4                 |
|     | B. wakati mwezi ulipotoa mwangaza                                       | 4.                |
|     | C. wakati mwezi wa zamani ulipotoweka                                   |                   |
|     | D. wakati mwezi mpya ulipoonekana                                       | 1                 |
| 5.  | Kulingana na taarifa hii, yasemekana waafrika walikuwa                  |                   |
|     | wakianza kulima   |                   |
|     | A. kabla ya mvua kubwa kuanza   |                   |
|     | B. wakati wa kiangazi   | 5.                |
|     | C. wakati mavuno yalipokwisha kukusanywa                                | J.                |
|     | D. baada ya masika  |                   |
|     | Habari hii inadhihirisha wazi kuwa Waafrika wa zamani;-                 |                   |
|     | A. Walikuwa hawana haja ya kujua siku au miezi                          | 6.                |
|     | B. Waliweza kuweka hesabu ya siku na miezi wakati wa kulima tu          | 16. 46.<br>manual |
|     | C. Walibuni utaratibu wa kuhesabu miezi kwa kulingana na majira         | L L               |
|     | уао   | 2                 |
|     | D. Mara nyingi hawakujua kile waliochokuwa wakifanya                    |                   |
| 7.  | Kwa mini mwezi wa Desemba ulikuwa unaitwa "mpe mjombako maji"           |                   |
|     | A. Kwa sababu jua lilianza kuonekana likichomoza katika mwezi hu        |                   |
|     | B. Kwa sababu ulikuwa ni wakati wa kiangazi ambapo watu walikuwa na kiu | 7.                |
|     | C. Kwa vile ulikuwa wakati wa kutaraji mvua kubwa                       | 2                 |
|     | D. Kwa sababu huo ulikuwa wakati wa wingi wa vyakula                    | 1                 |
| 8.  | Chagua orodha ya majira iliyo na mfuatano sahihi kwa mujibu wa          | ι.                |
|     | taarifa hii   | -                 |
|     | A. Jua kali, kulima, chamvua, kuvuna, nyuni kuanguka                    | 8.                |
|     | B. Jua kali, chamvua, nyunikuanguka kuvuna                              |                   |
|     | C. Kulima, chamvua, nyumi kuanguka, mavuno, Jua kali                    |                   |
|     | D. Kulima, Chamvua, nyuni kuanguka, mavuno, jua kali                    |                   |
| 9.  | Kulingana na taarifa hii, kwa nini mwezi wa Juni watu wangekuwa         | a                 |
|     | na midomo michafu?  | 9.                |
|     | A. Walikuwa hawana wasaa wa kusafisha mdomo                             |                   |
|     | B. Walikuwa wakila chakula na hawakusukutua midomo kabla ya kula        | a.                |
|     | C. Ilikuwa na ishara kuwa chakula kilikuwa kingi                        |                   |
|     | D. Walikuwa hawana maji kwa sababu huu ulikuwa wakati wa kiangazi       | a                 |
| 10. | Ni neno gani ambalo halina maana sawa na wavyele?                       |                   |
|     | A. Wazazi C. Mababu   | 10.               |
|     |   |                   |

1

#### Ufahamu wa tatu

#### <u>Wiki 1 Ijumaa</u>

#### <u>Soma habari ifuatayo kisha ujibu maswali 1 mpaka 10</u>

Kila kitu kilikuwa shwari. Mara ghafla, <u>ukemi ukapasua ukimya</u> uliokuwa kila mahali usiku huo.

"Uuuui! Uuuui! Mwizi! Mwizi! Tusaidieni jamani! Huyo! Huyo"! Punde si punde *kwato za ng'ombe waliokuwa wakienda mbio zilisikika zikitarakanya*, Puku! Puku! Puku! Puku! Milio ya kondoo, mbuzi na mifugo wengine ilichanganyika na kelele za vikengele vyao.

Bila kusita Mzee Chonjo alifyatuka kama mshale kutoka kitandani na kuchomoa upanga wake wenye makali kuwili. Alizoazoa gwanda lake la kupwaya na kuchukua ziaka lililojaa mishale ya sumu. Kisha huyo Hatua moja mbili hadi uani. Hapo alikutana na vivuli viwili vilivyokuwa vikinyatanyata, vikizunguka uzio uliougawa ua na zizi.

Vilo vivuli vilipohisi hatari ile, vikatifua vumbi kufuata wale mifugo waliokuwa wametokomea gizani. Hata hivyo msasi yule hakuvipa wasaa wa kutoweka. Mara ile alilenga mshale na kuuachilia ukaingia vilivyo katika shabaha yake. Lile jangili lilianguka kwa kishindo pu! Kuona vile, nacho kivuli cha pili kilivuta kasi maradufu na kumwacha Mzee Chonjo huku analenga tena shabaha. Baada ya kuuachilia mshale alikimbia kufa kupona na kuwafikia wanyaria wake. Aliwakingama mbele na kuwarudisha kwenye makao yao.

Alipomaliza kuwafungia mifugo zizini mwao salama u salimini Mzee Chonjo alikuwa amechoka taabani. Mara tena aligutushwa na kelele za kuku kibandani mwao. Kabla hajafika mle kujua kilichotokea alimwona mbwa mwitu akikimbia huku amembeba jogoo kwa meno yake. Bila kuchelewa aliuchomoa upanga wake na kwa dhoruba moja akamkata yule nduli kichwa. Kama mwenzake aliyemtangulia, alianguka kifudifudi na kusalimu amri.

| 1. | Inamaanisha nini kusema kwamba "uk      | emi ukapasua ukimya"? |     |
|----|---|-----------------------|-----|
|    | A. Mayowe yalisikika ghafla             |                       |     |
|    | B. Mama alipiga vigelegele              |                       | 11. |
|    | C. Watu walipiga kelele                 |                       |     |
|    | D. Sauti zilisikika usiku               |                       |     |
| 2. | Neno lingine lililo na maana sawa na ja | ngili ni              |     |
|    | A. Juha                                 | C. Jambazi            | 2   |
|    | B. Jasusi                               | D. Jitu               |     |
|    |   |                       | 1 × |

| 3.  | Kwato zikitarakanya ina maana sawa na                       |          |
|-----|---|----------|
|     | A. Zikikanyaga harakaharaka                                 |          |
|     | B. Zikikusanyakusanya vumbi                                 | 3.       |
|     | C. Zikisikikazikika kwa uzuri                               |          |
|     | D. Zikigongwagongwa mchangani                               |          |
| 4.  | Ni maelezo yapi kati ya haya yafuatayo ambayo SI sawa?      | 1        |
|     | Ng'ombe na mifugo wengine walikuwa wakienda mbio kwa sababu |          |
|     | A. Waliku a na woga mwingi                                  | E.       |
|     | B. Walikuwa wanakimbizwa na Mzee Chonjo                     |          |
|     | C. Walikuwa wakikimbizwa na wezi                            | 4.       |
|     | D. Walihisi hatari ya kufunguliwa usiku 🐳                   |          |
| 5.  | Mzee Chonjo alitoka kwa haraka kwa sababu                   |          |
|     | A. Alikuwa na wasiwasi wa kuibiwa mifugo                    |          |
|     | B. Alikuwa amesaidiwa na majirani                           | 5.       |
|     | C. Alikuwa na kazi ya kuhesabu mifugo wake                  |          |
|     | D. Alikuwa amevaa gwanda lake                               |          |
| 6.  | Vivuli vile viwili vilikuwa vikinyatanyata ili              |          |
|     | A. Visipate kumkimbia mwenye mifugo                         |          |
|     | B. Visiweze kusikika ili vitorokee gizani                   |          |
|     | C. Vipate kuwafungulia wale mifugo                          | 6.       |
|     | D. Viweze kuwatoroka mifugo bila kelele                     |          |
| 7.  | Mwizi alianguka kwa kishindo kwa sababu                     |          |
|     | A. mzee chonjo hakuwapa wezi wasaa                          |          |
|     | B. alitifua vumbi zito                                      | 7.       |
|     | C. shabaha ililengwa vilivyo ikapata                        |          |
|     | D. alijikwaa kwa ghafla                                     |          |
| 8.  | "Mwenzake" mbwa mwitu alikuwa ni nani?                      | 1        |
| 10  | A. Vivuli vilivyosakwa C. Mwizi aliyekimbia                 | <u> </u> |
|     | B. Kivuli kilichokimbia D. Mwizi aliyefumwa                 | 8.       |
| 9.  | Neno "dhoruba" katika kifungu hiki limetumiwa kumaanisha:   |          |
|     | A. Pigo C. Konde  |          |
|     | B. Zaba D. Fundo  | 9.       |
| 10. | Chagua kichwa kifaacho zaidi kwa habari hii                 |          |
|     | A. Kuangamizwa kwa wezi wa mifugo                           |          |
|     | B. Kuvamiwa kwa mifugo wa Mzee Chonjo                       |          |
|     | C. Mzee Chonjo aamka usiku                                  | 10.      |
|     | D. Majangili wauawa katika wizi                             | <u> </u> |
|     | 2 ×   |          |
|     | ч<br>Т  | -        |
|     |   |          |

#### **KUANDIKA**

Std 8

<u>Mtungo wa kwanza</u> <u>Wiki 2 Jumatatu</u>

Soma taarifa hii kisha ujibu maswali

| DADENTI  | 11470 ( 14) |  |   | . 1   |
|--|---|--|---|---|
| 11.  | 12.   | 13.  | 14.   | 15.   |
|  |   | 8.   | 9.  | 10.   |
|  | T.  | 3.   | 4   | 5   |
| 3. 4<br>4. 4<br>5. 4<br>5. 4<br>6. 4<br>7. 4<br>8. A<br>0. 9. A<br>Kukur<br>12<br>barast<br>10. A<br>11. A<br>12. A<br>C.<br>13. A<br>14. A<br>15. A | A. hukimbizwa B. h<br>A. hukimbizwa B. h<br>A. hukimbizwa B. k<br>A. kihalisia B. ki<br>A. asilolijua B. w<br>A. ndogondogo B. do<br>A. ndogondogo B. do<br>A. ndivyo vichangiavyo<br>A. ndio wachangiao<br>A. hukimbizwa<br>A. hukimbizwa B. ku<br>A. asilolijua B. ku<br>ana10 naye<br>13 Ma<br>b. Hali yake ilisikitish<br>kwetu B- kw<br>ninaekea B. na<br>kunadi na kulikuwa<br>kuinjika mvua ulikuwa<br>kukinyesha B. ku<br>akipepesuka B. aki<br>kunywa B. ku<br>2.<br>7.  | vowote C<br>ukimbiliana C<br>ukimbiliana C<br>C<br>inyume C<br>asilolijua C.<br>bgodogo C.<br>B.<br>Jipweteka C.<br>kulikuwa kwa<br>ra nikamwona<br>a kutokana na<br>vangu C.<br>ekekea C.<br>B.<br>va D.<br>nanyesha C.<br>hohoja C.<br>lewa C.<br><b>3.</b><br><b>8.</b> | yoyote<br>hukimbizana<br>kiholela<br>wasiolijua<br>kidogo kidogo<br>Ndipo vichangi<br>ndio yachangi<br>kukojolea<br>sadfa. Nilikuwa<br>kijana Hassa<br><b>15</b> uleu<br>kwao<br>nikielekea<br>kupalilia na ku<br>kuabudu na m<br>ukinyesha<br>akiweweseka<br>kushiriki | D. zozote<br>D. hukimbilia<br>D. ;<br>D. kinyerenyere<br>D. wasuyoijua<br>D. vidogo vidogo<br>iapo<br>ayo<br>D. kuchutama<br>kondeni<br>nkondeni<br>nkwenye<br>vi haramu.<br>D. kwenu<br>D. kwenu<br>D. kuelekea<br>likua<br>vua ilikuwa<br>D. Ikinyesha<br>D. akitweta<br>D. kubugia |
| yaliy<br>jamh<br>8<br>kutu<br>wajih<br>1.<br>2.  | orundikana kote, maj<br>06 watu ha<br>3 uharibifu mkub<br>pa maganda na9<br>0u wa kila mzalendo.<br>A. wanasikia B. w<br>A. lolote B. w   | i yaliyotuama r<br>iwa ni kwamb<br>wa zaidi. Hivi<br>kando ya b<br>vasikiapo C   | ma vile4_<br>na ukataji miti<br>a vitendo<br>i ni kama kute<br>arabara. Uhifa<br>. wangesikia   | ma mate ovyo ovyo,<br>adhi wa mazingira ni<br>D. husika   |

#### **KUANDIKA**

<u>Mtungo wa kwanza</u>

Wiki 2 Jumatatu

Std 8

#### <u>Soma taarifa hii kisha ujibu maswali</u>

| <ul> <li>yaliyorundikana kote, maji yaliyotuama na ukataji miti6 mabiwi ya taka jambo6_ watu hawa ni kwamba vitendo7_ wanavyoshirik8_ uharibifu mkubwa zaidi. Hivi ni kama kutema mate ovyo ovyo ovyo kutupa maganda na9 kando ya barabara. Uhifadhi wa mazingira n wajibu wa kila mzalendo.</li> <li>1. A. wanasikia B. wasikiapo C. wangesikia D. husika</li> <li>2. A. lolote B. wowote - C. yoyote D. zozote</li> <li>3. A. hukimbizwa B. hukimbiliana C. hukimbizana D. hukimbilia</li> <li>4. A., BC.: D.;</li> <li>5. A. kihalisia B. kinyume C. kiholela D. kinyerenyere</li> <li>6. A. asilolijua B. wasilolijua C. wasiolijua D. wasuyojiua</li> <li>7. A. ndogondogo B. dogodogo C. kidogo kidogo D. vidogo vidogo d. ndio yachangiayo</li> <li>9. A. kutabawali B. kujipweteka C. kukojolea D. kuchutama</li> <li>Kukutana10 naye kulikuwa kwa sadfa. Nilikuwa11 kondeni</li> <li>12_,13 Mara nikamwona kijana Hassan14 kwenye</li> <li>baraste. Hali yake ilisikitisha kutokana na15 ulevi haramu.</li> </ul>  |
|---|
| <ul> <li>2. A. lolote B. wowote C. yoyote D. zozote</li> <li>3. A. hukimbizwa B. hukimbiliana C. hukimbizana D. hukimbilia</li> <li>4. A., B. C. D.;</li> <li>5. A. kihalisia B. kinyume C. kiholela D. kinyerenyere</li> <li>6. A. asilolijua B. wasilolijua C. wasiolijua D. wasuyoijua</li> <li>7. A. ndogondogo B. dogodogo C. kidogo kidogo D. vidogo vidogo</li> <li>8. A. ndivyo vichangiavyo B. Ndipo vichangiapo C. ndio wachangiao D. ndio yachangiayo</li> <li>9. A. kutabawali B. kujipweteka C. kukojolea D. kuchutama</li> <li>Kukutana 10 naye kulikuwa kwa sadfa. Nilikuwa 11 kondeni 12, 13 Mara nikamwona kijana Hassan 14 kwenye baraste. Hali yake ilisikitisha kutokana na 15 ulevi haramu.</li> <li>10. A. kwetu B. kwangu C. kukojo haramu.</li> </ul>   |
| <ul> <li>9. A. kutabawali B. kujipweteka C. kukojolea D. kuchutama</li> <li>Kukutana 10_ naye kulikuwa kwa sadfa. Nilikuwa 11_ kondeni12,13 Mara nikamwona kijana Hassan 14_ kwenye baraste. Hali yake ilisikitisha kutokana na 15_ ulevi haramu.</li> <li>10. A. kwetu B. kwangu C. kwangu C. kwangu C. kwangu K. kwangu</li></ul> |
| - Infanga C. Kwao D. Information  |
| <ul> <li>11. A. ninaekea B. naekekea C. nikielekea D. kuelekea</li> <li>12. A. kunadi na kulikuwa C. kuinjika mvua ulikuwa 13. A. kukinyesha B. kunanyesha</li> <li>14. A. akipepesuka B. akihohoja S. kuelekea D. kuelekea D. kuelekea D. kuabudu na mvua ilikuwa C. ukinyesha D. Ikinyesha C. ukinyesha D. Ikinyesha I. akitweta B. kulewa C. kushiriki D. kubugia</li> </ul>   |
| 1.     2.     3.     4     5       6.     7.     8.     9.     10.  |
| 11.         12.         13.         14.         15.           PARENT/GUARDIAN SIGNATURE         11.   |

PARENT/GUARDIAN SIGNATURE

Std 8

<u>Mtungo wa tatu</u>

|                             | ٠         | <u>Wiki 2 J</u> | fumo       | itano  | 22         |  |                    |
|-----------------------------|-----------|-----------------|------------|--|------------|--|--------------------|
| 1 mmoja wa                  | dawa _    | <b>2</b> ku     | ilevv      | a alitiwa 3  | < kati     | ika kisiwa cha                           |                    |
| Sitaruur. Thamani y         | a miha    | darati hivo     | ilikuv     | Wa na liwezo w   | · 1        | without I                                | •                  |
| wazee zaidi ya ellu         | moja.     | Alipofikişt     | ıwa        | mbele va 5   | •          | vijana kwa                               |                    |
| 6 hivyo akafu               | ngwa m    | iaka kumi       | 7          | · ·  |            | inputikana na                            |                    |
|                             |           |                 |            |  |            |  |                    |
| 1. A. Mwuzaji               | B. M      | anguzi          | C. M       | Mgemaji  | л          | Mgaguzi                                  |                    |
| <b>2.</b> A. za             | B. ya     | _               | C. c       |  |            | vya                                      |                    |
| 3. A. dosari                | B. ka     | puni            |            | Daroni a   |            | mbaroni                                  |                    |
| 4. A. kuwachosha            |           | wainua          |            | tuwaangamiza   |            | kuwakera                                 |                    |
| 5. A. polisi                | B. ch     |                 |            | akimu  |            | wakili                                   |                    |
| 6. A. ukweli                | B. sh     |                 |            | nwongo   |            | hatia                                    |                    |
| 7. A. gerezani              | B. po     |                 |            | lizuizini  |            |  | <u>```</u> ````    |
|                             | 1         | *               | <b>.</b>   |  | D.\        |  |                    |
| Kuna8 maku                  | bwa va    | 9 v             | a an(      | TO 10  |            |  |                    |
| madhara yake.               | 11        | mbalo ni r      | u ang      | sa1U 2   | zaman      | n kushuhudia                             |                    |
| 12 kupusa kw                | <br>a 1:  |                 | vazi       | sasa ni mvua j   | kubwa      | a inayonyesha                            |                    |
| zake. Ni hasara iliyoj      | e kuon    | moli 1          | a          | willo imejaa na  | i kuvi     | unja <b>14</b>                           |                    |
| ·                           | c Kuom    |                 | · :        | yakiharibiwa na  | a maji.    |  |                    |
| 8. A. mabadiliko            | B. ma     | rousi           | 0          |  |            | -  |                    |
| 9. A. hewa                  | B. ha     | 1               |            | najira I   |            | makusudi                                 |                    |
| 10. A. Tulianza             | B. Yat    |                 |            | ıbingu   |            | dunia                                    |                    |
| <b>11.</b> A. Tatizo        | B. Sal    |                 |            | umeanza ——   |            | Huanza                                   | ť                  |
| <b>12.</b> A. na            |           |                 |            | hara   |            | Dharau                                   |                    |
| <b>13.</b> A. masaa         | -         |                 |            | aada   | D. 1       | oila                                     |                    |
| 14. A. unga                 | B. mia    |                 | C. sa      |  | D. c       | lakika                                   | · .                |
| <b>15.</b> A. mengi         | B. kin    | 0               | 1.1        | eshima   | D. c       | desturi                                  |                    |
| 13. A. mengi                | B. nyi    | ngi             | C. ka      | adhaa  | D. 1       | naba                                     |                    |
|                             |           | <sup>.</sup> .  | i          | and the second s |            | an a |                    |
|                             |           |                 |            |  |            |  | , <sup>–</sup> * * |
|                             | 1.1.      |                 | • ° 1°     | i se se s  |            |  |                    |
|                             | ·         |                 | <i>6</i> 1 |  |            | • • • • • • • •                          |                    |
|                             |           |                 |            | a e e  | <b>`</b> ` |  |                    |
|                             |           |                 |            | n n K  |            | а <sup>на</sup> к                        |                    |
| 1. 2.                       | · · · · · | 3.              | r          |  |            | · · ·                                    | a <sup>16</sup>    |
|                             |           | 3.              | . v.       | 4  | 5          |  |                    |
| 6. 7.                       |           | 8.              |            | 9.   | 10.        |  | 2 20<br>2          |
|                             | в         |                 |            | -  | 10.        |  |                    |
| 11. 12.                     |           | 13.             |            | 14.  | 15.        |  |                    |
| <u> </u>                    |           |                 |            |  |            |  | 2                  |
| I DEDENT/AILANNIAL ALALIANS |           |                 |            |  |            |  |                    |

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#### <u>Mtungo wa nne</u>

#### Wiki 2 Albamisi

|          |  | <u> </u>                              | IKI Z AU                          | unusi.                                   |   |                                  |
|----------|--|---------------------------------------|-----------------------------------|--|---|----------------------------------|
|          | Kuna baadhi ya w   | vanafunzi                             | ambao h                           | awapendi                                 | michezo.                                | Ni muhimu                        |
|          | 1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-   | michezo                               | 1 m                               | anufaa mer                               | igi sana k                              | wao4                             |
|          | kusema kweli mich  | ezo 3                                 | watoto                            | <b>4</b> 11Z                             | un ya kuj                               | nunza mamoo                      |
| •        | mongi Pili michez  | o husaidia                            | viungo v                          | vote mwillin                             | i kuwa mia                              |                                  |
|          | afra Dio akili huf   | anva kazi                             | 6 . Za                            | aidi baada v                             | ya kupumz                               | ika wakau wa                     |
|          | michago leitoshe r   | nichezo hi                            | iwawezest                         | ia wanatun                               | zi kujuana                              | i, kupenuana,                    |
|          | kusaidiana na7   | . Moyo                                | huo wa ui                         | ndugu <b>8</b>                           | msing                                   | i wa taifa lenye                 |
|          | umoja.   |                                       |                                   | <br>r                                    |   |                                  |
|          | unioja.  |                                       |                                   | · · · · ·                                | У.                                      |                                  |
|          | <b>1.</b> A. una   | B. ina -                              |                                   | C. zina                                  | D.                                      | yana                             |
|          | 2. A. Ati  | B. Wala                               |                                   | C. Ama                                   | D.                                      | Bila                             |
|          | 3. A. hupata   | B. huwa                               | pasha                             | C. huwapa                                | ata D.                                  | huwapa                           |
|          | 4. A. fursa  | B. radhi                              |                                   | C. ruhusa                                | D.                                      | nyakati                          |
| 5 B<br>8 | <b>5.</b> A. zenye   | B. weny                               |                                   | C. vyenye                                | D.                                      | yenye                            |
| 8        | <b>6.</b> A. vyema   | B. wema                               | (A)                               | C. jema                                  |   | mwema                            |
|          | 7. A. hushukiwa  | B. kush                               |                                   | C. kushul                                | kiana D.                                | hushikiana                       |
|          |  | B. ndiw                               |                                   | C. ndio                                  |   | ndiye                            |
|          | 8. A. ndiyo  |                                       | -                                 |  |   | •                                |
|          | Kazi ya polisi <b>9</b><br>yangu. Mbali na ha<br>wako papo hapo ku<br>kwa kweli <b>14_</b><br>huwalaumu polisi k | atari ya kup<br>11acha jami<br>wa mtu | ata kilem<br>i yako ka<br>ni mtu. | a cha maish<br>tika hali ya<br>Idadi kub | a waweza k<br><b>13</b> n<br>wa na raia | a majonzi. Ama<br>a nchini Kenya |
|          | 1 8 1 8 1<br>1 8 1 8 1   |                                       | 1_                                | C. lazima                                | ת י                                     | . labda                          |
| •        | <b>9.</b> A. huwa  | B. bada                               |                                   |  |   | . wote                           |
|          | 10. A. yote  | B. lote                               |                                   | C. zote<br>C. ushuhud                    |   | . ushahidi                       |
|          | 11. A. mahesabu  | 7 B. mao                              |                                   | C. roho                                  | Tester.                                 | . nafsi                          |
|          | <b>12.</b> A. uhai   | B. moy                                | <br>                              | C. shimizi                               |   | . furaha                         |
|          | 13. A. simanzi   | B. sher                               |                                   |  | _                                       | ). faraja                        |
|          | <b>14.</b> A. dhiki  | B. ibilis                             |                                   | C. mtumwa<br>C. hotori                   |   | ). mbaya                         |
| ·        | <b>15.</b> A. mpya   | B. mbo                                | ivu                               | C. hatari                                |   | . mbaja                          |
|          |  |                                       |                                   |  |   |                                  |
| * *      |  |                                       |                                   |  | e                                       |                                  |
|          | 1. 2.  |                                       | 3.                                | 4  | 5                                       | 2                                |
|          | 6. 7.  |                                       | 3.                                | 9.                                       | 1                                       | 0.                               |
|          | 11 12  | <del></del>                           | 13.                               | 14.                                      | 1                                       | 5.                               |

12.

11.

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|                           | Wilei O Linner                                 |                                       |
|---------------------------|--|---------------------------------------|
| 1. Chagua kihusishi kat   | <u>Wiki 2 Ijumaa</u>                           |                                       |
| Paka aligongwa na         | gari katikati ya barabara                      | 2                                     |
| A. Katikati ya            |  |                                       |
| B. Barabara               | C. Aligongwa                                   | · · · · · · · · · · · · · · · · · · · |
| 2. Chagua hali ya kuteno  | D. Na gari.                                    | 2<br>                                 |
| Mariamu alilima she       | amba loto                                      | ·                                     |
| A. Mariamu alilimiwa      | shamba lote                                    |                                       |
| B. Walilimiana shamb      | a lote no Morianus                             |                                       |
| C. Shamba lote lililimy   |  | 2.                                    |
| D. Alimlimia Mariamu      | shamba lata                                    | •                                     |
| 3. Kiambishi "ki" kimetu  | mika kuleta maana gani katika sente            |                                       |
| ifuatayo                  | inika kuleta maana gani katika sente           | ensi                                  |
| Wanacheka wakitusali      | mia  |                                       |
|                           | afanyika baada ya muda                         | 3.                                    |
| B. Vitendo viwili vinafa  | nvika wakati mmojo                             |                                       |
| C. Vitendo hivyo vinafa   | inana  |                                       |
| D. Vitendo viwili vinafa  | nyika kimoja baada ya kingine                  |                                       |
| Nomino isiyotokana na     | kiarifa " <b>cheka</b> " ni                    | · * · · ·                             |
| A. Ucheshi                |  |                                       |
| B. Mcheko                 | C. Uchekaji<br>D. Malanti                      | 4.                                    |
| . Chagua sentensi iliyo n | D. Mcheshi<br>a " <b>kwa</b> " ya kimilikishi. |                                       |
| A. Alinawa uso kwa ma     | ii fufutende                                   |                                       |
| B. Kwa Nini unaosha n     | vumba hivo?                                    |                                       |
| C. Kuimba kwangu kul      | iwachangamsha                                  | 5.                                    |
| D. Kucheka kwa Rehem      | la kunaudhi                                    |                                       |
| . Sentensi hii ina maana  | gáni?  |                                       |
| Wangechezea baraba        | rani wangegongwa na Lori                       |                                       |
| A. Hawakugongwa na lo     | pri kwani hawakuchezea barabarani              | 6.                                    |
| B. Walichezea barabara    | ni na kugongwa na lori                         |                                       |
| C. nawakungongwa wal      | la kuchezea                                    |                                       |
| D. Hawajachezea baraba    | arani kwa hivyo hawajagongwa na lo             |                                       |
| Kanusha                   | in a lo  | ri -                                  |
| Akienda kwa mwuguzi h     | latanewa habari notorra                        |                                       |
| A. Akienda kwa mwugu      | zi hatapewa habari potovu                      |                                       |
| B. Asipoenda kwa mwus     | guzi atapewa habari potovu                     |                                       |
| C. Hataenda kwa mwug      | uzi kupewa habari potovu                       | 7.                                    |
| D. Asipoenda kwa munia    | guzi hatapwea habari potovu                    |                                       |

| 8.                  | Teua kitenzi chenye kiunganifu "a" ambac                                  | ho ni sahihi | . 3 <sup>46</sup> .                    |         |
|---------------------|---|--------------|--|---------|
|                     | A. Mikizi wa baharini wamevuliwa  |              | 5                                      | 8       |
|                     | B. Chupa cha maziwa imevunjika  | -1           |  | 0.      |
|                     | C. Viroboto vya kuku vinakera   | ~            |  |         |
|                     | D. Miguu za samba huitwa fumba  |              |  |         |
| 9.                  | Nomino: " <i>Maziwa</i> " iko katika ngeli ipi?                           |              |  |         |
| â.                  | A. U-YA   | C. U-U       |  |         |
|                     | B. YA-YA  | D. MA-MA     |  | 9.      |
| 10.                 | Andika umoja wa sentensi ifuatayo;-                                       |              | 8                                      |         |
|                     | Miwa yetu iliyokatwa ndiyo hiyo.  | а н<br>А 196 |  |         |
|                     | A. Muwa wetu uliokatwa ndio huo   |              |  | 10.     |
|                     | B. Mumuwa wangu uliokatiwa ndio huo                                       |              |  |         |
|                     | C. Muwa wangu uliokatwa ndio huo  | · ·          |  | 125     |
|                     | D. Mwuwa wetu uliokatwa ndio huu  |              | а в                                    |         |
| 11.                 | Andika udogo wa sentensi ifuatayo   |              |  |         |
|                     | Wanyama wale waliwaua watu wote   | . a          |  | 11.     |
|                     | A. Manyama yale yaliyoua majitu yote                                      |              |  |         |
|                     | B. Vinyama vile viliua vijitu nyote                                       |              | 6                                      |         |
|                     | C. Vinyama wale waliowaua watu wote                                       |              |  | 1       |
|                     | D. Vinyama vile viliviua vijitu vyote                                     |              |  | 1       |
| 12.                 | Tumia kiunganishi kifaacho  |              |  | <b></b> |
|                     | • • • • · · · · · · · · · · · · · · · ·                                   | kuwa mwami   | nifu kazini                            | 12.     |
|                     |   | C. madhali   |  |         |
|                     | B. minghairi  | D. bali      |  |         |
| 1                   |   | 2            | 6. 33930235. 31. 32.14844.1 20.3234. 5 |         |
|                     | <u>Wiki 3 Jumata</u>  | itu          |  | 1       |
| 13.                 | Chagua sentensi iliyo sahihi kisarufi                                     |              | e p                                    |         |
|                     | A. Kiroboto ambaye ameuawa ni kubwa                                       |              |  |         |
|                     | B. Mechi ambayo ilichezwa iliwasisi mua m                                 | ashabiki     |  |         |
|                     | C. Parafujo ambazo zilizotumiwa ni chafu                                  |              | <b>N</b> 1                             | 13.     |
|                     | D. Kurasa ambayo ilisomwa ni hii  |              | •                                      | 0       |
| 14.                 | Neno lipi si kivumishi katika sentensi ifuat                              |              |  |         |
|                     | A. Yote   | C. Mazuri    |  | 14.     |
|                     | B. Yale   | D. Yaliuzwa  |  |         |
| 100 mar 100 mar 110 |   |              |  |         |
| 15.                 | Chagua jibu lililo na kielezi cha wakati.                                 | к<br>•       |  |         |
| 15.                 | Chagua jibu lililo na kielezi cha wakati.<br>A. Wadudu wale wako shambani | ×            |  | 2 .     |

B. Mwindaji alitembea polepoleC. Msafiri aliamka alfajiri

D. Mbogo Yule aijificha msituni

15.

| 16. | Chagua sentensi iliyo na wakati tegemezi uliopita.                 | 5td 8 |
|-----|--|-------|
|     | A. Madafu mengi yaliuzwa   |       |
|     | B. Angalisema angaliwaudhi wengi                                   | 16.   |
|     | C. Wamefunga milango yao   |       |
|     | D. Ungesome kwa bidii, ungefuzu masomoni                           |       |
| 17. | Ni sentensi ipi iliyounganishwa sawasawa                           | 17.   |
|     | Roda hakuenda sokoni. Roda hakununua mboga.                        | 17.   |
|     | A. Roda alienda sokoni hakununua mboga                             |       |
|     | B. Roda alienda sokoni na hakununua mboga                          |       |
|     | C. Roda hakuenda sokoni lakini hakununua mboga                     |       |
| 4   | D. Roda hakuenda sokoni wala hakununua mboga                       |       |
| 18. | Chagua msemo wa taarifa unaoafikiana na msemo halisi ufuatao       | 18.   |
|     | "Niletee kalamu na karatasi nimwandikie Tatu barua," baba          |       |
|     | aliniambia   |       |
|     | A. Baba alimwambia Tatu ampe kalamu and karatasi aandike barua     |       |
|     | B. Baba aliniambia nimpe kalamu na karatasi amwandikie Tatu        | 0     |
|     | barua  |       |
|     | C. Baba aliniagiza nimpe kalamu na karatasi ili aandike Tatu barua |       |
|     | D. Baba aliniomba kalamu na karatasi ili aandike barua.            |       |
| 19. | Akimwona atampasha habari ni kusema kuwa:-                         |       |
|     | A. Hatampa habari zozote hata akimwona                             | 19.   |
|     | B. Asipomwona hatampasha habari                                    |       |
|     | C. Kumwona kwake kutampasha habari                                 |       |
|     | D. Asipompasha habari hatamwona                                    |       |
| 20. | Badilisha sentensi ifuatayo kwa kutumia "amba"                     |       |
|     | Hadithi <u>niliyoisoma</u> ni ya kusisimua                         | 20.   |
|     | A. Hadithi ambayo niliyoisoma ni ya kusisimua                      |       |
|     | B. Hadithi ambaye nilisoma ni ya kusisimua                         |       |
|     | C. Hadithi ambayo hilisoma ni ya kusisimua                         |       |
|     | D. Hadithi ambalo nilisoma ni ya kusisimua                         |       |
| 21. | Chagua kifungu au neno sawa la kukamilisha sentensi hii            |       |
|     | Ingiakabla hujanyeshewa na mvua                                    | 21.   |
|     | A. kwa nyumbani  |       |
|     | B. katika nyumba   |       |
|     | C. nyumbani  |       |
|     | D. nyumba  |       |
| 22. | Katika Nyumba yetu kuna mahali panguo.                             |       |
|     | A. Kukufua   | 22.   |
|     | B. Kufua   |       |
|     | C. Kufulia   |       |
|     | D. Fua   |       |

|     |                           |                      | 2        | W154 W |
|-----|---------------------------|----------------------|----------|--------|
| 23. | Nitilie maji              | kwenye kikor         | nbe      |        |
|     | A. madogo                 | C                    | C. dogo  |        |
|     | B. kidogo                 | . I                  | ). ndogo | 23.    |
| 24. | Ni sentensi ganř haina    | kivumishi cha pekee  | ?        |        |
|     | A. Matunda yangu ni n     | natamu.              |          | L      |
|     | B. Maziwa yenyewe ni i    | nazuri.              |          | 24.    |
|     | C. Mifereji yoyote itatu: | niwa na fundi stadi. |          |        |
|     | D. Chupa nyingine ime     | nunuliwa.            |          |        |
| 25. | Chagua sentensi iliyo s   | ahihi kisarufi.      |          |        |
|     | A. Majumbani mwetu p      | ana viroboto         | 3        |        |
|     | B. Mtoni kule mna maj     | oka                  | ·        |        |
|     | C. Kichwani pake pana     | taji                 |          | 25.    |
| 2   | D. Uani mle kuna wadu     | ıdü                  |          | 1      |

#### MSAMIATI

|            | Wiki 3 Juma                             | nne                    |    |
|------------|---|------------------------|----|
| <u>Jib</u> | <u>u maswali yote</u>                   |                        |    |
| 1.         | Chagua kifaa cha mwashi                 |                        |    |
|            | A. Patasi                               | C. Randa               | 1. |
| 0          | B. Fuawe                                | D. Timazi              |    |
| 2.         | Chagua kundi lenye sauti si ghuna pekee |                        |    |
|            | A. b,g,p                                | C. ch,gh,dha           | 2. |
|            | B. gh,b,dh                              | D. ch,f, h             |    |
| 3.         | Aina ya madini yanayoongeza ladha katik | a chakula huitwa?      | s. |
|            | A. Bizari                               | C. Shaba               | 3. |
|            | B. Chumvi                               | D. Nyanya              |    |
| 4.         | Mu yeyote asiporidhishwa na uamuzi      | wa mahakama anaweza    |    |
|            | katika mahakama kuu.                    |                        |    |
|            | A. kukata rufaa                         | C. kukata tama         | 4. |
|            | B. kukata kesi                          | D. kutoa rushwa        |    |
| 5.         | Mtu aliye gerezani huitwa               |                        |    |
|            | A. maabisu                              | C. mshtakiwa           |    |
|            | B. mahabusu                             | D. mshukiwa            | 5. |
| 6.         | Andika kwa tarakimu                     | 1 1 10<br>1            |    |
|            | Milioni tisini na sita, mia tisa sitin  | na tisa elfu, mia sita |    |
|            | tisini na sita                          |                        |    |
|            | A. 69,669,696                           | C. 69,969.696          | 6. |
| <u>e</u>   | B. 96, 969.696                          | D. 96,696.969          |    |
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|                      | Thorough<br>7. Andika akisami kuwa nambani mu  |  | Std 8             |
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|                      | B. 4/5   | D. $\frac{3}{4}$   |                   |
|                      | 3. Mayumbi yanayosalia jilrani bar l   | D. 74  |                   |
|                      | <ol> <li>Mavumbi yanayosalia jikoni baada<br/>vijinga huitwa</li> </ol>  | ya mpishi kupikia seredani au  |                   |
|                      | A. Majivu  |  | 8.                |
|                      | B. Unga  | C. Masalio   |                   |
| 9                    | Jina jingine la kukoka moto ni   | D. Moshi   |                   |
|                      | A. kuwakisha   |  |                   |
|                      | B. kuchoma   | C. kupoesha  | 9.                |
| 1                    | 0. Sayari ambamo idadi kubwa ya watu   | D. kuwasha   |                   |
|                      | A. Kausi   |  | 10.               |
| r 2 <sub>6</sub>     | B. Dunia   | C. Zahali  |                   |
| 1                    | 1. Msimamizi mkuu wa shamba ni   | D. Mshtari   |                   |
|                      | huitwa   | ilihali naibu wake   | 11.               |
|                      | A. nokoa, mkadamu  | 0  |                   |
|                      | B. serehangi, nahodha  | C. naibu, nokoa  |                   |
| 12                   | 2. Mtu mwenye ujugi wo lastali.  | D. mkadamu, nokoa  | 1 4               |
|                      | a kulanin wavil  | ana jandoni mi   |                   |
|                      | <ol> <li>Mtu mwenye ujuzi wa kutahiri wavul<br/>A. Ngariba</li> </ol>  | ana jandoni ni   | 12.               |
|                      | A. Ngariba<br>B. Hamali  | ana jandoni ni<br>C. Saisi   | 12.               |
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|                      | B. Hamali<br><u>Wiki 3 Jun</u><br>3. Tumia nomino za makundi   | ana jandoni ni<br>C. Saisi<br>D. Kungwi<br><u>matano</u>   | 12.               |
|                      | B. Hamali<br>Wiki 3 Jun<br>J. Tumia nomino za makundi<br>Ndungu Matayo alivua samaki war   | ana jandoni ni<br>C. Saisi<br>D. Kungwi<br><u>matano</u>   | 12.               |
|                      | B. Hamali<br>Wiki 3 Jun<br>J. Tumia nomino za makundi<br>Ndungu Matayo alivua samaki wen<br>A. Fungu   | ana jandoni ni<br>C. Saisi<br>D. Kungwi<br><u>matano</u><br>ngi sana   | 12.               |
| 13                   | B. Hamali<br>Wiki 3 Jun<br>J. Tumia nomino za makundi<br>Ndungu Matayo alivua samaki wen<br>A. Fungu<br>B. Msafara   | ana jandoni ni<br>C. Saisi<br>D. Kungwi<br><u>matano</u><br>ngi sana<br>C. Numbi   | 13.               |
| 13                   | B. Hamali<br><u>Wiki 3 Jun</u><br>3. Tumia nomino za makundi<br><i>Ndungu Matayo alivua samaki wer</i><br>A. Fungu<br>B. Msafara<br>Jali za barabarani zimewaacha wengi  | ana jandoni ni<br>C. Saisi<br>D. Kungwi<br><u>matano</u><br>ngi sana<br>C. Numbi   | 13.               |
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| 13<br>14             | B. Hamali<br><b>Wiki 3 Jun</b><br><b>3.</b> Tumia nomino za makundi<br><b>Ndungu Matayo alivua samaki wen</b><br>A. Fungu<br>B. Msafara<br><b>4.</b> Ajali za barabarani zimewaacha wengi<br>A. Matone ya machonzi<br>B. Biwi la simanzi<br><b>5.</b> Ng'ombe jike anayeendelea kuzaa huit   | ana jandoni ni<br>C. Saisi<br>D. Kungwi<br><u>matano</u><br>ngi sana<br>C. Numbi<br>D. Kifuraishi<br>i wakiwa na <u>masikitiko mengi</u><br>C. Mlolongo wa matatizo<br>D. Wingga ha kiti   | 13.               |
| 13<br>14             | B. Hamali<br><b>Wiki 3 Jun</b><br><b>A.</b> Tumia nomino za makundi<br><b>Ndungu Matayo alivua samaki wen</b><br>A. Fungu<br>B. Msafara<br><b>A.</b> Ajali za barabarani zimewaacha wengi<br>A. Matone ya machonzi<br>B. Biwi la simanzi<br><b>.</b> Ng'ombe jike anayeendelea kuzaa huit<br>A. Fahali   | ana jandoni ni<br>C. Saisi<br>D. Kungwi<br><b>matano</b><br>C. Numbi<br>D. Kifuraishi<br>i wakiwa na <u>masikitiko mengi</u><br>C. Mlolongo wa matatizo<br>D. Wingu la shida   | 13.               |
| 13<br>14<br>15       | B. Hamali<br>Wiki 3 Jun<br>M. Tumia nomino za makundi<br>Ndungu Matayo alivua samaki wer<br>A. Fungu<br>B. Msafara<br>Ajali za barabarani zimewaacha wengi<br>A. Matone ya machonzi<br>B. Biwi la simanzi<br>Ng'ombe jike anayeendelea kuzaa huit<br>A. Fahali<br>B. Mbarika   | ana jandoni ni<br>C. Saisi<br>D. Kungwi<br>matano<br>ngi sana<br>C. Numbi<br>D. Kifuraishi<br>i wakiwa na <u>masikitiko mengi</u><br>C. Mlolongo wa matatizo<br>D. Wingu la shida<br>twa<br>C. Mtamba<br>D. Mhuma  | 13.               |
| 13<br>14<br>15       | B. Hamali<br><u>Wiki 3 Jun</u><br>Tumia nomino za makundi<br><u>Ndungu Matayo alivua samaki wer</u><br>A. Fungu<br>B. Msafara<br>Ajali za barabarani zimewaacha wengi<br>A. Matone ya machonzi<br>B. Biwi la simanzi<br>. Ng'ombe jike anayeendelea kuzaa huit<br>A. Fahali<br>B. Mbarika<br>. Kuku dume ambaye ana uzoefu wa ku   | ana jandoni ni<br>C. Saisi<br>D. Kungwi<br>matano<br>ngi sana<br>C. Numbi<br>D. Kifuraishi<br>i wakiwa na <u>masikitiko mengi</u><br>C. Mlolongo wa matatizo<br>D. Wingu la shida<br>twa<br>C. Mtamba<br>D. Mhuma  | 13.               |
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| 18.   | Mwanaume mwenzi ambaye ameo              |                                | 18.      |
|       | A. Amu                                   | C. Mpwa<br>D. Mbiomba          | 10.      |
|       | B. Mwanyumba                             | devines to environmentation to |          |
| 19.   | Mke wangu atamwitaje mzazi wan           |                                | 19.      |
|       | A. Mkwe                                  | C. Mavyaa                      |          |
|       | B. Shemeji                               | D. Nasaba                      |          |
| 20.   | Zao la mkuyu huitwa                      |                                | 20.      |
|       | A. chenza                                | C. tikiti                      | <u> </u> |
|       | B. kuyu                                  | D. zabibu                      |          |
| 21.   | Wachezaji wa raga walikuwa na <b>b</b>   | ashasha waliponyakua kombe     |          |
|       | la bara ulaya. Kisawe cha nen            |                                | 21.      |
| 8.7   | A. Bahasha                               | C. Fedheha                     |          |
|       | B. Kero                                  | D. Uchangamfu                  |          |
| 22.   | Nyuni wale                               | wakati wa kiangazi             |          |
|       | A. waliajiri                             | C. walihajiri                  | 22.      |
|       | B. walikataa                             | D. walijiri                    |          |
| 23.   | Chagua jibu ambalo halifai kati y        | a yale uliyopewa               | 1        |
|       | Rai si                                   |                                | 23.      |
|       | A. kumlisha mtu                          |                                | 23.      |
| r     | B. kufika mapema                         |                                |          |
|       | •C. kuwa na afya                         |                                |          |
|       | D. kumbembeleza mtu                      |                                |          |
| 24    | . Aina ya chombo kinachotumiwa           |                                | 24.      |
|       | ghorofani kwa urahisi                    |                                | 1 101    |
|       | A. Vidato                                |                                |          |
|       | B. Ngazi                                 |                                | 1        |
|       | C. Toroli                                |                                |          |
|       | D. Kambarau                              |                                |          |
| 25    | . Barua pepe hutumwa kwa kutun           | nia mtambo uitwao              | 25.      |
|       | A. Kipepesi                              | 5                              |          |
|       | B. Tarakilishi                           |                                |          |
|       | C. Wavuti                                |                                |          |
|       | D. Pataninga                             | -<br>2                         |          |
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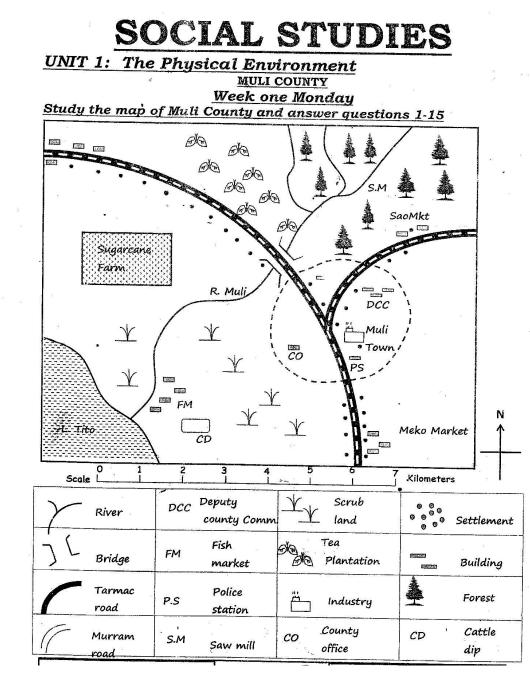
| INSHA A Andika Insha ya barua kwa baba yako ukimwelezea unavyoendela na maso katika shule yako ya bweni. |   |   |          | KUAN   | DIKA |           | ·* ···  | Std 8           |
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| <u>Andika insha </u> | <u>la kusisimua it</u>   | akayoishia kwa ma  | nano ha        |  |
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|            |   | 951      |       |   |         |          |               |                 |         |    |              |

| horough                 |   |                                 | Std 8       |
|-------------------------|---|---------------------------------|-------------|
| Attention               | ANALYSIS TABLE  |                                 |             |
| All topics in the sulla | bus of all classes are address                                  | ed with at least twenty ques    | tions.      |
| n case you fail seven   | or more than seven questions<br>till help you know the topic as | s in every part try to refer ba | ck to<br>ab |
| revision. Wish you th   |   | la sub topic you need enorod    | <i>.</i>    |
| Note                    | -   |                                 |             |
| Горіс                   | Performance   | Teachers Remarks                |             |
| Kusikiliza na           | Maswali 1-20  | N                               |             |
| kuzungumza              |   |                                 |             |
| 6 a.t. •                | ( /20 )   | · · · · ·                       |             |
|                         |   |                                 |             |
| Kusoma                  | Hadithi 1 1-10 =  | •                               |             |
|                         | Hadithi 2 1-10 =  | 17                              |             |
|                         | Hadithi 3 1-10 =  | 1 .                             |             |
| ( /30                   |   |                                 |             |
| Kuandika                | Kifungu A 1- 15 =   |                                 |             |
|                         | Kifungu B 1- 15 =   |                                 |             |
|                         | Kifungu C 1- 15 =   |                                 |             |
| 60                      | Kifungu D 1- 15 =   |                                 |             |
|                         |   |                                 |             |
| Sarufi                  | Maswali 1-25  |                                 |             |
|                         |   | ж с.                            |             |
| 25                      |   | 5. W                            |             |
|                         | -   |                                 |             |
| Msamiati                | Maswali 1-25  |                                 |             |
| ( )                     | 25)   |                                 |             |
| $\checkmark$            | 23  |                                 |             |
| Insha A                 | Atama 40  |                                 |             |
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| Insha B                 | 0 Alanda 40   |                                 |             |
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|                         |   | u<br>E                          |             |
|                         |   | ×                               |             |
|                         | 109   |                                 |             |
|                         |   |                                 |             |



| 1. | The main economic activity in Muli cour          |                            |          |
|----|--|----------------------------|----------|
|    | A. Fishing                                       | C. Trading                 | 1.       |
| ~  | B. Cash crop growing                             | D. Livestock keeping       |          |
| 2. | Which one is a <i>function</i> of Muli town?     |                            |          |
|    | A. Communication centre                          |                            | 1        |
| 2  | B. Tourist centre                                |                            |          |
|    | C. Administrative centre                         |                            | 2.       |
|    | D. Industrial centre                             | ,                          |          |
| з. | The climate of the South Western part of         | the map is                 |          |
|    | A. Hot and dry                                   | C. Cool and dry            |          |
|    | B. Cool and wet                                  | D. Hot and wet             | 3.       |
| 4. | The feature formed at the mouth of River         | Muli is a                  |          |
| 5  | A. Delta   | C. Tributary               |          |
|    | B. Estuary                                       | D. Ox-bow lake             | 4.       |
| 5. | Muli town has grown to its present size of       | lue to                     |          |
|    | A. Location at a road junction                   |                            |          |
|    | B. Presence of administrative units              |                            |          |
|    | C. A rich agricultural neighbourhood             |                            | 5.       |
|    | D. Presence of industries                        |                            | <u> </u> |
| б. | The evidence of Lumbering in Muli area i         | s shown by the presence of |          |
|    | A. Forest  | C. Market                  | •        |
|    | B. Sawmill                                       | D. Factory                 | 6.       |
| 7. | The approximate area of the sugarcane fa         | arm is                     |          |
|    | A. 6km <sup>2</sup>                              | C. $10 \text{km}^2$        |          |
|    | B. 8km <sup>2</sup>                              | D. $9.4$ km <sup>2</sup>   | 7.       |
| 3. | Land in Muli County slopes towards               |                            |          |
|    |  | C. North East              |          |
|    | B. South East                                    | D. North West              | 8.       |
| ). | Muli County is headed by a                       | D. Norul west              | 0.       |
|    | A. President                                     |                            |          |
|    | B. Deputy County Commissioner                    | 41                         |          |
|    | C. Governor                                      | и<br>и                     | 9.       |
|    | D. Assistant County Commissioner                 |                            |          |
| 0  | The type of settlement found in Muli area        |                            |          |
|    | A. Sparse  |                            | 10.      |
|    | B. Nucleated                                     | C. Clustered               |          |
| 1  |  | D. Linear                  |          |
|    | The <b>main</b> factor which affected the locati | on of the sawmill in Muli  |          |
|    | County is likely to be                           |                            | 11.      |
|    | A. Availability of labour                        | C. Market                  |          |
|    | B. Capital                                       | D. Raw market              |          |

|     | <u> </u>   |                           | o wa |
|-----|--|---------------------------|------|
| 12. | Which one among the following shows receives low rainfall? | s the South Western area  | 12.  |
|     | A. Sugarcane   | C. Scrubs                 |      |
|     | B. Cattle dip  | D. Fish traps             |      |
| 13. | What is the direction of the SAO mark                      | tet from the fish market? |      |
|     | A. South East  | C. South West             |      |
|     | B. North West  | D. North East             | 13.  |
| 14. | The <b>fastest</b> means of transport in Mu                | li County is              |      |
|     | A. Air   | C. Rail                   |      |
|     | B. Road  | D. Water                  | 14.  |
| 15. | The mouth of R. Muli is to the                             |                           |      |
|     | A. South West  | C. South                  | 15.  |
|     | B. North East  | D. North                  | 15.  |

#### **Physical features**

Week one Tuesday

1. Give one effect of the following physical features on human activities

|          | (i)    | L. Naivasha and Baringo:                             | -        |        |            |    |
|----------|--------|--|----------|--------|------------|----|
| • •      | (ii)   | The Indian Ocean:                                    | £        |        | а <i>п</i> |    |
|          | (iii)  | Mt. Kenya and Thompson Falls in Nyahururu:           |          |        |            |    |
|          | (iv)   | Homa Hills in Homabay county:                        |          |        |            | _  |
|          | (v)    | Lake Magadi:   | /        |        |            |    |
|          | (vi)   | Slopes of mountains and highlands:                   |          | 1      |            |    |
|          | (vii)  | Plains and lowlands:                                 | ч, т, т  |        | N          |    |
| 9<br>9   | (viii) | River Tana and R. Zambezi:                           | 1        | -      |            |    |
|          |        |  |          |        |            |    |
| Cli      | mate   | 2  |          |        | -7         |    |
| 2.       | Wh     | at did the traditional methods of observing weather  | below    | indica | te?        |    |
| 10<br>10 |        | Thick grey clouds:                                   | <i>.</i> |        |            |    |
|          | -      | A group of crows flying towards a certain direction: |          | a      | 2 - 2      | 5  |
|          | (c)    | Appearance of toads:                                 | ě.       | 1      |            |    |
|          | (d)    | Appearance of the rainbow:                           |          |        |            | 12 |
| з.       |        | ne two weather instruments kept in the open field    |          |        | 1 1 1      | •  |
| 21<br>2  | (i)    | (ii)   |          |        |            |    |

| Tho        | rough                                     |                 | л              | <b>W</b> |            |                  | *        |     |
|------------|---|-----------------|----------------|----------|------------|------------------|----------|-----|
| 4.         |   |                 | 2              |          | 2          |                  | Std      | 8   |
|            | and<br>Stevenson screen                   |                 | are ir         | istrum   | ents k     | ept in           | a        | Ū   |
| 5.         |   |                 |                |          |            |                  | 2        |     |
| б.         | Hydrometer is used to m                   | ieasure         |                |          |            |                  |          |     |
| 0.         | The instrument drawn be                   | low is called _ | •              |          |            | •                |          |     |
|            |   |                 |                | ε,       |            | 121              |          |     |
|            |   |                 |                |          |            |                  |          |     |
|            |   |                 |                | ~~       |            |                  |          |     |
|            |   | *               | ,              |          | ş          |                  |          | 19  |
|            | le la | 1               | ÷**;           |          | an an<br>M | ,                |          |     |
|            | Ĩ   |                 |                |          |            | ÷                | 1        |     |
| 7.         | Name four factors influence               | ing climate at  | harrow "       |          |            |                  | -        |     |
|            | (a)                                       | Sing chinate ci | nange          |          | . •        |                  |          |     |
|            | (b)                                       |                 | - ,            |          |            | <b>x</b> .       |          |     |
|            | (c)                                       |                 | -              |          |            |                  |          |     |
| (          | (d)                                       |                 | -              |          | -          |                  |          |     |
| . (        | Global warming in                         |                 | -              |          |            |                  |          |     |
| • F        | Global warming is                         |                 |                |          |            |                  |          |     |
|            | How does growing rice und                 | er irrigation c | ontribute to   | globa    | warm       | ing?             |          |     |
|            |   |                 |                |          | 2-0        | ç                |          |     |
| 1 D        | Mercury is used in Thermo                 | meters mainly   | / because      |          | •          |                  | 20<br>20 | •   |
| <b>.</b> I | use in the global temperation             | ure in the high | hlands wou     | ld resu  | lt in      | 2                |          | e.  |
|            | OI IOW ]                                  | lying areas.    |                |          |            |                  |          |     |
| s. 11      | ncrease in global temperati               | ures in the ser | mī-arid area   | as wou   | Id lead    | to               |          | •   |
|            |   | bv              | the pastora    | lists    | - 1044     |                  |          |     |
| • G        | ive two effects of mudslide               | S               |                |          |            |                  |          |     |
| 1-         | )   | ÷               |                |          | 8          |                  |          | 250 |
| (a         |   |                 |                |          |            |                  |          |     |
| (a<br>(b)  | )   |                 |                |          |            |                  |          |     |
|            |   | SOIL            | _              |          |            |                  |          |     |
|            | Week                                      | one Wedn        | -              |          | •          |                  |          |     |
| (b,        |   | e mainly contr  | ributed to the | 10 505-  | •          | 2                |          | * , |
| (b,        |   | e mainly contr  | ributed to the | ne rem   |            | top so<br>in the |          | ÷ . |

| 3.       | The keeping of large herds of livestock bey   | ond the ability of the lan  | id to     |  |  |
|----------|---|---|-----------|--|--|
|          | support them is called  | in the second                 |           |  |  |
| 4.       | is the eating   | away of pasture by anin   | nals      |  |  |
|          | thereby exposing it to erosion.   |   |           |  |  |
|          | UP-the - slope cultivation is common in   | or  |           |  |  |
|          | areas   | 2   |           |  |  |
| б.       | Mono cropping is  |   |           |  |  |
| 7.       | Over-cropping is common in  |   | ere there |  |  |
|          | is high demand for food.  |   |           |  |  |
| 8.       | Give three effects of soil erosion on human   | activities  |           |  |  |
|          | (a)   |   |           |  |  |
|          | (b)   |   |           |  |  |
|          | (c)   |   |           |  |  |
| 9.       | Below are descriptions of soil conservation   |   |           |  |  |
|          | (a) Cultivation of land across the farm following contours?   |   |           |  |  |
|          | (b) Formation of stone walls called embankments:  |   |           |  |  |
|          | (c) Covering the ground with dry grass:   |   |           |  |  |
|          | (d) Planting crops such as beans and potatoes under perennial crops such  |   |           |  |  |
|          | as coffee:  |   |           |  |  |
|          | (e) Planting trees across a farm between t  |   |           |  |  |
|          |   |   |           |  |  |
| 10.      | Gabions are constructed to control  |   |           |  |  |
| 10.      |   | eros  |           |  |  |
| 10.      | Gabions are constructed to control<br>MULTIPLE CHOICE Q   | eros<br>UESTIONS  |           |  |  |
| 10.      | Gabions are constructed to control  | eros<br>UESTIONS<br>rsday   | sion.     |  |  |
|          | Gabions are constructed to control<br>MULTIPLE CHOICE QU<br>Week one Thus   | eros<br><b>UESTIONS</b><br><b>rsday</b><br>akes?<br>C. Source of minerals   |           |  |  |
| 1.       | Gabions are constructed to control<br>MULTIPLE CHOICE QU<br><u>Week one Thun</u><br>Which one is <b>not</b> an economic benefit of la<br>A. Water transport<br>B. Fishing   | uestions<br>rsday<br>akes?  | sion.     |  |  |
|          | Gabions are constructed to control<br>MULTIPLE CHOICE OF<br><u>Week one Thun</u><br>Which one is <b>not</b> an economic benefit of la<br>A. Water transport<br>B. Fishing<br>Below are parts of a rain gauge <b>except</b> ?                                  | eros<br><b>UESTIONS</b><br><b>rsday</b><br>akes?<br>C. Source of minerals<br>D. Boat racing                                     | sion.     |  |  |
| 1.       | Gabions are constructed to control<br>MULTIPLE CHOICE QU<br><u>Week one Thun</u><br>Which one is <b>not</b> an economic benefit of la<br>A. Water transport<br>B. Fishing<br>Below are parts of a rain gauge <b>except</b> ?<br>A. Measuring container        | eros<br><b>UESTIONS</b><br><b>rsday</b><br>akes?<br>C. Source of minerals   | sion.     |  |  |
| 1.       | Gabions are constructed to control<br>MULTIPLE CHOICE OF<br><u>Week one Thun</u><br>Which one is <b>not</b> an economic benefit of la<br>A. Water transport<br>B. Fishing<br>Below are parts of a rain gauge <b>except</b> ?                                  | eros<br><b>UESTIONS</b><br><b>rsday</b><br>akes?<br>C. Source of minerals<br>D. Boat racing<br>C. Metal cylinder<br>D. A funnel | sion.     |  |  |
| 1.<br>2. | Gabions are constructed to control<br>MULTIPLE CHOICE OF<br>Week one Thun<br>Which one is <b>not</b> an economic benefit of la<br>A. Water transport<br>B. Fishing<br>Below are parts of a rain gauge <b>except</b> ?<br>A. Measuring container<br>B. Pointer | eros<br><b>UESTIONS</b><br><b>rsday</b><br>akes?<br>C. Source of minerals<br>D. Boat racing<br>C. Metal cylinder<br>D. A funnel | sion.     |  |  |

| <b>1</b> . | Most game and   |                                     | Std 8 |
|------------|---|-------------------------------------|-------|
|            | Most game parks are located in<br>A. Highlands                      |                                     |       |
|            | B. Plateaus   | C. Plains                           | 4.    |
|            |   | D. Oceans                           |       |
|            | Which one is a modern method of obs<br>A. Trail of ants             | serving weather?                    |       |
|            |   |                                     |       |
|            | B. Measuring the atmospheric pressu<br>C. Croaking of frogs         | re                                  |       |
|            | D. Shedding of leaves   | s                                   | 5.    |
|            | The Science of observing in   |                                     |       |
|            | The Science of observing and measuri                                | ng weather elements is <b>known</b> |       |
|            | A. Archeology   | -1                                  |       |
|            | B. Meteorologist  | C. Climatology                      | 6.    |
|            | The Anemometor is and the   | D. Meteorology                      |       |
|            | The Anemometer is used to measure _<br>A. Speed of the wind         |                                     |       |
|            | B. Humid in the store of the  |                                     |       |
|            | B. Humid in the atmosphere<br>C. Amount of rainfall                 |                                     | 7.    |
|            | D. Direction of the wind  | a                                   |       |
|            | The other name for h  |                                     |       |
| 2          | The other name for hygrometer isA. Barometer                        |                                     | 1     |
|            | B. Aneroid barometer  | a goodaa aaaaa                      |       |
|            |   |                                     | 8.    |
|            | C. Wet and dry bulb thermometer<br>D. STX's thermometer             | ξ.                                  | -     |
|            | Which one is a set of the   | 8                                   |       |
| 2          | Which one is a natural cause of climate<br>A. Industrialization     | e change?                           |       |
|            | in industrialization  | C. Deforestation                    | 9.    |
|            | B. Volcanic eruptions   |                                     |       |
|            | Three of the following are ways of contro<br>A. Use of solar energy | olling climate change excent?       |       |
|            | A. Use of solar energy<br>B. Use of HEP                             |                                     | 1 .   |
|            |   |                                     | 10.   |
| 1          | C. Planting many trees  | et ma                               | 10.   |
| 1          | D. Increased use of petroleum                                       |                                     |       |
| 1          | The following are effects of soil erosion $\epsilon$                | except?                             |       |
| 1          | . Accurced crop vield   |                                     | 1.    |
|            | 3. Siltation of dams  |                                     | 11.   |
| T          | C. Increased soil fertility   |                                     |       |
| V          | ). Poor pastures  |                                     |       |
| v          | Which of the following types of soil would rowing?                  | d best support sugarcone            |       |
|            | 0   | Prove ougarcane                     | }· ·  |
| P          | . Red volcanic soil   |                                     |       |
| D<br>C     | Black cotton soil   |                                     | 12.   |
|            | . Loam soil   | . I                                 |       |
| υ          | . Sandy soil  |                                     |       |

| 13. | In which of the following areas is wa | rm temperate Eastern margin   |     |
|-----|---------------------------------------|-------------------------------|-----|
|     | climate experienced?                  |                               |     |
|     | A. Ethiopian highlands                | ~                             | 13. |
|     | B. Orange free state in South Africa  |                               |     |
|     | C. Mediterranean coast in Algeria     |                               |     |
|     | D. Coastline near Cairo City          |                               |     |
| 14. | Where would a barometer show the      | highest reading?              | 14. |
|     | A. Mountain peak                      |                               |     |
| 2   | B. At sea level                       |                               |     |
|     | C. Open field                         |                               |     |
|     | D. Plateau                            | · · · · · · · · ·             | 1   |
| 15. | Which one of the towns below does     | not experience relief type of | 15. |
|     | rainfall? ~                           |                               | 10. |
|     | A. Magadi                             | C. Kericho                    |     |
|     | B. Nyeri                              | D. Kisii                      |     |

PEOPLE AND POPULATION

#### <u>Week one Friday</u>

Theories of human origin

 Oral traditions and legends that try to explain the origin of a community are referred to as \_\_\_\_\_\_ theories.

**2**. \_\_\_\_\_\_ is the process through which man changes from simple creatures to the more advanced creatures.

**3.** is believed to have been the earliest human ancestors

discovered at fort-Ternan

4. Below are characteristics of an early man

(i) He invented fire

(ii) He communicated through speech

(iii) They organized hunting expeditions

The characteristics above describe\_\_\_\_

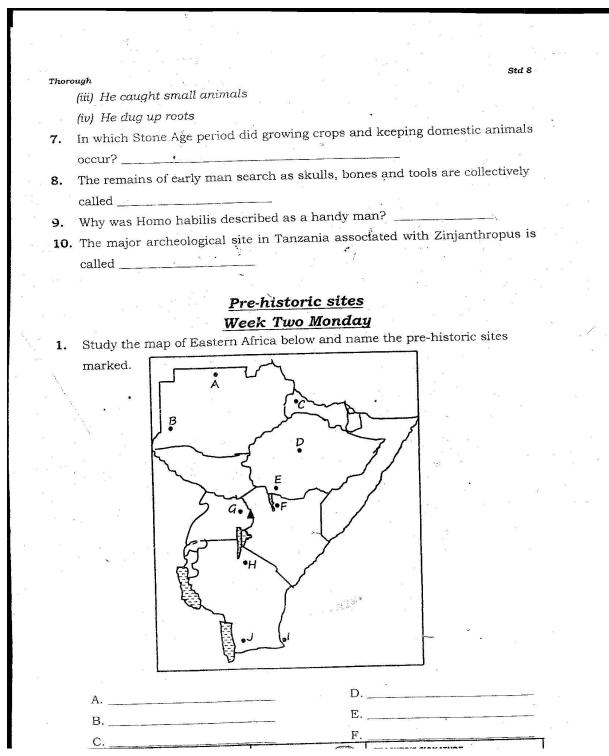
5. The emergency of \_\_\_\_\_ marked the end of the Stone Age period.

6. In which stone age period did the following occur

(i) The early man lived by hunting and gathering \_\_\_\_\_

 (ii) The early man made tools such as hard axes, scrappers and choppers from stones

TTACHEDIC CICNATIIDE



| Tł           | wrough  |
|--------------|---|
| $r_{\rm sc}$ | G I   |
|              | Н Ј   |
| 2.           |   |
|              |   |
|              | Types of migrations   |
| 3.           |   |
|              | The temporary or permanent change of residence by people as they mov<br>from one place to another is called |
| 4.           | is the common at 6 is the common at 6   |
|              | is the commonest form of migration in Kenya today   |
| 5.           | Give the main cause of the following forms of migration   |
|              | (a) Urban - Urban Migration   |
|              | (b) Rural - Urban Migration   |
|              | (b) Rural - Urban Migration   |
|              | (c) Rural - Rural Migration<br>(d) Urban - Rural Migration  |
| 6.           | The main problem of rural-urban migration in the urban areas is   |
|              |   |
| 7.           | Which form of migration would reduce congestion in towns?   |
| 8.           | Emigration is   |
| 9.           | has led to the high rate of immigrants fr   |
|              | Somalia into Kenya  |
|              | Population growth   |
|              | Week Two Tuesday  |
| 1.           | Give the meaning of the following terms   |
|              | (a) Population growth rate:   |
|              | (b) Population growth:  |
|              |   |
| 2.           | Give three natural reasons for slow population growth   |
|              | (i) (iii)   |
|              | (ii)  |
| 3.           | What has mainly led to the rapid population growth in Kenya since   |
|              | independence?   |

| Tho      | brough Std 8   |
|----------|--|
| 4.       | Give three results of rapid population growth in the rural areas   |
|          | <i>(i)</i>   |
| 2        | (ii)   |
|          | (iii)  |
| 5.       | State three effects of HIV and AIDs on population growth   |
|          | <i>(i)</i>   |
|          | (ii)   |
|          | (iii)  |
|          | (iv)   |
| 6.       | The main way of managing rapid population growth is  |
|          |  |
| Th       | he population of Kenya, India and Germany  |
| 1.       | Define the following terms   |
|          | (i) Census:  |
|          | (ii) Birth rate:   |
|          | (iii) Life Expectancy :  |
|          | (iv) Infant mortality rate:  |
| 2.       | The first population census was carried out in   |
| з.       | If Kenya's population is 48 million. Calculate population density  |
|          | Working space  |
|          |  |
|          | New 2  |
|          |  |
|          |  |
| 4.       | Majority of people in Germany live in  |
|          | Countries with low birth rate experience standard of living.   |
| 5.       |  |
| 5.<br>5. | Northern Kenya is sparsely populated mainly because  |
| 5.       | Northern Kenya is sparsely populated mainly because<br>Which main problem is Germany likely to face if it continues experiencing |
|          |  |

| Thorot                  | ıgh   |  | S                |  |  |
|-------------------------|---|--|------------------|--|--|
| Γ                       | Population Structure  | Kenya  | Germany          |  |  |
| ł                       | a) Birth rate   |  |                  |  |  |
|                         | b) Youth  | <u>_</u>   |                  |  |  |
| -                       | c) Dependency ratio   |  |                  |  |  |
|                         | d) where mainly found   |  |                  |  |  |
|                         | e) Living standards   | and a second |                  |  |  |
| <b>9.</b>               | Say TRUE or FALSE   |  |                  |  |  |
|                         | (a) The population of India is even                                   | alu distributed  |                  |  |  |
|                         | (b) India is the second most popul                                    |  |                  |  |  |
|                         |   |  | <i>ona.</i>      |  |  |
|                         | (c) Couples in Germany have larg                                      | ge families.   | 2                |  |  |
|                         |   |  |                  |  |  |
| anerez p <sub>are</sub> | MULTIPLE CI   | HOICE QUESTIONS  |                  |  |  |
|                         | Week The  | vo Wednesday   | •                |  |  |
|                         |   |  | Kenva and India? |  |  |
| 1.                      | Which statement is <b>not</b> true abo                                | out the population of i  | Cilya and mona.  |  |  |
|                         | A. Living standard are low<br>B. Majority of the population are youth |  |                  |  |  |
|                         | C. Most of the population lives in                                    | n rural areas  | ŀ                |  |  |
|                         | D. The population is aging  | ii i ui di di dad  |                  |  |  |
| 2                       | Which one of the following factor                                     | rs has <b>not</b> contribute   | d to rapid       |  |  |
| 2,                      | population growth rate in Kenya                                       | 2  | T                |  |  |
|                         | A. Improved health facilities   |  |                  |  |  |
|                         | B. Availability of food   |  |                  |  |  |
| :                       | C. Family planning  |  | ж. н             |  |  |
|                         | D. Gender preference  |  | 1                |  |  |
| 3.                      | Which one is <b>not</b> an effort made                                | e by the government o  | f Kenya to       |  |  |
|                         | manage its population growth?   |  |                  |  |  |
|                         | A. Land fragmentation   | а<br>1.  |                  |  |  |
|                         | B. Providing family planning edu                                      | ucation  |                  |  |  |
|                         | C. Developing a national policy                                       | on population  | * x              |  |  |
|                         | D. Carrying out public awarenes                                       | ss campaigns   |                  |  |  |
| 4.                      | Majority of people in Germany l                                       |  |                  |  |  |
|                         | A. Urban centres  | C. Mounta  | ain slopes       |  |  |
|                         | B. Rural areas  | D. Along r   | iver valleys     |  |  |
|                         | D. Kulai alcas  |  |                  |  |  |
| 5.                      | The Kenya highlands have high   | population densities   | mainly           |  |  |

| Thore       | nugh  |  | Std 8    |
|-------------|---|--|----------|
|             | C. Well-developed transport network   |  |          |
|             | D. Many industries  |  |          |
| 5.          | The main problem facing countries with  | a rapidly growing population   |          |
|             | is  |  |          |
| . n.        | A. Food shortage  | C. Stress on family income   | 6.       |
|             | B. Lack of jobs for the youth   | D. Low standard of living  | <u> </u> |
| 7.          | Below are effects of HIV and AIDs on pop  | oulation growth <b>except</b> ?  | а<br>е   |
|             | A. Increased death of children  |  |          |
| 10          | B. Increased number of orphans  | <u>}</u>   | 7.       |
|             | C. Mature death   |  |          |
|             | D. Reduced life expectancy  | ý "  | 2        |
| 8.          | Three of the following are problems result  | ting from slow population  | 1.1      |
|             | growth except?  |  |          |
|             | A. Underutilization of resources  | * s *s   |          |
|             | B. Inadequate social amenities  |  | 8.       |
|             | C. Small labour force   |  |          |
|             | D. Reduced market   |  |          |
| 9.          | is the <i>main</i> cause of death   |  |          |
|             | A. Typhoid  | C. Ebola   | 9.       |
| d<br>Terrer | B. Malaria  | D. HIV and AIDs  |          |
| 10.         | The last population census was carried of   |  |          |
| 5           | A. 2009   | C. 2018  | 10.      |
|             | B. 2019   | D. 2008  |          |
| 11.         | The population distribution in Kenya is   | C. Even  |          |
|             | A. Uneven   | D. Medium  | 11.      |
| 10          | B. Sparse   | 2-COLOR DESCRIPTION OF CONTRACTORS   |          |
| 12          | Which statement is false about the popu   | liation of Germany?  | · ·      |
| 2           | A. They have small families   |  |          |
|             | B. Many people work in industries   |  | 12.      |
|             | C. Majority of people live in urban cent:   |  |          |
| 10          | D. Population growth rate is relatively b<br>. Which statement is <b>not true</b> about the       | nonulation of Kenvo?   |          |
| 10          |   | population of Kenyar   |          |
|             | <ul><li>A. Majority of people are young</li><li>B. The greatest percentage live in rura</li></ul> | lareas   | 13.      |
|             |   | l'aiças  | 13.      |
|             |   | а<br>ж   | -        |
| 1           | D. Life expectancy is 68 years<br>H. HIV and AIDs can <b>best</b> be controlled by                | 7  |          |
| , T.        |   | <b>y</b> a de la | 14.      |
|             | <ul><li>A. Cheaper drugs for the affected</li><li>B. Upholding moral values</li></ul>             |  | • 7.     |
|             |   | Æ .  |          |
|             | C. Isolating affected persons<br>D. Banning prostitution  |  |          |

| 5. Which of the following archeological  | sites is <b>correc</b>       | tly matched    |           |
|--|------------------------------|----------------|-----------|
| with the country it is found?  | •                            |                |           |
| A. Ntusi- Uganda   | 50<br>20                     |                | 15        |
| B. Hyrax Hill – Tanzania   |                              |                |           |
| C. Peninj –Kenya<br>D. Fort Tenan -Ethiopia  |                              |                |           |
|  | ·                            | -              |           |
|  |                              |                |           |
|  | 4                            | ε              |           |
| UNIT 3:  | f<br>                        | . <b>.</b>     | . 1       |
| OCIAL DELAGIONG AND  |                              | а ос           |           |
| OCIAL RELATIONS AND CU   | DI UNAL A                    |                | <u>ES</u> |
| The far  | nily                         |                |           |
| Week Two T   | hursday                      |                |           |
| Who conducts a customary marriage?   |                              | - <sup>1</sup> |           |
| condu  | Second Second Address Second | 6 P            |           |
|  |                              |                |           |
| A religious marriage is presided over b  | У                            |                |           |
| •• and   | are ty                       | pes of mar     | riages tl |
| are polygamous   |                              | ч              |           |
|  |                              |                |           |
| Examples of monogamous marriage in   | iclude                       | and            |           |
| Examples of monogamous marriage in<br>Below are characteristics of a marriage  | clude                        | and            |           |
| Below are characteristics of a marriage  | nclude<br>system in Ke       | and<br>nya.    |           |
| Below are characteristics of a marriage (i) A notice of 21 days is given   | e system in Ke               | and<br>nya.    | n<br>al   |
| Below are characteristics of a marriage<br>(i) A notice of 21 days is given<br>(ii) It is presided over by Attorney Genu | e system in Ke<br>eral       | and<br>nya.    | n<br>1    |
| Below are characteristics of a marriage (i) A notice of 21 days is given   | e system in Ke<br>eral       | nya.           | e<br>E    |

A Christian, Hindu or Sikh marriages can only be dissolved in case of \_\_\_\_\_\_\_\_
 \_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_

- 9. According to \_\_\_\_\_\_ marriage a man is allowed to marry a maximum of four wives.
- 10. When a person dies without a will, it is said he has died \_\_\_\_\_

š. 1

|            |  |   | 1001            |                |
|------------|--|---|-----------------|----------------|
| iha        | rough  |   | 3               | 04 T C         |
|            | The School   |   |                 | Std 8          |
|            | Week Two Frida   | 11/   |                 |                |
| L.,        | All public primary schools in Kenya are mana   | aged by   |                 |                |
| •          | Money received in school should be spent thr   |   |                 |                |
|            |  |   |                 |                |
|            | A man who chooses traditional marriage may   | marry   | ×               |                |
| •          | writes minutes   | s during a staff mee  | ting            |                |
| •          | Give three roles of pupils in a school   | *   | ung.            | 2 - 2<br>2 - 2 |
|            |  | p a   | × .             |                |
|            |  | <u> </u>  |                 |                |
|            | (ii)   |   |                 |                |
|            | (iii)<br>Who is in charge of education in a sub-county   | 1   | ** 1            |                |
|            | <u>MULTIPLE CHOICE OUES</u><br>. <u>Week Three Mond</u>  | a11   |                 |                |
|            | . Week Three Mond  | a11   |                 |                |
|            | Who punished people who committed serious the past?  | a11   | y in            | 1              |
| 4 <b>9</b> | . Week Three Mond<br>Who punished people who committed serious<br>the past?<br>A. Relatives  | <b>ay</b><br>crimes in the societ   | y in            | 1.             |
|            | Who punished people who committed serious the past?<br>A. Relatives<br>B. Council of elders  | ay<br>crimes in the societ<br>Prophets<br>Parents   | y in            | 1.             |
|            | Week Three Mond<br>Who punished people who committed serious<br>the past?<br>A. Relatives C. I<br>B. Council of elders D. I<br>A will is acceptable when it is signed in the pre   | ay<br>crimes in the societ<br>Prophets<br>Parents   | y in            | 1.             |
|            | Week Three MondWho punished people who committed seriousthe past?A. RelativesC. IB. Council of eldersD. IA will is acceptable when it is signed in the predict of the pred | <b>ay</b><br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor   |                 | 1.             |
|            | Week Three MondWho punished people who committed seriousthe past?A. RelativesC. IB. Council of eldersD. IA will is acceptable when it is signed in the predict of a communityC. AB. The policeD. I   | ay<br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor  | м<br>2 м<br>- м |                |
|            | Week Three MondeWho punished people who committed seriousthe past?A. RelativesC. IB. Council of eldersD. IA will is acceptable when it is signed in the predict of the deceasedB. The policeD. IThe distribution of the estate of the deceased   | ay<br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor  | м<br>2 м<br>- м |                |
|            | Week Three MondWho punished people who committed seriousthe past?A. RelativesC. IB. Council of eldersD. IA will is acceptable when it is signed in the pro-A. Immediate family membersC. AB. The policeD. AThe distribution of the estate of the deceasedfollowing except?   | ay<br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor  | the             | 2.             |
|            | Week Three MondWho punished people who committed seriousthe past?A. RelativesC. IB. Council of eldersD. IA will is acceptable when it is signed in the pressA. Immediate family membersC. AB. The policeD. AThe distribution of the estate of the deceasedfollowing except?A. A court of law   | ay<br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor  | the             |                |
|            | Week Three MondWho punished people who committed seriousthe past?A. RelativesC. IB. Council of eldersD. IA will is acceptable when it is signed in the prediction of eldersD. IA. Immediate family membersC. IB. The policeD. IThe distribution of the estate of the deceasedfollowing except?A. A court of lawB. Public trustee   | ay<br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor  | the             | 2.             |
|            | Week Three MondWho punished people who committed seriousthe past?A. RelativesC. IB. Council of eldersD. IA will is acceptable when it is signed in the pressA. Immediate family membersC. AB. The policeD. AThe distribution of the estate of the deceasedfollowing except?A. A court of law   | ay<br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor  | the             | 2.             |
|            | Week Three Mond<br>Who punished people who committed serious<br>the past?<br>A. Relatives C. I<br>B. Council of elders D. I<br>A will is acceptable when it is signed in the pre<br>A will is acceptable when it is signed in the pre<br>A. Immediate family members C. A<br>B. The police D. A<br>The distribution of the estate of the deceased<br>following except?<br>A. A court of law<br>B. Public trustee<br>C. A person with letters of administration<br>D. Husbands  | ay<br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor<br>An advocate<br>is done by three of  | the             | 2.             |
|            | Week Three Mond         Who punished people who committed serious         the past?         A. Relatives       C. I         B. Council of elders       D. I         A will is acceptable when it is signed in the press         A. Immediate family members       C. A         B. The police       D. A         The distribution of the estate of the deceased         following except?         A. A court of law         B. Public trustee         C. A person with letters of administration         D. Husbands         Which community was not ruled by a council of  | ay<br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor<br>An advocate<br>is done by three of  | the             | 2.             |
|            | Week Three Mond         Who punished people who committed serious         the past?         A. Relatives       C. I         B. Council of elders       D. I         A will is acceptable when it is signed in the property of the deceased in the property of the deceased following except?       A. A court of the estate of the deceased following except?         A. A court of law       B. Public trustee         C. A person with letters of administration       D. Husbands         Which community was not ruled by a council of A. Abawanga       C. A         B. Agikuyu       D. A  | <b>ay</b><br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor<br>An advocate<br>is done by three of<br>of elders?   | the             | 2.             |
|            | Week Three Mond         Who punished people who committed serious         the past?         A. Relatives       C. I         B. Council of elders       D. I         A will is acceptable when it is signed in the pression of the state of the deceased         A. Immediate family members       C. I         B. The police       D. I         The distribution of the estate of the deceased         following except?         A. A court of law         B. Public trustee         C. A person with letters of administration         D. Husbands         Which community was not ruled by a council of         A. Abawanga       C. A         A. Abawanga       C. A         A. Acourt showing how the decreased promised   | <b>ay</b><br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor<br>An advocate<br>is done by three of<br>of elders?   | the             | 2.             |
|            | Week Three Mond         Who punished people who committed serious         the past?         A. Relatives       C. I         B. Council of elders       D. I         A will is acceptable when it is signed in the prediment of the state of the deceased following except?         A. A court of law         B. Public trustee         C. A person with letters of administration         D. Husbands         Which community was not ruled by a council of A. Abawanga         C. A document showing how the decreased propout is called a  | <b>ay</b><br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor<br>An advocate<br>is done by three of<br>of elders?   | the             | 2.             |
|            | Week Three Mond         Who punished people who committed serious         the past?         A. Relatives       C. I         B. Council of elders       D. I         A will is acceptable when it is signed in the pression of the state of the deceased         A. Immediate family members       C. I         B. The police       D. I         The distribution of the estate of the deceased         following except?         A. A court of law         B. Public trustee         C. A person with letters of administration         D. Husbands         Which community was not ruled by a council of         A. Abawanga       C. A         A. Abawanga       C. A         A. Acourt showing how the decreased promised   | <b>ay</b><br>crimes in the societ<br>Prophets<br>Parents<br>esence of<br>A governor<br>An advocate<br>is done by three of<br>of elders?<br>bagusii<br>meru<br>perty should be sha | the             | 2.             |

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|   |       |                                       | S   | td 8       |
|---|-------|---------------------------------------|---|------------|
|   | Thore | ough                                  | - +2  | 200 SA     |
|   | б.    | Who named children in the pa          | C. Council of elders  |            |
| 5 | 4     | A. Warriors                           | D. Grandmothers   | <b>.</b> : |
|   |       | B. Women of the clan                  |   |            |
|   | 7.    |                                       | C. Estate   | <u></u>    |
|   |       | A. Succession                         |   | 7.         |
|   |       | B. Testate                            |   |            |
|   | 8.    | When both parents are dead            | has the right to succession.<br>C. Uncles   |            |
|   |       | A. Eldest child                       |   | 8.         |
|   |       | B. Eldest sister                      |   | J.         |
|   | 9.    | Which statement is true about         | ut inheritance?   |            |
|   |       | A. Only boys inherit property         |   | 9.         |
|   |       | B. The wife succeeds a decea          | Scu nusbana   | 7.         |
|   |       | C. Married girls do not inher         | it from their parents   |            |
|   |       | D. The first born child inheri        | ts more than the rest   |            |
|   | 10    | . Below are <i>functions</i> of the s |   | 10.        |
|   |       | A. To account for all funds re        | eceived in the school   |            |
|   |       | B. To recruit school teachers         | 3   |            |
|   |       | C. To implement developmer            | it projects   |            |
|   |       | D. To ensure that good stand          | dards and traditions of the school are  |            |
|   |       | maintained                            | the school committee?   |            |
|   | 11    | . Who among the following is          | not a member of the school committee?<br>C. Teachers  | 11         |
|   |       | A. Head teacher                       |   |            |
| ÷ |       | B. Parents representatives            | D. Sponsor  |            |
|   | 12    | 2. The head teacher does all th       | te following except?  |            |
|   |       | A. Admitting new pupils               |   |            |
|   |       | B. Supervising school activi          | ties  | 12         |
|   |       | C. School funds                       | · · · · · · · · · · · · · · · · · · ·   |            |
|   |       | D. Choosing the subjects to           | be taught   |            |
|   | 13    | 3. Which one is <b>not</b> a respons  | ibility of pupils in a school.  |            |
|   |       | A. Obeying school rules               | a se de la construcción de la const | 13         |
|   |       | B. Attending all lessons              | •   |            |
|   |       | C. Taking part in games an            | d sports  |            |
|   |       | D. Receiving school fund fr           | om donors   | 1          |
|   | 1     | 4. Which one is a role of the s       | chool in community development?   |            |
|   |       | A. Moulding the behavior o            | f pupils  | 14         |
|   |       | B. Providing land to expand           | d the school  |            |
|   |       | C. Contributing money to b            | build the school  |            |
|   |       | - mi i l -tiama in for                | motropev  | <u>_</u>   |
|   | 1     | 15. Who ensures the syllabus          | s is covered and implemented by an teachere   | 1          |
|   |       | in public primary school?             |   | -          |
|   |       | A. Pupils                             | C. Teachers   |            |

| oug | gh  | Std 8                                       |
|-----|---|---|
|     | UNIT 4:   |   |
|     | RESOURCES AND ECONOMIC ACTIVITIES                                 |   |
|     | Agriculture Week Three Tuesday                                    |   |
|     | European settler farming  |   |
| S   | Settlers displaced Africans from their farms and pushed them to t | he  |
|     | •   | 8   |
|     | The land taken by Europeans was called or                         |   |
| C   | Give three characteristics of settler farming in Kenya            |   |
|     | (i)   |   |
| (   | ( <i>ii</i> )   |   |
|     | (iii)   |   |
|     | A ginnery is a factory where is proce                             |   |
| ĩ   | Name two major urban centres that grew because of settler farmin  | ng  |
| (   | <i>(i)</i>  |   |
| (   | (ii)  |   |
|     |   |   |
|     | · <u>Settlement Schemes</u>                                       |   |
|     | The main reason why settlement schemes were established in K      | enya was                                    |
|     | Name three settlement schemes found in central region of Kenya    | a   |
|     | (i)   |   |
|     | (ii)  | 478<br>                                     |
|     | (iii)   |   |
|     | are examples of se  | ettlement                                   |
|     | schemes that were established so as to increase food production   |   |
|     | The main benefit of settlement schemes was the                    | - M. (1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 |
|     | of families that were squatters.                                  |   |
|     |   | 3   |
|     | (i)   |   |
|     | ( <i>ii</i> )   |   |
|     | (iii)   |   |

|                              | St  |
|------------------------------|---|
|                              | Irrigation farming  |
|                              | Week Three Wednesday  |
| 1.                           | Give the main crop grown in the irrigation schemes below  |
|                              | (a) Katilu:   |
|                              | (b) Ahero:  |
|                              | (c) Pekera:   |
|                              | (d) Mwea:   |
| 2.                           | The method of irrigation used at Pekkera is   |
| 3.                           | The source of water in Mwea irrigation schemed is   |
| 4.                           | Give three benefits of the people living at Wanguru town in Mwea irrigatio  |
|                              | scheme.   |
|                              | (i)   |
|                              | (ii)  |
|                              | (iii)   |
| 5.                           | The main problem facing Pekerro Indiana   |
|                              | restorm meeting reacting irrigation scheme is   |
| 6.                           | The main problem facing Pekerra Irrigation scheme is<br>The main problem facing irrigation schemes in Kenya is  |
| 6.                           | The main problem facing irrigation schemes in Kenya is  |
| 6.                           | The main problem facing irrigation schemes in Kenya is  |
| 6.<br>7.                     | The main problem facing irrigation schemes in Kenya is  |
|                              | Horticultural Farming Horticulture is   |
|                              | Horticulture is while   |
| 7.                           | Horticultural Farming Horticulture is   |
| 7.<br>8.                     | Horticultural Farming Horticulture is   |
| 7.<br>8.<br>9.               | Horticultural Farming Horticulture is   |
| 7.<br>8.<br>9.               | Horticultural Farming Horticulture is   |
| 7.<br>8.<br>9.<br>10.        | Horticultural Farming Horticulture is   |
| 7.<br>8.<br>9.<br>10.        | Horticultural Farming Horticulture is   |
| 7.<br>8.<br>9.<br>10.        | Horticultural Farming     Horticulture is   |
| 7.<br>8.<br>9.<br>10.        | Ine main problem facing irrigation schemes in Kenya is  |
| 7.<br>8.<br>9.<br>10.<br>11. | Horticultural Farming         Horticultural Farming         Horticulture is         While         Viticulture is         The main horticultural product grown in Kenya is         where horticulture farming is carried out at the Coast.         The main contribution of horticulture to the economy of Kenya is         Give three differences between horticulture farming in Kenya and         Netherlands |

|           | -  |  |  |   | Std 8    |
|-----------|--|--|--|---|----------|
|           |  |  |  | erlands   |          |
|           | (i)  |  |  |   |          |
|           | (ii)   | ·  | *  |   |          |
|           | (iii,  | )  |  |   |          |
|           |  |  |  |   |          |
|           |  |  | Fish Far   | rmina   |          |
| 12.       | N  | ame two fish t   | farming areas in the 1   |   |          |
|           | (a   | ) Coast:   |  | and   |          |
|           | (b   | ) Nuanza:  |  | and   |          |
|           | lc.  | ) Central:   |  | and<br>and  | · ·      |
| 13.       | Tł   | ne main fish k   | ent in Fish forms is   | ana   |          |
|           | ar   | nd   | .ope in Fish larins is _   | ,,  |          |
| 14.       |  |  |  |   |          |
| 15.       | Gi   | ve three recer   | vapan is done throug   | gh  | -1       |
|           |  | ve unce lease  | Ins why fish farming   | and the second |          |
|           | 6)   |  | in the second se | is more developed in Japan tha  | an Kenya |
|           | (1)  |  |  |   | an Kenya |
|           | (i)<br>(ii)  | · · · · · · · · · · · · · · · · · · ·  |  |   | an Kenya |
|           | (i)<br>(ii)<br>(iii  | · · · · · · · · · · · · · · · · · · ·  | · · · · · · · · · · · · · · · · · · ·  | · · · · · · · · · · · · · · · · ·   |          |
| 16.       | (i)<br>(ii)<br>(iii  | · · · · · · · · · · · · · · · · · · ·  | · · · · · · · · · · · · · · · · · · ·  |   |          |
| 16.       | (i)<br>(ii)<br>(iii  | · · · · · · · · · · · · · · · · · · ·  | · · · · · · · · · · · · · · · · · · ·  | in the  |          |
|           | (i)<br>(ii)<br>(iii)<br>Fis  | )<br>sh farming in   | Japan is carried out<br><u>Mining in</u><br>Week Three 4   | in the<br><b>Kenya</b>  |          |
| 16.<br>1. | (i)<br>(ii)<br>(iii)<br>Fis  | )<br>sh farming in<br>the table belo   | Japan is carried out<br><u>Mining in</u><br>Week Three 4   | in the<br><b>Kenya</b>  |          |
|           | (i)<br>(ii)<br>(iii)<br>Fis  | )<br>sh farming in   | Japan is carried out<br><u>Mining in</u><br>Week Three 4   | in the<br><u>Kenya</u><br>Thursday  | <br>-    |
|           | ( <i>i</i> )<br>( <i>iii</i> )<br>( <i>iii</i> )<br>Fis<br>Fill  | )<br>sh farming in<br>the table belo   | Japan is carried out<br><u>Mining in</u><br><u>Week Three '</u><br>w   | in the<br><b>Kenya</b>  | <br>-    |
|           | (i)<br>(iii)<br>(iii)<br>Fis<br>Fill   | )<br>sh farming in<br>the table belo<br><b>Mineral</b>   | Japan is carried out<br><u>Mining in</u><br><u>Week Three '</u><br>w   | in the<br><u>Kenya</u><br><u>Thursday</u><br>Area where it's found  | <br>-    |
|           | (i)<br>(ii)<br>(iii)<br>Fis<br>Fill<br><b>a)</b><br><b>b)</b>  | )<br>sh farming in<br>the table belo<br><i>Mineral</i><br>Flourspar  | Japan is carried out<br><u>Mining in</u><br><u>Week Three '</u><br>w   | in the<br><u>Kenya</u><br><u>Thursday</u><br>Area where it's found  | <br>-    |
|           | (i)<br>(ii)<br>(iii)<br>Fis<br>Fill<br><b>a)</b><br><b>b)</b><br><b>c)</b>   | ), sh farming in<br>the table belo<br><i>Mineral</i><br>Flourspar<br>Salt  | Japan is carried out<br><u>Mining in</u><br><u>Week Three</u><br>w<br>Mining method  | in the<br><u>Kenya</u><br><u>Thursday</u><br>Area where it's found  | <br>-    |
|           | (1)<br>(ii)<br>(iii)<br>(iii)<br>Fis<br>Fis<br>Fis<br>Fis<br>Fis<br>Fis<br>(a)<br>(b)<br>(c)<br>(d)  | )<br>sh farming in<br>the table belo<br><b>Mineral</b><br>Flourspar<br>Salt<br>Diatomite                           | Japan is carried out<br><u>Mining in</u><br><u>Week Three '</u><br>w   | in the<br><u>Kenya</u><br><u>Thursday</u><br>Area where it's found  | <br>-    |
| 1.        | <ul> <li>(1)</li> <li>(11)</li> <li>(11)</li> <li>(111)</li> <li>(</li></ul> | )<br>sh farming in<br>the table belo<br><i>Mineral</i><br>Flourspar<br>Salt<br>Diatomite<br>Limestone<br>Gemstones | Japan is carried out<br><u>Mining in</u><br><u>Week Three</u> ?<br>w<br>Mining method  | in the<br><u>Kenya</u><br><u>Thursday</u><br>Area where it's found  | <br>-    |
| 1.        | (1)<br>(iii)<br>(iiii)<br>(iiii)<br>Fish<br>Fish<br><b>Fish</b><br><b>C)</b><br><b>C)</b><br><b>C)</b><br><b>C)</b><br><b>C)</b><br><b>C)</b><br><b>C)</b><br><b>C)</b>  | ), sh farming in<br>the table belo<br><i>Mineral</i><br>Flourspar<br>Salt<br>Diatomite<br>Limestone                | Japan is carried out<br><u>Mining in</u><br><u>Week Three</u><br>w<br><u>Mining method</u>   | in the<br><u>Kenya</u><br><u>Thursday</u><br>Area where it's found  |          |

| Thore | ough  |
|-------|---|
| 3.    | Give three uses of fluorspar  |
| 0     | <i>(i)</i>  |
|       | (ii)  |
|       | (iii)   |
| 4.    | is a mineral used to make water filter                                |
|       | heat insulators.  |
| 5.    | The mineral used to decorate floors and walls of buildings is called  |
| 0     | · · · ·   |
| 6.    | Give two effects of mining limestone and fluorspar to the environment |
|       | (i)   |
|       | (ii)  |
|       | Forestry  |
| 7     | Give two examples of lowland forests                                  |
| •••   | (i)   |
|       | (ii)  |
| 8.    | Give three characteristics of planted forests                         |
| 0.    | (i)   |
| 10    | (ii)  |
|       | (iii)   |
| 9.    | and are examples of highland  |
|       | forests.  |
| 10    |   |
| -     | rainforests found in Kenya.   |
| 11    |   |
| 12    |   |
|       | Wildlife and tourism  |
| 10    |   |
|       | The main tourist attraction in Switzerland is                         |
| 14    | Name two historical sites found in Kenya                              |
|       | (i)   |

| (i)   |  |  | tourism in Kenya and Switzerland<br><b>Kenya</b> |
|---|--|--|--|
| (ii)  | <i>(</i> ;)  | ۰ <u>د</u>   |  |
| (iii)   |  |  | 2  |
| Switzerland         (i)   |  |  |  |
| (i)   | (111)  |  |  |
| (ii)  | 2  | •  | · · · · · · · · · · · · · · · · · · ·            |
| (iii)   | (1) _  |  | · · · · · · · · · · · · · · · · · · ·            |
| The main tourist attraction along the Coast of Kilifi, Kwale and Lamu is         Industries         Meek Three Friday         Complete the table below         (a)       Animal Skin       Types of Industry         (a)       Animal Skin  |  |  |  |
| Industries         Meek Three Friday         Complete the table below         Product       Types of Industry         (a)       Animal Skin         (b)       Fruits         (c)       Paper         (d)       Bicycles         (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called   | (iii)  |  | and a second Longia                              |
| Industries         Week Three Friday         Complete the table below         Product       Types of Industry         (a)       Animal Skin         (b)       Fruits         (c)       Paper         (d)       Bicycles         (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called   | The ma   |  | ong the Coast of Kilin, Kwale and Land is        |
| Week Three Friday         Complete the table below         Product       Types of Industry         (a)       Animal Skin         (b)       Fruits         (c)       Paper         (d)       Bicycles         (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called  |  | <sup>2</sup>   |  |
| Product       Types of Industry         (a)       Animal Skin         (b)       Fruits         (c)       Paper         (d)       Bicycles         (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called   |  | ~ <u>1</u>   | ndustries  |
| Product       Types of Industry         (a)       Animal Skin         (b)       Fruits         (c)       Paper         (d)       Bicycles         (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called         Which factor would mainly influence the establishing of the following industries?         (a)       Oil refinery: |  | Week   | : Three Friday                                   |
| (a)       Animal Skin         (b)       Fruits         (c)       Paper         (d)       Bicycles         (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called   | Comp   | ete the table below  |  |
| (b)       Fruits         (c)       Paper         (d)       Bicycles         (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called         Which factor would mainly influence the establishing of the following industries?         (a)       Oil refinery:   |  | Product  | Types of Industry                                |
| (c)       Paper         (d)       Bicycles         (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called         Which factor would mainly influence the establishing of the following industries?         (a)       Oil refinery:  | (a)  | Animal Skin  |  |
| (d) Bicycles         (e) Electricity Supply         Industries that are involved in the first stage of changing raw materials a called         Which factor would mainly influence the establishing of the following industries?         (a) Oil refinery:  | (b)  | Fruits   | 5 Inc.   |
| (d)       Bicycles         (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called         which factor would mainly influence the establishing of the following industries?         (a)       Oil refinery:  | (c)  | Paper  |  |
| (e)       Electricity Supply         Industries that are involved in the first stage of changing raw materials a called         Which factor would mainly influence the establishing of the following industries?         (a)       Oil refinery:   | (d)  | Bicycles   |  |
| Industries that are involved in the first stage of changing raw materials a called         Which factor would mainly influence the establishing of the following industries?         (a) Oil refinery:  | (e)  | Electricity Supply   |  |
| <ul> <li>called</li> <li>Which factor would mainly influence the establishing of the following industries?</li> <li>(a) Oil refinery:</li> <li>(b) Tea Processing:</li> <li>(c) Bakery:</li> <li>(d) Export Processing zones:</li> <li>(lua Kali industries were mainly established so as to</li> </ul>   |  |  |  |
| <ul> <li>called</li> <li>Which factor would mainly influence the establishing of the following industries?</li> <li>(a) Oil refinery:</li> <li>(b) Tea Processing:</li> <li>(c) Bakery:</li> <li>(d) Export Processing zones:</li> <li>(lua Kali industries were mainly established so as to</li> </ul>   |  | tries that are involved i  | n the first stage of changing raw materials are  |
| <ul> <li>Which factor would mainly influence the establishing of the following industries?</li> <li>(a) Oil refinery:</li></ul>   | Indus  |  |  |
| <ul> <li>industries?</li> <li>(a) Oil refinery:</li></ul>   |  |  | <i>,</i>   |
| <ul> <li>(a) Oil refinery:</li></ul>  | called   |  | <i>,</i>   |
| <ul> <li>(b) Tea Processing:</li></ul>  | callec<br>Whic   | h factor would mainly in   | <i>,</i>   |
| <ul> <li>(c) Bakery:</li></ul>  | called<br>Whick<br>indus                                     | h factor would mainly in   | nfluence the establishing of the following       |
| (d) Export Processing zones:  | called<br>Whick<br>indus<br>(a) C                            | h factor would mainly in<br>stries?<br>Dil refinery:   | nfluence the establishing of the following       |
| Jua Kali industries were mainly established so as to  | called<br>Whick<br>indus<br>(a) C                            | h factor would mainly in<br>stries?<br>Dil refinery:   | nfluence the establishing of the following       |
| Jua Kali industries were mainly established so as to  | called<br>Which<br>indus<br>(a) C<br>(b) T<br>(c) H          | h factor would mainly in<br>stries?<br>Dil refinery:<br>Yea Processing:<br>Bakery:                             | nfluence the establishing of the following       |
|   | called<br>Which<br>indus<br>(a) C<br>(b) T<br>(c) E<br>(d) E | h factor would mainly in<br>stries?<br>Dil refinery:<br>Gea Processing:<br>Bakery:<br>Export Processing zones: | nfluence the establishing of the following       |

| 1000 | Urbanization   |
|------|--|
|      | ve the correct answer  |
| 6.   | (a) The major town in Kenya where the Trans Africa Highway beings  |
|      | (b) The town with the second largest fresh water lake in the world   |
|      | (c) The town'where Chania and fourteen Falls are found   |
|      | (d) The major town with a salt processing industry   |
|      | (e) A town in Western Kenya with an International Airport  |
| 7.   | Name three problem (   |
| 1    | Name three problems facing Nairobi town  |
|      | ( <i>i</i> )   |
|      |  |
| 8.   | (iii)<br>Most of the water consumed in Mombasa town comes from<br>The development of abure and in the second seco |
| 9.   | The development of slums and shanties in major towns is caused by  |
|      |  |
|      | •  |
| 10.  | Give three functions of Nairobi town   |
| 10.  | Give three functions of Nairobi town (i)   |
| 10.  | (i)  |
| 10.  | (i)<br>(ii)  |
| 10.  | (i)  |
|      | (i)(ii)(iii)   |
| MUL  | (i)(ii)(iii)   |
| MUL  | (i)(ii)(iii)<br>(iii)<br>TIPLE CHOICE QUESTIONS<br>The main problem facing urban centres in K  |
| MUL  | (i)  |

ľ

|    | ough   | Sta      |
|----|--|----------|
| 2. | The problem of unemployment in the urban centres can                     |          |
|    | best be solved by  | 2.       |
|    | A. Getting grants to develop the towns                                   | <b>4</b> |
|    | B. Building more houses  |          |
|    | C. Encouraging local and foreign investors to establish industries       | 1        |
|    | D. Discourage rural urban migration                                      |          |
| 3. | Which one is <b>not</b> a way of solving urban problems in Kenya?        |          |
|    | A. Improving infrastructure  |          |
|    | B. Transferring inefficient civil servants                               | 3.       |
|    | C. Improving revenue collection  | -        |
|    | D. Improving living conditions in the rural areas                        |          |
| 4. | Which of the following is an example of a service industry?              |          |
|    | A. Bakery  |          |
|    | B. Leather tanning   |          |
|    | C. Barber shop   | 4.       |
|    | D. Automobile  |          |
| 5. | Under which category are the Jua Kali industries?                        |          |
|    | A. Primary industries  |          |
|    | B. Secondary industries  |          |
|    | C. Tertiary industries   | 5.       |
|    | D. Assembly industries   |          |
| 6. | Which of the following <i>cannot</i> influence the location of fish      |          |
| τ. | processing industry?   |          |
|    | A. Large market  |          |
|    | B. Good means of transport   | 6.       |
|    | C. Presence of raw material  | <u> </u> |
|    |  |          |
| 7. | D. Government policy   | - 21     |
| 7, | Which one is the least reason for establishing game sanctuaries?         |          |
|    | A. To earn income for the government                                     | 7.       |
|    | B. To carry out scientific study   |          |
|    | C. To make it easier for tourists to view the animals                    |          |
| _  | D. To enable endangered species to multiply                              |          |
| 8. | Which one is <b>not</b> a solution to problems facing wildlife in Kenya? |          |
|    | A. Encouraging domestic tourism  | 8.       |
|    | B. Educating people on the importance of tourism                         | -        |
|    | C. Legalizing trade in wildlife trophies                                 |          |
|    | D. Creating more game parks  |          |
| 9. | Tsavo National Park is found in county                                   | 9.       |
|    | A. Mombasa C. Kwale  |          |
|    | B. Taita Taveta D. Makueni   | 1        |

| Thorough   | Std |
|--|-----|
| <b>10.</b> Which one is <b>not</b> a hindrance to rapid industrial growth in Kenya?  |     |
| A. Strikes by workers  | 10. |
| B. High taxation   | 10. |
| C. Competition from imported goods   |     |
| D. Well-developéd infrastructure   |     |
| 11. Forests should be conserved mainly because   | 1   |
| A. They provide medicine   |     |
| B. They are homes for wildlife   |     |
| C. They protect sources of water   | 11  |
|  | ·   |
| D. They provide recreation facilities<br><b>12.</b> Which one is <b>not</b> a factor influencing forest distribution in Kenya?   |     |
|  |     |
| A. Climate   |     |
| B. Government policy   | 12  |
| C. Winds   |     |
| D. Type of soil  |     |
| 13. The <i>main</i> advantage of fish farming over sea fishing is  |     |
| A. Only mature fish is harvested   |     |
| B. Fish is caught anytime  | 13  |
| C. Fish is taken to the market any time  |     |
| D. Fish feeds less than the sea or lake fish   | 1   |
| 14. Among the following minerals, which one is mainly transported  |     |
| through pipeline?  |     |
| _A. Water  |     |
| B. Soda ash  | 12  |
| C. Salt  |     |
| D. Petroleum   | 1   |
| 15. Which of the following factors is required to help develop deep sea  |     |
| fishing along the Kenyan Coast?  | Í   |
| A. Increasing the number of fishing vessels  | 1   |
| B. Provision of refrigeration facilities   |     |
| C. Establishing fishing co-operatives  |     |
| D. Promoting fish eating among the people  |     |
| D. Flohioting han eating among the popp-   |     |
|  |     |
| · · · · · · · · · · · · · · · · · · ·  | 6   |
| 5<br>  |     |
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| i de la constante de |     |
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| C           | HRISTIAN RELIGIOUS EDUCATION   |
|-------------|--|
| UN          | IIT 1: GOD'S HELP AND SELF HELP                                      |
|             | Week one Monday  |
| 1.          | According to 1 Corinthians 6:19, Our bodies are the                  |
|             | of the Holy Spirit   |
| 2.          | Any substances that affects the way the body functions when taken is |
| 2<br>2      | called a   |
| 3.          | Give two examples of inhalants                                       |
|             | (i)  |
|             | <i>(ii)</i>  |
| <b>I.</b> . | is the use of drugs for the wrong purpose.                           |
| 5.          | Name two drugs that cause discoloration of teeth                     |
|             | <i>(i)</i>   |
|             | <i>(ii)</i>  |
| i.          | Ephesians 5:18, teaches that we should not get drunk on              |
|             | but the Holy Spirit  |
| ١.          | Practising sex for the wrong purpose is called                       |
|             | Selling one's body for money is called                               |
| •           | is sex between people of the same gender.                            |
| 0.          | Which sexual sin did Amnon the son of King David commit?             |
|             |  |
| 1.          | We should avoidwhich is sex between relatives.                       |
| 2.          | King David and Bathsheba committed since they                        |
|             | were both married.   |
|             |  |
|             | Week one Tuesday   |
| 3.          | Gomer was the wife of Prophet  |
|             | Gomer worked as a  |
| 4.          |  |

| a a si a             |   |                   |
|----------------------|---|-------------------|
|                      |   |                   |
| 2                    |   |                   |
|                      | S S   | itd 8             |
| Thorou               | gh  |                   |
| 18.                  | King David was rebuked by Prophet   |                   |
| 19.                  | The Samaritan woman at Jacob's well who had many husbands   |                   |
| s                    | committed the sexual sin of   |                   |
| 20.                  | Leviticus 20: 13, teaches us that God hates   |                   |
| 21                   | Give three effects of sexual misuse to a Standard Eight girl  |                   |
|                      |   |                   |
|                      | (1)   |                   |
|                      | (ii)<br>(iii)   |                   |
|                      | (iii)   |                   |
| 22.                  | Sin against the body is sin against   | 5                 |
|                      | . Give two effects of alcohol to our bodies   |                   |
| 43                   |   |                   |
| e d                  | [4]   |                   |
|                      |   |                   |
| 24                   | . When we take a lot of caffeine, it causes lack of   |                   |
| 24<br>25             | <ul> <li>When we take a lot of caffeine, it causes lack of</li></ul>  |                   |
| 24<br>25             | • All vegetation was created on the day according to  |                   |
| 24<br>25             | All vegetation was created on the day according to creation story in Genesis.   |                   |
| 25                   | All vegetation was created on the day according to creation story in Genesis. <u>Week one Wednesday</u>   |                   |
| 25<br>M              | All vegetation was created on the day according to creation story in Genesis. <u>Week one Wednesday</u> ULTIPLE CHOICE QUESTIONS  |                   |
| 25<br>M              | <ul> <li>All vegetation was created on the day according to creation story in Genesis.</li> <li><u>Week one Wednesday</u></li> <li><u>ULTIPLE CHOICE QUESTIONS</u></li> <li>Below are ways of taking care of the environment except?</li> </ul>   | 26.               |
| 25<br>M              | <ul> <li>All vegetation was created on the day according to creation story in Genesis.</li> <li><u>Week one Wednesday</u></li> <li>ULTIPLE CHOICE QUESTIONS</li> <li>Below are ways of taking care of the environment except?         <ul> <li>A. Planting trees</li> </ul> </li> </ul>   |                   |
| 25<br>M              | <ul> <li>All vegetation was created on the day according to creation story in Genesis.</li> <li><u>Week one Wednesday</u></li> <li><u>ULTIPLE CHOICE QUESTIONS</u></li> <li>Below are ways of taking care of the environment except?</li> <li>A. Planting trees</li> <li>B. Cleaning polluted rivers</li> </ul>   |                   |
| 25<br>M              | <ul> <li>All vegetation was created on the day according to creation story in Genesis.</li> <li><u>Week one Wednesday</u></li> <li><u>ULTIPLE CHOICE QUESTIONS</u></li> <li>Below are ways of taking care of the environment except?</li> <li>A. Planting trees</li> <li>B. Cleaning polluted rivers</li> <li>C. Proper waste disposal</li> </ul>   |                   |
| 25<br><u>M</u><br>26 | <ul> <li>All vegetation was created on the day according to creation story in Genesis.</li> <li><u>Week one Wednesday</u></li> <li>ULTIPLE CHOICE QUESTIONS</li> <li>Below are ways of taking care of the environment except?</li> <li>A. Planting trees</li> <li>B. Cleaning polluted rivers</li> <li>C. Proper waste disposal</li> <li>D. Outring trees for settlement</li> </ul>   | 26.               |
| 25<br><u>M</u><br>26 | <ul> <li>All vegetation was created on the day according to creation story in Genesis.</li> <li><u>Week one Wednesday</u></li> <li><u>ULTIPLE CHOICE QUESTIONS</u></li> <li>Below are ways of taking care of the environment except?</li> <li>A. Planting trees</li> <li>B. Cleaning polluted rivers</li> <li>C. Proper waste disposal</li> <li>D. Cutting trees for settlement</li> <li>Young people should abstain from sex before marriage because?</li> </ul>   |                   |
| 25<br><u>M</u><br>26 | <ul> <li>All vegetation was created on the day according to creation story in Genesis.</li> <li><u>Week one Wednesday</u></li> <li>ULTIPLE CHOICE QUESTIONS</li> <li>Below are ways of taking care of the environment except?</li> <li>A. Planting trees</li> <li>B. Cleaning polluted rivers</li> <li>C. Proper waste disposal</li> <li>D. Cutting trees for settlement</li> <li>7. Young people should abstain from sex before marriage because?</li> <li>A. Our bodies are the temple of the Holy Spirit</li> </ul>  | 26.               |
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| Thoro |  |  | Std 8      |
|-------|--|--|------------|
| 30.   | All the following are effects of alcoho      | l misuse <i>except</i> ?   | 11 NI      |
|       | A. Destruction of brain cells                | -  |            |
|       | B. Liver cirrhosis                           |  | 30.        |
|       | C. Nose bleeding                             |  |            |
|       | D. Blindness                                 |  | 0 8        |
| 31.   | Which one is <b>not</b> a form of sexual m   | isuse?   |            |
|       | A. Bestiality                                | C. Lesbianism  | 31.        |
| ×.    | B. Fornication                               | D. Gender roles  | - <u>-</u> |
| 32.   | Which one is <b>not</b> an effect of drugs t | o the community?   |            |
|       | A. Guilt                                     | C. Depression  |            |
|       | B. Stress                                    | D. Wealth  | 32         |
| 33.   | Which one is <b>not</b> an effect of misuse  | of natural resources?  |            |
|       | A. Control of soil erosion                   | a or one increases   |            |
|       | B. Drying up of water sources                | 1 A 400  |            |
|       | C. Global warming                            | ан (с. 1916)<br>Стала (с. 1916)  | 33.        |
|       | D. Water -borne diseases                     |  |            |
| 34.   | Which one is <b>not</b> a sexually transmit  | ted disease?   |            |
|       | A. Syphilis                                  | C. Malaria   |            |
|       | B. Gonorrhea                                 | D. Clamydia  | 34.        |
| 35.   | Communities in old days protected th         | ne environment mainly  | A          |
|       | because                                      |  |            |
|       | A. They were a sign of respect to God        |  |            |
|       | B. They were sacred                          |  |            |
|       | C. They provided places of worship           |  | 35.        |
|       | D. They are gifts from God                   |  | <b> </b>   |
| 36.   | In the book of Genesis, God command          | ded man to do all the  |            |
|       | following, <b>except</b> ?                   |  |            |
|       | A. To use family planning                    |  |            |
|       | B. To be fruitful                            | a de la companya de la | 36.        |
|       | C. To control the earth                      |  |            |
|       | D. To rule over all animals                  |  |            |
| 37.   | According to Genesis story of creation       | n it is <b>correct</b> to say that?  |            |
|       | A. Man should work                           | · · · · · · · · · · · · · · · · · · ·  |            |
| 2     | B. Man is God                                |  | 37.        |
|       | C. Man and woman were created from           | n a rib  | 57.        |
|       | D. Man resembles God physically              | a a a  |            |
|       | Shechem committed one of the follow          | ing sexual misuse against  |            |
| ÷.,   | Dinah the daughter of Jacob. Which           | one is it?   |            |
|       | A. Prostitution                              | C. Rape  |            |
|       | B. Incest                                    | D. Fornication   | 38.        |

| fhorough                              |                                 | Std 8    |
|---------------------------------------|---------------------------------|----------|
| 39. Which commandment was not br      | oken by King David?             | 1        |
| A. Adultery                           | C. Worshiping other gods        | 39.      |
| B. Coveting                           | D. Murder                       | <u> </u> |
| 40. Which one was not a benefit of na | atural resources in Traditional |          |
| African Community?                    | a.                              |          |
| A. Places of worship                  | ۰                               |          |
| B. Source of making paper             |                                 | 40.      |
| C. Source of good                     | *                               |          |
| D. Source of medicine                 |                                 |          |
|                                       |                                 |          |

#### UNIT 2:

#### CHRISTIANITY AND AFRICAN TRADITIONAL HERITAGE

#### Week one Friday

|    | were given authority over the creation of God.                          |
|----|---|
| 1  | The Agiriama call their God   |
|    | The Maasai call their God   |
|    | is the name of God for the Pokot.                                       |
|    | Name three ancestors of Jesus   |
|    | (i)   |
|    | (ii)  |
|    | (iii)   |
|    | The Agikuyu believed their God lived on                                 |
|    | According to Agikuyu story of creation the first man settled at a place |
|    | called  |
|    | The first parents of the Ababukusu wereand                              |
|    | The sun, the moon and stars were created on the day.                    |
| э. | Man was created on theday.  |
| 1. | God on the seventh day.   |
|    | Name three characteristics of God according to Traditional African      |
|    | Society   |
|    | (i)   |
|    | (ii)  |
|    | (iii)   |

(iii) .

| <b>T</b> L -             |   |
|--------------------------|---|
| Thorou                   | agh   |
|                          | Week Two Monday   |
| 13.                      | The Luyhia call their God Were Khakaba which means  |
| 14.                      | Ngai, the name of God among the Agikuyu means   |
|                          | Name the third rite of passage in African Traditional Society   |
|                          |   |
| 16.                      | Shedding blood during initiation in Traditional African Society   |
|                          | symbolized  |
| 17.                      | God is Omniscient. This means that God is   |
|                          |   |
| 10.                      | The are those who we know and died  |
|                          | during our life time.   |
| 19.                      | Pouring libation signified that there was in  |
|                          | Traditional African Society.  |
| 20.                      | was the best way of appeasing the ancestors i   |
|                          | Traditional African Society   |
| 21.                      | In Traditional African Society children were names after  |
|                          | · or '  |
| 22                       | •   |
|                          | Abortion was prohibited in Traditional African Society mainly because   |
| . iii .                  | Abortion was prohibited in Traditional African Society mainly because   |
|                          |   |
| 23.                      | Joseph was the son of   |
| 23.                      | Joseph was the son of<br>andwere sons of Joseph.  |
| 23.                      | Joseph was the son of<br>andwere sons of Joseph.<br>Meek Two Tuesday  |
| 23.<br>24.               | Joseph was the son ofwere sons of Joseph.<br>andwere sons of Joseph.<br><u>Week Two Tuesday</u><br>MULTIPLE CHOICE QUESTIONS  |
| 23.<br>24.               | Joseph was the son ofwere sons of Joseph.<br>andwere sons of Joseph.<br><u>Week Two Tuesday</u><br>MULTIPLE CHOICE QUESTIONS<br>What was the main significance of initiation in Traditional African   |
| 23.<br>24.               | Joseph was the son of   |
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| 23.<br>24.               | Joseph was the son of   |
| 23.<br>24.<br>25.        | Joseph was the son ofandwere sons of Joseph.           Week Two Tuesday           MULTIPLE CHOICE QUESTIONS           What was the main significance of initiation in Traditional African           Society?           A. It was a passage from childhood to adulthood           B. To give gifts to the initiates           C. To unite the initiates with the ancestors           D. To shed blood  |
| 23.<br>24.<br>25.        | Joseph was the son ofandwere sons of Joseph.<br><u>Week Two Tuesday</u><br><u>MULTIPLE CHOICE QUESTIONS</u><br>What was the main significance of initiation in Traditional African<br>Society?<br>A. It was a passage from childhood to adulthood<br>B. To give gifts to the initiates<br>C. To unite the initiates with the ancestors<br>D. To shed blood<br>Which statement is not true about Traditional African Society   |
| 23.<br>24.<br>25.        | Joseph was the son ofandwere sons of Joseph.<br><u>Week Two Tuesday</u><br><u>MULTIPLE CHOICE QUESTIONS</u><br>What was the main significance of initiation in Traditional African<br>Society?<br>A. It was a passage from childhood to adulthood<br>B. To give gifts to the initiates<br>C. To unite the initiates with the ancestors<br>D. To shed blood<br>Which statement is not true about Traditional African Society<br>beliefs about creation?  |
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| Thor        |   |            |
|-------------|---|------------|
| 41          | In Traditional African Society calamities come when people?                                   |            |
|             | A. Went to war  | 27         |
|             | B. Disobeyed God  | _ <u> </u> |
|             | C. Deny the presence of spirits<br>D. Hated each other  |            |
| 28          |   |            |
| 20          | According to Traditional African religion God isA. The lamp of God                            |            |
|             | B. The light of the World   | 28         |
|             | C. Omnipresent  |            |
|             | D. The bread of life  | l l        |
| 20          |   |            |
| 42.         | Which one is <b>not</b> a similarity between Christianity and African<br>Traditional beliefs? | -          |
|             |   | 29         |
|             | A. Life is respected  |            |
|             | B. Offerings are given  |            |
|             | C. Prayers are offered  | }          |
| 30          | D. Baptism is practiced   |            |
| 00.         | Who among the following was considered an outcast in  |            |
|             | Traditional African Society?  | 30         |
|             | A. Hypocrites<br>B. Fornicators   |            |
|             |   |            |
|             | C. Corrupt government officials<br>D. Sorcerers   |            |
| 31          |   |            |
| 01.         | The <i>main</i> moral value taught to children in ATR is                                      |            |
|             | C. Responsibility .   | 31         |
| 20          | D. HUHESLV  | -          |
| 04.         | God communicated through the following people in Traditional                                  | 1          |
|             | African Society <b>except</b> ?<br>A. Priests   |            |
|             | C. Diviners   | 32         |
| 22          | B. Prophets D. Magicians  |            |
| 00.         | Which one was <b>not</b> a place of worship in Traditional African beliefs                    | ?          |
|             | A. Temple C. Caves  |            |
| 21          | B. Shrines D. Rivers,   | 33         |
| <b>о</b> т. | Folktales were important in Traditional African Society <i>mainly</i>                         |            |
|             | because   |            |
|             | A. They were entertaining   |            |
|             | B. They taught good morals  |            |
|             | C. They helped children to go to sleep  |            |
|             | D. They taught about love   | 34.        |
|             | ж   |            |

|            | bugh   | ana'a g          |
|------------|--|------------------|
|            | One of the following is found both in Christianity and African                                 | Std 8            |
|            | Traditional Society. Which one?  | 35.              |
|            | A. Rainmakers C. Prophets  | 35.              |
| * 8 8<br>8 | B. Witches D. Herbalists   | 5 a              |
| 36.        | would give names to children in Traditional  |                  |
|            | African Society  | - S.             |
| - 14       | A. Elders C. Men   | 36.              |
|            | B. Women D. Husbands   |                  |
| 37.        | Which one was not a way of remembering the dead in Traditional                                 |                  |
|            | African Society?   | ·                |
|            | A. Baptism C. Pouring libation   |                  |
| 20         | B. Naming D. Initiation  | 37.              |
| 38,        | In Traditional African Society, boys and girls were allowed to mix freely when                 |                  |
| P.,        |  | 4 <sup>8</sup> 8 |
|            | DD   | 38.              |
| 39.        | B. Dancing D. Playing<br>Which is the correct order of rites of passage in Traditional African |                  |
|            | Society?   |                  |
|            | A. Birth, initiation, marriage, death  |                  |
|            | B. Death, marriage, initiation, birth  | 39.              |
|            | C. Initiation marriage, birth, death   |                  |
|            | D. Marriage, birth, death marriage   |                  |
| 40.        | We should control our sexual feelings for the following reason                                 |                  |
| 1          | except?  |                  |
|            | A. To avoid sinning against God  |                  |
|            | B. To avoid getting HIV/AIDs   | 40.              |
| 10         | C. To avoid early pregnancy  |                  |
|            | D. To avoid sex because God hates it.  |                  |

° , ,

|  | Std   |
|--|---|
| Thorou,<br>5.                                  | In John 9:1-5, Jesus healed a man.  |
|  | Jesus healed the paralytic man to show that He has power over                                     |
| 6.   | Jesus neared the paralytic man to show that the two paralytic man to show that the two paralytics |
| 7.   | Jesus was whipped and a of thorns placed on His head  |
| 8.   | Name two types of suffering that Jesus experienced  |
|  | (i)   |
|  | (ii)  |
| 9.   | Jesus went through pain and suffering so that our   |
| 10.  | would eat the pieces of food that fell from the   |
|  | rich man's table.   |
| 11   | The healing of the demon passed man shows that Jesus has power over                               |
| 11.  | The ficaning of the doment partors must be  |
|  | prophesied the suffering of Jesus.  |
| 12.  | propriested the suffering of becasi   |
|  |   |
|  |   |
|  | Week Two Friday   |
| 13.  | Week Two Friday Prophet   |
| 13.<br>14.                                     | Week Two Friday   |
| 14.  | Week Two Friday         Prophet   |
| 14.  | Week Two Friday         Prophet   |
| 14.  | Week Two Friday         Prophet   |
| 14.<br>15.                                     | Week Two Friday         Prophet   |
| 14.<br>15.<br>16                               | Week Two Friday         Prophet   |
| 14.<br>15.<br>16<br>17                         | Week Two Friday         Prophet   |
| 14.<br>15.<br>16<br>17<br>18                   | Week Two Friday         Prophet   |
| 14.<br>15.<br>16<br>17<br>18<br>19             | Week Two Friday         Prophet   |
| 14.<br>15.<br>16<br>17<br>18<br>19<br>20       | Week Two Friday         Prophet   |
| 14.<br>15.<br>16<br>17<br>18<br>19<br>20       | Week Two Friday         Prophet   |
| 14.<br>15.<br>16<br>17<br>18<br>19<br>20<br>21 | Week Two Friday         Prophet   |

| Thore |  | Std    |  |  |  |
|-------|--|--------|--|--|--|
| 23.   | was the second disciple of Jesus to be killed because                  |        |  |  |  |
|       | of his faith.  |        |  |  |  |
| 24.   | "I find no reason to condemn this man," who said these words duri      | 00023  |  |  |  |
|       | trial of Jesus?  | ng the |  |  |  |
| 25.   | trial of Jesus? _,   |        |  |  |  |
| 40.   | wanted to see Jesus so as to perform min                               | acles  |  |  |  |
|       | for him during His trial.  |        |  |  |  |
|       | Week Three Monday  |        |  |  |  |
|       | MULTIPLE CHOICE QUESTIONS  |        |  |  |  |
| 26.   | Which miracle shows that Jesus has power over death?                   | 1      |  |  |  |
|       | A. Raising the son of the Widow of Nain                                |        |  |  |  |
|       | B. Feeding five thousand people  | 26.    |  |  |  |
|       | C. Calming the storm   |        |  |  |  |
|       | D. Walking on water  |        |  |  |  |
| 27.   | Immediately after Jesus was arrested He was taken to                   |        |  |  |  |
|       | A. Herod   |        |  |  |  |
|       | B. Annas   | 27.    |  |  |  |
|       | C. Calphas   |        |  |  |  |
| _     | D. Pilate  |        |  |  |  |
| 28.   | The disciples realized that Jesus had resurrected after he             |        |  |  |  |
|       | A. Shared bread with them  | ł      |  |  |  |
|       | B. Blessed the wine  |        |  |  |  |
|       | C. Drove out demons  | 28.    |  |  |  |
|       | D. Prayed for the sick   |        |  |  |  |
| 49.   | "I see heaven open and the son of man standing at the right hand       | }      |  |  |  |
|       | of God" These words were said by                                       | 1      |  |  |  |
|       | B. Stephen   | 20     |  |  |  |
|       | C. Jesus   | 29.    |  |  |  |
|       | D. Peter   |        |  |  |  |
| 80.   |  |        |  |  |  |
|       | A. Saul  |        |  |  |  |
|       | B. John  | 30.    |  |  |  |
|       | C. James   | 50.    |  |  |  |
|       | D. Andrew  |        |  |  |  |
|       | Who among the following was <b>not</b> involved in the trial of Jesus? | u.     |  |  |  |
| 1     | A. Herod C. Annas  | -      |  |  |  |
|       | 3. Caiphas D. Emperor Augustus   | 31.    |  |  |  |

| 2.   | After trying Jesus washe                  | d his hands to show that    |                                       |
|------|---|-----------------------------|---------------------------------------|
|      | he had nothing to do with the case        | 5                           | 32.                                   |
|      | A. Pilate                                 | C. Annas 🧹                  | 32.                                   |
|      | B. Herod                                  | D. Peter                    |                                       |
| 3.   | "Today I will be with you in Paradise." V | Who said these words?       |                                       |
|      | A. Holy Spirit                            | C. God                      | 33.                                   |
|      | B. Jesus                                  | D. Angel Gabriel            |                                       |
| 4.   | What does the resurrection of Jesus tea   | ch Christians?              |                                       |
| 2.11 | A. To be buried in a tomb3                | а в 2<br>2                  |                                       |
|      | B. To be trustworthy                      |                             | 34.                                   |
|      | C. To be hopeful                          | <b>.</b>                    | и<br>И И                              |
|      | D. To be ready for the second coming      |                             |                                       |
| 5.   | Who among the following people was NO     | OT helped by Jesus?         |                                       |
|      | A. Aeneas                                 | C. The paralytic            | 35.                                   |
|      | B. Jairus daughter                        | D. The ten lepers           | a a                                   |
| 6.   | Jesus suffering on the cross teaches C    | hristians to                |                                       |
|      | A. Endure all suffering in their Christia |                             |                                       |
| 12   | B. Pray a lot                             |                             | 36.                                   |
|      | C. Be hanged on the cross                 |                             |                                       |
| ×    | D. Stop holding any crusades              |                             |                                       |
| 37.  | Who among the following referred to Je    | sus as the eternal father?  |                                       |
|      | A. Jeremiah                               |                             |                                       |
|      | B. Isaiah                                 |                             | 37.                                   |
|      | C. Ezekiel                                |                             | <u> </u>                              |
|      | D. Micah                                  | * a a                       | 1                                     |
| 38.  | showed a lot of endura                    | ance and perservence in his | 1                                     |
|      | suffering                                 | <br>                        |                                       |
|      | A. Judas Iscariot                         |                             | 38.                                   |
|      | B. David                                  |                             | 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 |
|      | C. Solomon                                |                             | · ·                                   |
|      | D. Job                                    | e 2 <sup>4</sup>            | 1                                     |
| 39.  | Jesus was arrested by                     |                             |                                       |
|      | A. Temple guards                          |                             | 39.                                   |
|      | B. Roman soldiers                         |                             | L                                     |
|      | C. Herod's soldiers                       |                             |                                       |
|      | D. Jewish leaders                         |                             | 1                                     |
| 40.  | "Through His suffering our sins are for   | given? These words were     | 2                                     |
|      | said by prophet                           |                             |                                       |
|      | A. David                                  | C. Jeremiah                 | 40.                                   |
|      |   |                             | 20000000000                           |

|    | UNIT 4: LIVING THE CHRISTIAN FAITH                                      |
|----|---|
|    | Week Three Tuesday  |
| 1. | Which prayer did Jesus teach the disciples?                             |
| 2. | King Saul consulted a magician from                                     |
| 3. | Christians intercede for  |
| 4. | The parable of the Pharisee and tax collector teaches Christians to pra |
| 5. | Peter and John met a crippled man at the                                |
| 5. | At what time did Peter and John go to the temple to pray?               |
| 7. | Between the Pharisee and tax collector who could not humble himself     |
| 3. | Give another parable that teaches Christians about prayer               |
| Э. | A prayer we make when we are alone is called                            |
| 0. | is a prayer said aloud where many people are gathered                   |
| 1. | King offended God by taking over the role of a privat                   |
| 2. | Kinghad a father called Kish.   |
|    |   |
|    | Week Three Wednesday  |
| 3. | The witch of Endor was able to bring up prophet                         |
|    | from the dead.  |
| 4. | The condition for God to answer our prayer is ?                         |
| 5. | and were spared by King Saul  |
|    | when he attacked the Amalekites and this angered God.                   |
| б. | Simon the sorcerer came from the city of                                |
| 7. | Simon wanted to buy the power of the from Peter                         |
|    | and John.   |
| 8. | is giving up food in order to focus one's mind on God.                  |
| 9. | means sacrificing what one has in order to serve                        |
|    | God and others.   |
| n  | How did Jesus practice self-denial?                                     |

3

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| a na an                                  |       |
|   |       |
|   |       |
| 3 Thorough  | Std 8 |
| <b>22.</b> State two elements of prayer                                   |       |
|   |       |
|   |       |
| (ii)  | u.    |
| 23. The three answers to prayer are,,                                     | ,     |
|   |       |
|   |       |
| 24. Faith is a of the Holy Spirit.  |       |
| 25. Faithfulness is a of the Holy Spirit.                                 |       |
|   |       |
|   |       |
| MULTIPLE CHOICE QUESTIONS   | Т     |
| Week Three Friday   |       |
| 26. Below are reasons why Christians fast except?                         |       |
| A. To show off  | 26:   |
| B. To strengthen their faith  |       |
| C. To come nearer to God  |       |
| D. To ask God for their daily needs                                       |       |
| 27. Which one is <b>not</b> a way of showing faith in our daily actions?  | с - ÷ |
| A. Putting anointing oil on our heads                                     | 27.   |
| B. Helping the needy  | L.,   |
| C. Spreading God's word   |       |
| D. Sharing with others  |       |
| <b>28.</b> The following are statements found in the Lord's Prayer. Which |       |
|   |       |
| one is <b>not</b> ?   | 28.   |
| A. Forgive us our trespasses  |       |
| B. Born of the virgin Mary  |       |
| C. Thy kingdom  |       |
| D. Give us our daily  |       |
| <b>29.</b> The rejection of Saul by God teaches leaders to                |       |
| A. To be happy  | 29.   |
| B. To be decisive   | 29.   |
| C. To be obedient   | 1     |
| D. To consult mediums   |       |
| 30. Through Abraham and Sarah got Isaac                                   |       |
| A. Faith  | 30.   |
| B. Fear   |       |
| C. Self-denial  |       |
| D. Fasting  |       |

| is <sup>10</sup>    | Std 8  |
|---------------------|--|
|                     |  |
|                     | I.R.E  |
| а<br>( ж.)          | UNIT 1: QURAN  |
|                     | (a) <u>Al-Inshiran</u>   |
|                     |  |
| ÷ * .               | 1. Write the main theme of Inshirah  |
| а., <sup>2</sup>    | 2. Allah ( <i>sw</i> ) protected Prophet Muhammad on three issues, which ones?   |
|                     | (i)  |
|                     | (ii)   |
| ller a<br>Carlo     | (iii)  |
| 5                   |  |
| . 8 85              | . Who way laid the prophet's path with thorns during his early days?   |
| i je                |  |
| 4                   | • Why did the prophet not get any vision from (Allah sw)?  |
|                     |  |
| 6                   | (b) <u>Surah Dhuha</u><br>The main theme for the Dhuha in O  |
| - 1                 | The main theme for the Dhuha in Quran is   |
| 6<br>7              | The main theme for the Dhuha in Quran is   |
| 7                   | The main theme for the Dhuha in Quran is<br>Surah Dhuha teaches Muslims to follow that path of those who   |
| 7<br>8.             | The main theme for the Dhuha in Quran is<br>Surah Dhuha teaches Muslims to follow that path of those who<br>The Surah that hinders/warns the Muslims from backbitting in   |
| 7                   | The main theme for the Dhuha in Quran is<br>Surah Dhuha teaches Muslims to follow that path of those who<br>The Surah that hinders/warns the Muslims from backbitting in   |
| 7<br>8.             | The main theme for the Dhuha in Quran is<br>Surah Dhuha teaches Muslims to follow that path of those who<br>The Surah that hinders/warns the Muslims from backbitting is   |
| 7<br>8.<br>9.       | The main theme for the Dhuha in Quran is<br>Surah Dhuha teaches Muslims to follow that path of those who<br>The Surah that hinders/warns the Muslims from backbitting is<br>Laata uzzo and manata were common names of in<br>Makkah. |
| 7<br>8.<br>9.       | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |
| 7<br>8.<br>9.       | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |
| 7<br>8.<br>9.       | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |
| 7<br>8.<br>9.       | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |
| 7<br>8.<br>9.<br>10 | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |
| 7<br>8.<br>9.<br>10 | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |
| 7<br>8.<br>9.<br>10 | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |
| 7<br>8.<br>9.<br>10 | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |
| 7<br>8.<br>9.<br>10 | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |
| 7<br>8.<br>9.<br>10 | <ul> <li>The main theme for the Dhuha in Quran is</li></ul>  |

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| _     |  | Alloh                          | 510      |
|-------|--|--------------------------------|----------|
| 2.    | Which one of the following Surahs ask  | s Muslim to proclaim Alian     |          |
|       | mercy?                                 |                                | 2.       |
|       | A. Al-Inshirah                         | C. Dhuha                       |          |
|       | B. A-Tiin ,                            | D. Al-Quadar                   |          |
| 3.    | Surah Al-Fatiha teaches Muslims to f   | ollows the path of those who?  |          |
|       | A. Earned Allah's forgiveness          | · · ·                          |          |
| ,     | B. Earned Allah's grace                | ,                              | 3.       |
|       | C. Performed Swalat                    |                                |          |
|       | D. Praised Allah                       |                                |          |
| 4.    | The main massage of Surah Al-Qarial    | h 18                           |          |
|       | A. The last day                        |                                |          |
|       | B. Oneness of Allah                    | 2                              | 4.       |
|       | C. Importance of time                  |                                |          |
|       | D. Evil of piling heath                |                                |          |
| 5.    | The Surah that warns Muslim again      | st delay in the performance of |          |
|       | swalat is                              |                                | 5.       |
|       | A. Al-Kafiraun                         | C. Al-Quruish                  | L.       |
|       | B. A!-Humazah                          | D. Al-maun                     | 1        |
| 6.    | "Woe to every slanders and backbitte   | rs inis verse is quoted irom   |          |
|       | Surah                                  | C Al Deveringh                 | 6.       |
|       | A. Al-Fiil                             | C. Al-Bayyinah                 | Ľ.       |
|       | B. Al-Humazah                          | D. Al-Qamah                    |          |
| 7.    | "Whoever is not thankful to people is  | not thankiul to                |          |
|       | Which one of the following words cor   | npietes the quoted verse?      | <b> </b> |
|       | A. Parents                             |                                | 7        |
|       | B. Oneself                             |                                | -        |
|       | C. Allah (sw)                          |                                |          |
| 13914 | D. prophet (Pbuh)                      | monta in true about the        |          |
| 8     | . Which one among the following state  | chients is true about the      | -        |
|       | congregational prayer?                 | noonla                         | 8        |
|       | A. It should have a minimum of two     | t people                       | -        |
|       | B. It should have a maximum of for     |                                |          |
|       | C. It must be performed in a centra    | 1 mosque                       |          |
| 702   | D. It is only performed on Friday      | inne is entional Church        |          |
| 9     | • On which one of the following occas: | ions is optional offusi        | 9        |
|       | performed?                             |                                | Ľ        |
| 4     | A. After giving birth                  |                                |          |
|       | B. After experiencing a wet dream      |                                |          |
|       | C. After mensuration period            | A.                             |          |
|       | D. After washing a dead body           |                                |          |

| 1 A Millioh Cuil Cuil                          | · · · · · · · · · · · · · · · · · · ·    | Std 8   |
|--|--|---------|
| 10. Which one of the following Surah           | determined the success of prophe         | t       |
| Muhammed (SAW) in his mission                  | of spreading Islam?                      |         |
| A. Surah An Nasr                               | C. Surah Al-Asr                          | 10/ / ] |
| B. Surah An tras                               | D. Surah Al-Falaq                        | 1 7 3   |
| 11. According to Surah Al-Bayyinah w           | ho is being refered to as the clear      |         |
| evidence?                                      |  |         |
| A. Prophet Ibrahim (AS)                        | a fa fa laga l                           |         |
| B. Allah (SW)                                  |  | 11.     |
| C. Prophet Issa (AS)                           |  |         |
| D. Prophet Muhammed (SAW)                      | an a |         |
| 12. The verse " who has taught the wr          | iting by pen" comes from surah           |         |
| A. Qariah                                      | C. Qurash                                | 12.     |
| B. Qadr  | D. Alaq                                  | 16.     |
| 13. The attribute of Allah (SW) Assalar        | n means                                  |         |
| A. Most peaceful                               | C. Most powerful                         | 12      |
| B. The Kind                                    | D. The protector                         | 13.     |
| 14. Prophet Muhammad (SAW) said fea            | ar Allah (SW) wherever you are           |         |
| and follow up a bad deed with a go             | od one and it will wipe it out and       |         |
| behave well towards people" This :             | shows the importance of                  |         |
| A. Ihsan                                       | C. Tasqwa                                | 14.     |
| B. Akhlaq                                      | D. Iman                                  |         |
| 15. Which one of the following is <b>not</b> a | holy book of Allah?                      |         |
| A.Quran  | C. Taurat                                |         |
| B. Injil                                       | D. Iman                                  | 15.     |

#### UNIT 2 HADITHI

(a)<u>stuck in the cave</u>

- What is a cave? \_\_\_\_\_\_
   How many people were stuck in the cave? \_\_\_\_\_\_
- 3. What was the intention of those who were stuck in the cave?

4. The attribute of Allah (*sw*) as a protector is found in surah \_\_\_\_\_

- 5. Explain the word
  - a) Corruption
  - (b) Halaal and Haraam \_\_\_\_\_
- 6. What is justice?

|          |                     |  |                                | ×   |                    |
|----------|---------------------|--|--------------------------------|---|--------------------|
| 10<br>10 |                     |  |                                |   |                    |
| e        |                     |  |                                | 2   | Std 8              |
|          | 7 Wr                | ite three types of corrup                  | otion                          |   |                    |
| 1        |                     |  |                                |   |                    |
|          | (i)                 | 4  | (iii)                          |   |                    |
|          | (ii)                |  |                                |   |                    |
| ٤        | 3.                  | Who has taught about                       | Halaal and haram to            | Muslims?  |                    |
| c        | 9.                  | Name three instances                       | where an animal becc           | omes haram to a M                                   | luslim             |
| -        | ×.                  |  | (iii)                          |   |                    |
| 2        | (i)                 |  |                                |   |                    |
|          | (ii)                |  | Ŷ                              |   |                    |
| а<br>а м | 10.                 | What is hoading?                           |                                |   | тр. <sub>1</sub> . |
|          | - 10 <sup>4</sup> x |  |                                | - <u>}</u>  | 1                  |
|          | n .<br>National     |  |                                |   |                    |
|          |                     | L PAPER 2                                  |                                | · · · · · ·   |                    |
|          | 1. WI               | nen they were stuck in t                   | the cave the men had           | gone  |                    |
|          | Α.                  | Look after animals                         | <sup>н</sup> с з 3 е           |   | 1.                 |
|          |                     | Search for water                           |                                |   |                    |
|          |                     | For Swalah                                 |                                |   | 1                  |
|          | D                   | Search for food                            |                                |   |                    |
|          | 2. W                | hich one of the following                  | g Islamic morals is <b>co</b>  | rrectly matched                                     | <b></b>            |
|          | wi                  | ith its benefit?                           |                                |   | .2.                |
|          | A.                  | Gambling - promotes                        | richness                       |   |                    |
|          | B                   | obedience -encourage                       | s hatred                       |   |                    |
|          | C.                  | . Stealing -becomes fan                    | nous                           |   |                    |
|          | D.                  | Punctuality- nurtures                      | s responsibility               |   |                    |
|          | 2.00                | omplete hadith of the Pr                   | rophet (SAW) below             | 2 D 2   |                    |
|          | ייי<br>דיי          | he prophet (SAW) advise                    | es us that the hand of         | Allah is with thos                                  | е <b>з</b> .       |
|          |                     | 'ho  |                                | · .   |                    |
|          |                     | . Go for jihad                             | Diren .                        |   |                    |
|          |                     | Are united                                 | 1 R 1 C                        | 3   | 2                  |
|          |                     | . Observe the regular S                    | Swalah                         |   |                    |
|          | D                   | Pespect the parents                        |                                |   |                    |
|          | 4 Vi                | Which one of the followin                  | ng is <b>not</b> an example of | of gambling?  | 4                  |
|          | - <b>T.</b> V       | . Playing cards                            |                                |   | 4.                 |
|          |                     | 3. Trial and luck                          |                                |   |                    |
|          |                     | C. Raffle                                  |                                |   |                    |
|          |                     | D. Ghush                                   |                                |   |                    |
|          |                     | Define the term Ghaib                      |                                |   |                    |
|          | <b>3.</b> L         | A. Assembly in yaumal                      | Oivama                         | 8 8   | 5.                 |
|          | F                   | <ol> <li>Belief in the power of</li> </ol> | fAllah                         | а на на<br>на на н |                    |
|          | E                   | C. Belief in life after dea                | ath                            |   |                    |
|          | · · · · ·           | 1 Daliat in lite diler nes                 |                                |   |                    |

|     | · · · · · ·   | Std  |
|-----|---|------|
| 5.  | Muhammad the prophet (SAW) learnt skills of from his                      |      |
|     | grandfather Abdul Muttalib  |      |
|     | A. Perseverance   | 6.   |
|     | B. Leadership   |      |
|     | C. Trade  |      |
|     | D. Listening and understanding  | 12   |
| 7.  | Which one of the following animals is forbidden in Islam?                 | <br> |
|     | A. Świne  | 7.   |
|     | B. Bull   |      |
|     | C. Ram  |      |
|     | D. Buffalo  |      |
| 8.  | Which one of those is <b>not</b> amongst the Sunnah of the prophet?       | 8.   |
|     | A. Miladun Nabii  | 14   |
|     | B. Circumcision   |      |
|     | C. Brushing the teeth   |      |
|     | D. Marrying   |      |
| 9.  | Which one is not among the events which took place on 10 <sup>th</sup> of | 9.   |
|     | Muharam?  |      |
|     | A. Birth of prophet Adam  |      |
|     | B. Creation of the seven heavens, the land and sea                        |      |
|     | C. Musa saved by Allah from Nimrod  |      |
|     | D. Prophet Issa (AS) was born   |      |
| 10  | Those who wear silk in this life shall                                    |      |
|     | A. Not be respected   | 10.  |
|     | B. Not enter Janah  | 2    |
|     | C. Not wear it in the hereafter   |      |
|     | D. Be undermined as this is a dress of a man who has no good              |      |
|     | character   |      |
| 11  | .Suruqal was promised how many camels?                                    |      |
| 2   | A. Three hundred C. Six hundred   | 11.  |
| (   | B. One hundred D. One housand   |      |
| 12  | The farewell speech of the prophet (SAW) was held on                      |      |
|     | A. 8 AH C. 9 AH   | 12.  |
|     | B. 2 AH D. 10 AH  |      |
| 1.3 | B. In his speech "Hijjatul –widaa" the prophet (SAW) emphasized           |      |
|     | on the following. Which one?  |      |
|     | A. Avoiding blood shed  | 12   |
|     | B. Respect towards people's property                                      | 13.  |
|     | C. Rights of woman  |      |
|     | D. Rights of the slaves and orphans                                       |      |
|     | D. Manto of the slaves and orphans  |      |

| ale of the second se  |   | Std 8            |
|--|---|------------------|
| 14. The <b>best</b> among the four qualities of re   | easons for choosing a wife  |                  |
| is her   | • bu  |                  |
| A. Wealth  |   | 14.              |
| <ul><li>B. Family status</li><li>C. Religious life</li></ul>   |   |                  |
| D. Beauty  | en se stationer |                  |
| 15. Which one is not a sunnah prayer?  |   |                  |
| A. Rarakweh  | C. Kusuf  | 15.              |
| B. Dhuha   | D. Dhuhr  |                  |
|  |   | <u> </u>         |
| UNIT 3 - MUAMALAT  |   |                  |
| (a) <u>Yusufu and his brothers</u>   | ,° 4 ∧  |                  |
| 1. Joseph's father was called  |   |                  |
| 2. Yusufu had brothers an  | nd sisters  | <sup>2</sup> 6 7 |
| 3. The brothers of Yusufu sold him beca  |   |                  |
| 4. Nabii Yusufu prospered because of res   |   |                  |
| <ol> <li>Name four brothers of Nabii Yusufu</li> </ol>   | spect to  | 14.<br>1         |
|  | inter a strate a  |                  |
| (i) · · ·  | (iii)   | <u></u>          |
| (ii)   | (iv)  |                  |
| (b) Hoarding and Ghusl   |   |                  |
| 6. Explain Hoarding  |   | 14 JF            |
| 7. Give an example of hoarding   | · · · · · · · · · · · · · · · · · · ·   |                  |
| 8. What is the difference between hoardin  | ng and Ghusl?   |                  |
|  |   |                  |
| 9. Write two examples of Ghusl?  |   |                  |
| (i)  |   | e                |
| (ii)   |   |                  |
| <b>10.</b> Answer TRUE or FALSE  | 4 N   | -v               |
| From the second se | n<br>A A A A  |                  |
| (i) Ghusl is haram in sight of Allah _   |   |                  |
| (ii) Hoarding is accepted by Allah   |   |                  |
| (iii) Both hoarding and Ghusl are haa  |   |                  |

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| M  | ODEL PAPER 3  |                                   | T          |
|----|---|-----------------------------------|------------|
| 1. | The quality of caring for others, gentl generous to others are all acts of                  | eness, friendliness and being     | 1.         |
|    | A. Justice<br>B. Truthfulness   | C. Kindness<br>D. Righteousness   |            |
| 2. | Taking a gift because of carrying out   | justice to another is called?     |            |
|    | <ul><li>A. Corruption</li><li>B. Bribery</li></ul>  | C. Help•<br>D. Selfishness        | 2.         |
| 3. | Ibaadal in Lailatul Qadr is equal to th   |                                   |            |
|    | A. Almost 100 months<br>B. Almost 100 years   | C. A lifetime<br>D. Over 83 years | 3.         |
| 4. | Truly Allah loves to see His servants l   | D. Over os years                  | -          |
|    | their daily bread in the right(halaal) we mphasizes on                                      | vay. The above hadith             | 4.         |
|    | A. The importance of work   | C. Work as Ibaadah                |            |
|    | B. The evil of begging  | D. Muslims must work              |            |
| 5. | After offering Eid Swalah, we are to sa stated in Surah                                     |                                   | 5.         |
|    | A. Fiyl   | C. Kauthar                        |            |
|    | B. Al-Asr   | D. Haun                           |            |
| 6. | After clearing all the idols in the Kaab<br>favourite camel called                          | oah the prophet made his          |            |
|    | A. Nadhr  | C. Suraqah                        | 6.         |
|    | B. Al-Qaswa   | D. Buraq                          |            |
| 7. | Which one is <b>not</b> an act of Umrah?  | 20 III                            |            |
|    | A. Saay   | C. Tawaf                          | 7.         |
|    | B. Arafat   | D. Ihram                          | 2          |
| 8. | Which one is true on Swalattul Kusut  | r                                 |            |
| 4  | A. It has no two rukuus   |                                   |            |
|    | B. It is said just like any Sunnah pra  | ayer                              | 8.         |
|    | C. It has two rakaa   |                                   | <u>v</u> . |
| n  | D. It is said for the eclipse of the moo  |                                   |            |
| 9. | What is the main aim of Allah (SW) cr<br>colours and tribes?                                | eating people in different        |            |
|    | A. To easily identify one another   |                                   | -          |
|    | B. to show those gifted in brains   |                                   | 9.         |
|    | <ul><li>C. To promote cultural variation</li><li>D. To please Adam Yaumal Quyamah</li></ul> | ľ                                 |            |

2° ×

|   | Std 8 |
|---|-------|
| 10. Najib wanted to travel very fast and far and had to join salaat asr                         | 510 0 |
| and magrib in jamu taksiir prayer. How many rakaats did he                                      | L     |
| perform?  | 10.   |
| A. Two C. Four  | L     |
| B. Three , D. Five  |       |
| 11. In which of the following places do Hajj activities or rites start?                         |       |
| A. Miqat C. Miuria  | 11    |
| B. Aqaba D. Muzdalifu   |       |
| 12. Which of the following terms refers to hiding of goods and selling                          |       |
| them when they are out of season at hiked prizes?   |       |
| A. Ghush 'C. Khifan   | 12.   |
| B. Intikaar D. Hoarding   |       |
| 13. Who among the following Nabiis of Allah was sold by his brothers?                           |       |
| A. Nabii Musa C. Nabii Yusufu   | 13.   |
| C. Nabir Fusuru   | 13.   |
| B. Nabii Daud D. Nabii Adam<br>14. Islams shariah classifies an act which when done has neither |       |
| thawab nor sins as  |       |
| A 11  | 14.   |
| D. Presile  | -     |
| D. Makan  |       |
| <b>15.</b> For how many days do Muslims observe fardh salim in the month of Ramadhan?           | 15    |
|   | 15.   |
| C. Forty  |       |
| B. Ten D. Thirty  |       |

#### MODEL PAPER 4

| 1.      | What is the main difference between Salatul janaza and the faradh    | 1          |
|---------|--|------------|
| 2       | prayers?   | 1.         |
|         | A. It has Adhan and Iqamah   |            |
|         | B. It has two rakaas and sermon                                      |            |
| 8       | C. It must be performed in the mosque                                |            |
|         | D. It neither has rukuus nor sajud                                   | 2.         |
| 2.      | Hassan is operating the only kiosk in his village. He normally hides | <b>6</b> . |
|         | goods when approaching the Kenya's budget day. Such practice in      |            |
|         | Islam is referred to as  |            |
| ٠       | A. Usuny C. Hoarding   |            |
|         | B. Tahnik D. Ghushl  |            |
| З.      | How many rukuu are there in Swalatal Janaza?                         |            |
|         | A. None C. Three   | 3.         |
|         | B. Four D. Many  |            |
|         | D. Willing   |            |
| <b></b> |  |            |

| 4. Zakah is not navable an and fill   |                                | Std                   |
|---|--------------------------------|-----------------------|
| <ol> <li>Zakah is not payable on one of the fol<br/>A. Managers</li> </ol>            |                                | 200                   |
| B. Gold   | C. household goods             | 4.                    |
|   | D. Farm produce                |                       |
| <b>5.</b> Three of the following prophets of Alla with the events that bornand during | h (SW) are correctly matched   |                       |
| and overies inal happened during  | their time. Which one is not   | 2                     |
| Indon I usur (AS)- Al-Kaaban  |                                |                       |
| B. Nabii Ishmael (AS) – Saay  |                                |                       |
| C. Prophet Yunus (AS)-The whale   |                                | 5.                    |
| D. Prophet Ibrahim (AS) - Fire  |                                |                       |
| 6. The following are acts done to a Muslim  | n immediately after dving      |                       |
| (i) a stone is placed on his abdomen  | - anter dying                  | <b></b>               |
| (ii) Joints loosened up   |                                | 6.                    |
| (iii)Mouth closed gently  |                                | <u> </u>              |
|   |                                |                       |
| (iv)His or her eyes are closed gently   |                                |                       |
| (v) A dua is said   |                                | 1                     |
| Which one shows the correct order?  | х<br>10                        |                       |
| A. (iv), (v), (i), (ii), (iii)  |                                | · .                   |
| B. (iii), (iv), (v), (i), (ii)  | C. (iv), (v), (iii), (i), (ii) |                       |
| 7. Swalatul janaza is a fardh ki faryah. W  | D. (iii), (ii), (i), (iv), (v) |                       |
| A. Ones duty  | flich means                    | 7.                    |
| B. Must be prayed   | ĸ                              | <del>li chi chu</del> |
| C. It is a collective duty  |                                |                       |
| D. Grieving over the dead   | * <sub>e</sub>                 | 10                    |
| The ability to story color  |                                |                       |
| <ul> <li>The ability to stay calm and accept dela<br/>A. Patience</li> </ul>          | y or annoyance is called?      |                       |
| B. Innocence  |                                |                       |
| C. Silence  |                                | 8.                    |
| D. Righteousness  | A.u                            |                       |
|   | а., "                          |                       |
| • Yusuf (AS) was sold to pharaoh at   |                                |                       |
| A. Twenty pieces of Silver  |                                |                       |
| B. Thirty dirhams   |                                | 9.                    |
| C. Ten Dirhams  |                                |                       |
| D. Thirty pieces of silver  |                                |                       |
| <b>0.</b> Which of the following Salaats has its na                                   | ame derived from the act of    |                       |
| pausing at an interval of two rakaats?  |                                | н <i>и</i> ,          |
| A. Dhuha  | C. Istikhara                   | 10                    |
| B. Tarawel  | D. Istisqaa                    | - • .                 |
|   |                                | 2000                  |
| 2 <sub>(11)</sub>   |                                | 1                     |
|   |                                |                       |

|             |   | Std 8 |
|-------------|---|-------|
| 1           | 1. One of the following is <b>not</b> among the three joined sheets that make                                   |       |
|             | up the shroud of a deceased male. Which one?  | 11.   |
|             | A. Lifafah C. Qamis   | .     |
|             | B. Kanzu D. Izaar   |       |
| 1           | 2. Muslims have been promised long life and increased health in case  |       |
| 10          | they join relatives. Which of the following is <b>not</b> a way of joining                                      | 4     |
|             | relatives?  |       |
|             | A. Being kind and merciful to them  | 12.   |
|             | B. Sharing with them moments of joy and sorrow  |       |
|             | C. Taking over and solving all their problems,  |       |
|             | D. Praying for their good health and success in life  |       |
| 1           | 3. Three of the following nights are recommended for Muslims to spen  | .d    |
|             | in the mosque for itkaf. Which one is <b>not</b> ?  | 13.   |
|             | A. Isra Wal Miraij C. Thursday Night  |       |
|             | B. 15 <sup>th</sup> Shaban D. Lailatul Qar  |       |
| 1           | 4. Bathing before attending Jumma prayers is compulsory for   | - 14  |
| 20<br>10    | A. Men C. Women   | - 14. |
|             | B. Children D. The aged   |       |
| 1           | 5. The activity which is not common in both Hajj and Umra is  |       |
| a .         | A., Tawaf C. Saayi  | 15.   |
|             | B. Arafat D. Ihram  |       |
| та.<br>2 к. |   |       |
|             |   |       |
|             |   |       |
| 85          |   |       |
|             |   |       |
|             | the second se |       |

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