

Torch

ENCYCLOPEDIA

Grade 

Answers

A Comprehensive Assessment CBC Book

Published by:

Spotlight Publishers (EA) Limited
Devan Plaza, Chiromo Road, Westlands
P.O. Box 13433-00800, Nairobi, Kenya.
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 www.facebook.com/SpotlightpublishersLTD
 @spotlight EA
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Email: info@gustro.com
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First Published 2022

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English

Unit 1: Child Rights and Responsibilities

A. Listening and Speaking

Practice Activity 1

- i. Learners to say what they can see in the picture. They then take turns to read and listen to the given story.
- ii. Learners to take turns in saying the given words.
- iii. Accept correct words with long sound **a** and short sound **a**, for example:

Long sound a	Short sound a
calm	cut
balm	hunt
far	sun
army	fun

B. Reading

Practice Activity 2

1. The man wanted money from him.
2. By collecting scrap metal.
3. Do a lot of work.
4. Parents, food, clothes
5. Yes, he got his sister food and medicine.
6. Education and food (Accept other child rights)

C. Grammar

Practice Activity 3

- i.

1. These	2. These
3. This	4. This
- ii.

1. Those	2. Those	3. That
4. that	5. Those	6. that

D. Vocabulary

Practice Activity 4

- | | |
|-----------------|-------------|
| a. education | b. food |
| c. medical care | d. play |
| e. shelter | f. clothing |

E. Writing

Learner to fill in the given form correctly.

Unit 2: National Celebrations

A. Listening and Speaking

Practice Activity 1

- i.

a) Black represents the people of Kenya.
b) White represents peace.
c) Red represents the blood shed during independence.
d) Green represents agriculture.
- ii.

1. parade, parliament, pastor, patriotic
2. preacher, prepare, president, previous
3. peace, perfect, people, permit
4. behalf, behave, believe, between
5. bracelet, bracket, branch, bravery
6. booklet, booster, borehole, borrow

B. Reading

Practice Activity 2

1. To attend Mashujaa Day celebrations.
2. Heroes and heroines who fought for the independence of our country
3. Jamhuri Day, Madaraka Day
4. The writer was very happy.
5. The stadium was packed to capacity.
6. Men and women who had fought for the independence of the country.
7. They heard the wailing of the siren of the police cars.
8.

a. patriotic : expressing love and support for one's country.
b. podium : a stage where someone stands to address or be seen by many people.
c. independence : freedom from control or influence of other countries.

C. Grammar

Practice Activity 3

- | | |
|----------|------------|
| 1. troop | 2. troupe |
| 3. crowd | 4. swarm |
| 5. gang | 6. bouquet |

Practice Activity 4

- i. 1. herself 2. themselves
3. himself 4. itself
5. yourselves
- ii. 1. myself 2. ourselves
3. yourself 4. ourselves
5. yourself 6. herself
7. myself

Keep Practising

- i. Correct sentences using the collective nouns.
- ii. Correct sentences with reflexive pronouns.

D. Vocabulary

Practice Activity 5

- 1. independence 2. ceremony
- 3. patriotic 4. Labour
- 5. costumes 6. unity
- 7. freedom 8. citizens

E. Writing

Practice Activity 6

An interesting story about any national celebration.

Unit 3: Etiquette - Table Manners

A. Listening and Speaking

Practice Activity 1

- i. Learners to read out the dialogue between Sojib and his grandfather.
 - (a) **Thank you:** said when someone gives you something.
 - (b) **Please:** used when asking for something from someone.
 - (c) **I beg your pardon:** used to show an apology or if you want someone to repeat what he or she has said.
 - (d) **Excuse me:** used when you want to get someone's attention.
- ii. Accept oral sentences containing the words given.

Practice Activity 2

- i. 1. boy 2. oil 3. boil
4. coil 5. toys 6. join
- ii. Accept correct words with sound **oi**, for example,
foil going joy noise point

B. Reading

Practice Activity 3

- 1. Lafi
- 2. Accept reasonable answers.
- 3. Taking large mouthfuls of food, chewing food loudly and very fast, eating as if he is in a hurry.
- 4. You might choke (Accept other reasonable answers)
- 5. Yes, friends correct one another.
- 6. He was ready to share his food with his friend.
- 7. Accept sensible table manners, for example,
 - (a) Eat with your mouth shut
 - (b) Do not talk with food in your mouth
 - (c) Do not eat greedily
- 8. Accept reasonable answers, for example,
 - (a) Serving very large amounts of food
 - (b) Carelessly spilling food on the table
- 9. (a) have difficulty in breathing because food is blocking the air passage
(b) food that fills the mouth

C. Grammar

Practice Activity 4

- i. Accept five sensible sentences from the table, for example,
 - (a) The food is too little for the guests.
 - (b) The ice cream is too cold for me to eat.
 - (c) That table cloth is too dirty to be used again.

- (d) The desert is too dry for any vegetation to grow there.
- (e) Nyaboke is too polite to have used such abusive words.

- ii. 1. too 2. to 3. too
 4. too 5. to 6. to

Practice Activity 5

1. apologise 2. serve
 3. talk 4. thank
 5. manners 6. chew

D. Vocabulary

Practice Activity 6

- i. 1. polite 2. food
 3. manners 4. choke
 5. table 6. glass
- ii. Learners to look up from the dictionary the meanings of the given words.
- iii. a) eat a lot
 b) being polite (or courteous) is very important and does not cost much

E. Writing

Practice Activity 7

- i. Learners to copy the given words twice.
- ii. Learners to write the given sentences neatly.

Unit 4: Road Accidents - Prevention

A. Listening and Speaking

Practice Activity 1

- (a) To show the road users when to continue using the road.
- (b) To make it possible for the other road users to see the person wearing it.
- (c) To protect the head in case of an accident.
- (d) For pedestrians to cross the road.
- (e) To slow down motorists.

Practice Activity 2

- i. Learners to pronounce words with sounds **d** and **t** correctly.
- ii. Accept correct words with sounds **t** and **d**.

Practice Activity 3

1. a. verb b. noun 2. a. noun b. verb
 3. a. noun b. verb 4. a. noun b. verb
 5. a. noun b. verb 6. a. noun b. verb

B. Reading

Practice Activity 4

- i) Meanings of the road signs.
- a. Do not exceed the speed of 80 kilometres per hour.
- b. No entry
- c. Do not overtake.
- d. Children crossing
- ii) 1. human errors
 2. mistakes
 3. Reckless driving; speeding; failure to obey traffic rules; overtaking other vehicles around a bend
 4. A drunk driver cannot control the vehicle well. Besides, such drivers are likely to make wrong decisions.
 5. For pedestrians to cross the road.
 6. A person travelling on foot.
 7. Everyone
 8. a) **road signs**: signs put up at the side of the road or on the road to provide information to the road users.
 b) **zebra crossing**: a place on the road marked with black and white stripes where pedestrians are allowed to cross the road.
 c) **bump**: a small raised area on the surface of the road.
 d) **reckless driving**: driving without following traffic rules and road signs.

C. Grammar

Practice Activity 5

- i. a) I b) us c) him
4. she 5. They
- ii. 1. them 2. She 3. him
4. it 5. We 6. us

Practice Activity 6

- i. 1. yours 2. mine
3. yours 4. ours
5. theirs 6. hers
- ii. Correct sentences with possessive pronouns.

Keep Practising

Correct sentences with 'belong to'.

D. Vocabulary

Practice Activity 7

- i. 1. ambulance 2. pedestrian
3. collision 4. license
5. fracture 6. victim
- ii. 1. Picture a - collision
2. Picture b - a heavy traffic
3. Picture c - zebra crossing
4. Picture d - ambulance

E. Writing

Practice Activity 8

1. Address
2. Greeting or salutation
3. Body
4. Conclusion
5. Writer's name

Practice Activity 9

Hello, Sandra.

I was very happy to **receive** your letter last month. I am sorry I did not reply to it immediately. I was busy preparing for the Sports Day that we had yesterday. It was a really **exciting** activity. I shall tell you more about it when we meet **during** the holidays. I am sure you cannot wait to hear how I helped my team to win a **trophy** in the soccer games.

In your letter, you mentioned that your mother had been involved in a road **accident**. I am very sorry for that. Kindly pass my message of quick recovery to **her**. My parents have also **sent** their sympathies. We hope she recovers quickly and that she gets discharged from the **hospital**.

Sandra, I was glad to hear that you are still taking part in drama **festival**. I still remember how you used to **recite** exciting poems during school events. You are a very talented poet. I wish you could write a poem to remind people about the need to follow **road** safety rules. If you do that, my friend, you will help to reduce road **accidents**.

I have a lot to write, Sandra. However, **time** is not on my side. I have some assignments to do before dinner. Pass my regards to **your** father and siblings. Tell them we are all praying for your mother's **recovery**.

Yours sincerely,
George.

Practice Activity 10

A well-written friendly letter.

End of Term 1 Assessment

Section A

Task I: Listening and Speaking

Part 1

1. Accept correct national celebrations in Kenya, like, Jamhuri Day, Labour Day and Madaraka Day.
2. A person who loves his or her country very much.
3. On May 1st
4. In 1963

Part 2

- a) Very clean and tidy.
- b) Six

Task II: Reading Aloud

Learners to read the given text. Indicate on the scoring guide the number of words that a learner reads correctly (*total number of*

words read within one minute minus the words read with errors).

Section B

Task I: Reading Comprehension

- Enough food.
 - The person might not finish the food (or, other people might not get any food).
 - easily
 - Do not talk with food in your mouth. (Accept other sensible table manners)
- Careless driving.
 - Hurry hurry has no blessing.
 - Pedestrians
 - rush
- Our forefathers.
 - We enjoy our freedom because of them/They suffered a lot.
 - Mashujaa Day
 - courageous

Task II: Grammar

- These
 - This
 - This
- cup
 - hut
 - but
- Those
 - That
 - Those
- crowd
 - bouquet
 - troop
- too
 - to
 - too
- Please
 - pardon
 - Thank
- hers
 - theirs
 - ours

Task III: Writing

Learner to write a composition about a national celebration they attended.

Unit 5: Traditional Foods

A. Listening and Speaking

Practice Activity 1

- Learners to take turns in naming the given foods in their language.
- Accept reasonable answers.
- ripe
 - large
 - green
 - large
 - round
 - healthier

Practice Activity 2

- Learners to take turns in reading the given words aloud.
- Learners to say the words with sound 'e'
- Accept correct words with sound e, for example,
bend bet den
dent wed

B. Reading

Practice Activity 3

- Yes, he did.
- Accept reasonable answers, for example, the cover, the title, the print size, the level of difficulty in reading.
- My appetite is great.
- Accept various traditional foods from each learner's community.
- Tilapia
- A strong urge or desire to eat food.
 - Tasty, enjoyable to eat.
 - A community's way of doing things.
 - A list of items needed to prepare a dish and the method of cooking the dish.

C. Grammar

Practice Activity 4

- greedier, greediest
 - less, least
 - better, best
 - more beautiful, most beautiful
 - more delicious, most delicious
 - more generous, most generous
- smaller
 - biggest
 - bigger
 - riper
 - sweetest
 - most nutritious
 - shortest
 - taller
 - shorter
- small, oval, new
 - large, round, old
 - small, cylindrical, old
 - big, oval, young

- e. large, round, old
- f. small, round, new
- g. small, rectangular, ancient

D. Vocabulary

- 1. wild
- 2. healthy
- 3. cereals
- 4. mixture
- 5. energy
- 6. digest
- 7. honey
- 8. bitter

E. Writing

- i. Learners to write an interesting story about:

A VISIT TO THE VILLAGE

- ii. Learner to copy the given sentences neatly.

Unit 6: Occupation

A. Listening and Speaking

Practice Activity 1

- i.
 - 1. Arrests criminals.
 - 2. Makes furniture.
 - 3. To decide on cases in court.
 - 4. Repairs shoes.
 - 5. To take care of the patient.
- ii.
 - 1. question
 - 2. question
 - 3. statement
 - 4. question
 - 5. statement
 - 6. statement

Practice Activity 2

Saying the tongue twisters with sounds **f** and **v**.

B. Reading

Practice Activity 3

- 1. Sells vegetables and fruits.
- 2. A person buying and selling goods.
- 3. Fruits and vegetables.
- 4. A person who repairs cars.
- 5. He grows yams for her.
- 6. Makes or repairs clothes.
- 7. Correct sentences about what the learner likes doing.
- 8. Any relevant response.

C. Grammar

Practice Activity 4

- i.
 - a. few
 - b. a lot
 - c. Each
- ii.
 - 1. a few
 - 2. little
 - 3. enough
 - 4. least
 - 5. a lot
 - 6. Few

Keep Practising

Correct sentences with determiners.

D. Vocabulary

Practice Activity 5

- i.
 - 1. musician
 - 2. captain
 - 3. lawyer
 - 4. chemist
 - 5. cobbler
 - 6. lecturer
- ii.
 - 1. tailor
 - 2. doctor
 - 3. painter
 - 4. judge
 - 5. athlete
 - 6. journalist

E. Writing

Practice Activity 6

A relevant story about the fisherman.

Unit 7: Technology - Learning Through Technology

A. Listening and Speaking

Practice Activity 1

Learners to talk about the given pictures.

Practice Activity 2

- i. Learners to take turns in reading the given dialogue.
- ii. Learners to read the given words aloud.

B. Reading

Practice Exercise 3

- 1. computer
- 2. Part of a computer used for typing.
- 3. Typing notes and searching for information online
- 4. A child who knows how to use a computer well
- 5. Accept sensible answers.
- 6. log in
- 7. I can get saved information very fast. (Accept other sensible answers)
- 8. Yes. (Accept sensible reasons)

C. Vocabulary

Practice Activity 4

1. b 2. f 3. e 4. g
5. a 6. h 7. d 8. c

D. Grammar

Practice Activity 5

- i. Accept sensible sentences, for example,
 1. We shall draw cartoons in class.
 2. Beatrice will browse the internet in the evening.
 3. They will use Bluetooth to send the picture.
 4. They will draw cartoons in class.
 5. I shall download the online article if I get enough data bundles.
- ii. Accept reasonable sentences, for example,
 - a. I shall log in to my email.
 - b. They will research how to do online businesses.
 - c. Naima will upload her picture tomorrow.
 - d. Thomas will browse the internet.
 - e. We shall use the desktop to revise our work.

E. Writing

Practice Activity 6

- i.
 1. Laptops, tablets and desktops are examples of personal computers.
 2. My laptop can use Bluetooth, USB, memory card and flash disk.
 3. This email has information about computers, cameras, television and mobile phones.
 4. Before you do anything on a digital device, you need to switch it on.
 5. Our computer has showed us how to boot, key in, log in, log out and shut down a computer.
 6. You can search cartoons, photographs and maps.
 7. Electronic devices include tablets, laptops, modems and desktops.

8. In case anything has disappeared on a computer, it is easy to retrieve it.
9. Marvin said, "Have you ever used a modem?"
10. Grace said, "You can use a computer to type, calculate, store and retrieve information."

Practice Activity 7

- ii.
 1. Mother said, "Remember to shut down the computer once you finish your assignment."
 2. "Where is your tablet?" asked the teacher.
 3. David shouted, "I have received the email I was waiting for!"
 4. Mutuku asked, "How do you boot the computer?"
 5. Lilian said, "Please, turn on your Bluetooth."
 6. "I am using Google to search for information about computers," said Veronica.
 7. Danson asked, "Do you know how to upload something on the internet?"
 8. Father said, "Key in your password in order to log in."

Unit 8: Farming - Cash Crops

A. Listening and Speaking

Practice Activity 1

- i. Listening to the story.
- ii.
 1. Hard work pays.
 2. The early bird catches the worm.
 3. No pain no gain.
 4. A penny saved is a penny earned.
- iii.
 1. Hard work pays.
 2. Never judge a book by its cover.
 3. Hurry hurry has no blessings.
 4. An apple a day keeps the doctor away.
 5. Actions speak louder than words.
 6. All that glitters is not gold.

Practice Activity 2

1. irrigate
2. cultivate, agriculture
3. sugarcane
4. granary, greenhouse
5. cooperative
6. commercial, cultivate

B. Reading

1. There is suitable climate and fertile land.
2. Cool and wet
3. Locally and internationally
4. imported
5. They earn foreign exchange; They get job opportunities.
6. Wheat
7. Relevant cash crops.

C. Grammar

Practice Activity 3

- i.
 1. Wear, operate
 2. Stop, Close
 3. Go, help
 4. Visit, advise
 5. Go, sell
 6. Hold, drive
 7. Go, buy
 8. Open, connect
- ii. Correct sentences with double commands.

Practice Activity 4

1. isn't he
2. aren't I
3. wasn't it
4. aren't there
5. were they
6. aren't they
7. wasn't he

Keep Practising

1. How many tones of sugarcane could the lorry carry?
2. How many bags of fertiliser would the farmers apply on their farms?
3. How many farmers would the agricultural officer talk to during his visit?

4. How many tanks of water would they need to irrigate the crops?
5. How many packets of seeds could the farmer buy?
6. How many workers could the tea factory employ?

D. Vocabulary

Practice Activity 5

1. **seedlings**: young plants that grow from seeds.
2. **irrigate**: to supply land or plants with water.
3. **plantation**: a large farm where cash crops are grown.
4. **machine**: a device that makes work easier.
5. **labourer**: a person who does unskilled work for wages.
6. **fertile**: rich in nutrients and capable of producing crops.

E. Writing

Practice Activity 6

- i.
 1. Make hay while the sun shines.
 2. A bad workman quarrels with his tools.
 3. Hard work pays.
 4. A journey of a thousand miles begins with a single step.
 5. A fool and his money are soon parted.
 6. Practice makes perfect.
 7. A bird in hand is worth two in the bush.
- ii.
 1. as green as grass
 2. as hardworking as an ant
 3. as wise as an owl/Solomon
 4. as slow as a tortoise
 5. as poor as a church mouse
 6. as strong as an ox
 7. as busy as a bee

Practice Activity 7

An interesting story about the importance of cash crop farming.

End of Term 2 Assessment

Section A

Task I: Listening and Speaking

Part 1

1. During the holidays
2. Listening to stories from the grandparent; interacting with the locals.
3. By interacting with the locals.
4. Yes. They have a lot of nutrients.

Part 2

1. She was going to visit Ol Pejeta Wildlife Conservancy.
2. To see wild animals.
3. She had read an article about it in the newspaper.
4. People who kill animals to get their body parts.

Section B

Task I: Reading Comprehension

1. gentle
2. There was peace and plenty of food as well as many places to hide.
3. He invited his friend from the city.
4. noun
5. Life was boring in the countryside.
6. Two days
7. guest
8. He was astonished
9. He was scared of the dog
10. The town mouse and the countryside mouse

Task II: Grammar

- a. 1. elder 2. more interesting
3. best 4. neater
5. stronger 6. eldest
- b. 1. journalist 2. cashier
3. actress 4. barber
5. chef
- c. 1. a few 2. little 3. few
4. little 5. a little 6. a few
- d. 1. have they 2. doesn't she
3. is it 4. didn't she

5. aren't I 6. do we
- e. 1. gorgeous, new, white
2. nice, large, round, blue
3. small, green, plastic
4. new, black, leather
5. beautiful, large, black
6. exciting, short, ancient

Unit 9: Health - Communicable Diseases

A. Listening and Speaking

Practice Activity 1

- i. Learners to act out the given dialogue.

Words with sound /h/ are:

Health	Healthy	Happy
Halima	Hassan	Has
High	Her	Hope
He	Heal	

- ii. Diseases to be ticked are:

- Typhoid
- Flu
- Cold
- Measles
- Cholera

Practice Activity 2

- a) Home b) Health
c) Hygiene d) Heal
e) Helpless f) Hospital

B. Reading

Practice Activity 3

1. Communicable diseases
2. Measles and mumps (accept other communicable diseases mentioned in the passage).
3. A symptom is a sign of a disease. weight loss, headache (Accept other symptoms mentioned in the passage).
4. Daudi asked, "Why do some people fall sick more often than others?"
5. By wearing warm clothes.
6. Accept sensible sentences.
7. Blood, urine or stool samples are tested for diseases.
8. A place where medicine is sold.
9. godliness

C. Vocabulary

Practice Activity 4

1. virus
2. symptoms
3. vomit
4. cholera
5. immunity
6. laboratory
7. cure
8. germs

D. Grammar

Practice Activity 5

1. quickly
2. an hour
3. rarely
4. yesterday
5. often
6. ten years
7. patiently
8. frequently
9. hardly
10. now

Keep Practising

Accept six correct sentences from the table, for example,

1. How many patients would get cholera?
2. How many patients could observe proper hygiene?
3. How many children could the doctor treat in one day?
4. How many families would get the vaccine?
5. How many villagers could go to the hospital?

E. Writing

Practice Activity 6

1. John's
2. uncle's
3. Brian's
4. Mother's
5. Halima's
6. Wanjiru's
7. Rukia's
8. can't, Weren't
9. Couldn't
10. baby's

Practice Activity 7

1. Gosh! Why...
2. Alas! This...
3. Oh my! Why...
4. Yuck! Those...
5. ...disease!
6. Good gracious! Why...
7. Oh no! Mother ...pressure!
8. Alas!

9. Hurray! We...

Unit 10: Leisure Activities

A. Listening and Speaking

Practice Activity 1

- a. skating
- b. tourism
- c. cycling
- d. chess
- e. swimming
- f. reading

Practice Activity 2

1. hissing
2. advise
3. prize
4. grows
5. lose
6. dice

B. Reading

Practice Activity 3

1. Leisure time is the time when one is free from work or other duties.
2. To relax after hard work.
3. It enables us to acquire more knowledge about different things in life.
4. To engage in active leisure activities.
5. Reading storybooks; watching television; listening to music
6. To see wild animals and learn about them.
7. Tell them the dangers of smoking.
8. a. Activities done during free time.
b. To realise
c. harmful to health

C. Grammar

Practice Activity 4

- i. 1. but
 2. or
 3. and
 4. because
 5. yet
 6. and
 7. or
- ii. 1. George has a scrabble board yet he doesn't like playing the game.
 2. My sister is a very good swimmer since she goes swimming every day.
 3. Becky could either stay and play draught at home or go to ride her bicycle on the road.
 4. John decided to read his storybook since he had nothing else to do.
 5. Would you like to skate or ride a bicycle during your free time?

6. They have a lot of free time yet they do not want to engage in any leisure activity.

iii. Correct sentences with conjunctions.

D. Vocabulary

1. cinema 2. favourite
3. enjoy 4. talents
5. interest 6. picnic
7. park
1. gardening 2. hiking 3. leisure
4. cycling 5. racing 6. hobby

E. Writing

Write an interesting composition about: My Hobby.

Unit 11: Sports - Appreciating Talents

A. Listening and Speaking

Practice Activity 1

Learners to take turns in saying which sports are shown in the pictures. They then say which ones they are good at.

1. Athletics or racing 2. Table tennis
3. Hockey 4. netball

Practice Activity 2

- Learners to read the words with sound /ai/.
1. behind 2. life
3. night's 4. surprise, idea
5. fight 6. time

B. Reading

Practice Activity 3

1. Mrs Abila
2. Anyango nyanam
3. A person who leads a song
4. Adjudicators
5. Anyango tripped and almost fell. Her headgear fell off.
6. Yes.
7. Audience

8. Drum and orutu
9. Yes, she was.
10. Accept reasonable answers.

C. Vocabulary

Practice Activity 4

1. Medal 2. Whistle
3. Basketball 4. Artist
5. Rugby ball

D. Grammar

Practice Activity 5

1. Who 2. How/When
3. When/How 4. When
5. Who 6. When
7. Who 8. How

Practice Activity 6

Accept sensible sentences.

Keep Practising

Accept sensible sentences from the given table, for example,

1. Why is the player lying on the ground?
2. Where is the defender?
3. How many goals did they score?
4. Why are the fans angry?
5. What are the players waiting for?

E. Writing

Practice Activity 7

1. a. athlete b. peacock
c. score d. whistle

Practice Activity 8

1. by 2. altar 3. dear
4. bored 5. aunt 6. band
7. bare 8. dye 9. flee
10. maze

Practice Activity 9

1. celebrate 2. guest
3. giant 4. skilled
5. spectators 6. athlete
7. gifted 8. spectators
9. forty 10. brave

Unit 12: Environmental Pollution

A. Listening and Speaking

Practice Activity 1

- i. Pictures 1, 3 and 4
- ii. Jane

Practice Activity 2

1. It is human beings' **fault** that the environment is polluted.
2. When there is no food, people often **starve**.
3. We have a strong **belief** that pollution can be stopped.
4. The court had to **prove** that the factory had released chemicals into the river.
5. People who **live** near the airport are exposed to sound pollution.
6. We made a **fast** move to save the river from pollution.

B. Reading

Practice Activity 3

1. Smoke rising from the factory and polluting the environment.
2. They let the smoke into the environment.
3. They live in polluted water.
4. Any sensible sentence about prevention of environmental pollution.
5. Put it in the bin.
6. There are too many vehicles on the road.

C. Grammar

Practice Activity 4

- a. 1. Mathematics 2. progress
3. news 4. business
5. information 6. luggage
- b. Accept correct sentences.

D. Vocabulary

Practice Activity 6

1. recycle: to use waste material again by converting it into something new.

2. purify: to make something free from contamination.
3. atmosphere: anything that surrounds us.
4. famine: a long period without food.
5. poisonous: a substance that can kill.
6. dump: to throw away waste material.
7. waste: unwanted or unusable materials.

E. Writing

Practice Activity 7

A diary about how the learner plans to spend the week.

Unit 13: Money - Savings and Banking

A. Listening and Speaking

Practice Activity 1

Learners to act out the conversation between a customer and bank teller.

Practice Activity 2

Learner to read the given words.

B. Reading

Practice Activity 3

1. It was the end of the month.
2. Withdraw money, deposit money, apply for a loan (Accept any two of these)
3. Money you are given and which you must pay back later.
4. Deposit
5. She wanted to apply for a loan.
6. To the bank manager.
7. Yes. You will have some money for later use.
8. Wait patiently.
9. Cash
10. Expand her *mitumba* business.

C. Grammar

Practice Activity 4

1. in 2. at 3. in 4. for
5. in 6. in 7. for 8. on
9. on 10. at

Practice Activity 5

Accept sensible sentences.

Keep Practising

1. into/towards
2. over
3. into
4. towards
5. through
6. above/over
7. through/into

D. Vocabulary

Practice Activity 6

1. e
 2. d
 3. a
 4. f
 5. b
 6. c
- ii. Learner to circle the hidden words in the given word puzzle.

E. Writing

Practice Activity 7

1. chair
 2. safe
 3. loan
 4. food
 5. slow
 6. mango
 7. cash
 8. saving
- ii. 1. check
2. aunt
 3. bad
 4. break
 5. date
 6. ants
 7. by
 8. blue
 9. debt
 10. cheque
- iii. 1. stopping
2. stopped
 3. preferred
 4. Robbing
 5. banned
 6. canned
 7. stirring
- iv. 1. broom
2. weeding
 3. gumboots
 4. wheel

End of Term 3 Assessment

Section A

Task I: Listening and Speaking

Part 1

1. Your free time (or time when you are free from work or school work)
2. Something you like doing when you are free.
3. Accept reasonable hobbies like hockey and swimming.
4. hiking

Part 2

- a) A disease that spreads easily from one person to another.
- b) bacteria or virus

Task II: Reading Aloud

Learner to read the given text. Indicate on the scoring guide the number of words the learner reads correctly (*total number of words read within one minute minus the words read with errors*).

Section B

Task I: Reading Comprehension

1. a) weight loss, fever and vomiting
b) In the laboratory
c) 30 tablets
d) To take more medicine than required.
2. a) He used to go fishing with his father in Lake Victoria.
b) A fishing rod
c) My Hobby
d) paddle
3. a) Opening a bank account.
b) To save part of their salary at the end of every month.
c) Accept reasonable answers based on an individual learner's experience.
d) To put money into your bank account.

Task II: Grammar

1. a) finally
b) bravely
c) seldom, nowadays
2. Accept sensible sentences from the table, for example,
 - a) How many children would get the injection?
 - b) How many children could get the injection?
 - c) How many patients would suffer weight loss?
 - d) How many patients could get infected with the virus?

3. a) for b) for c) since
 4. a) Who b) When c) Which
 5. a) in b) towards c) into
 6. a) teller b) debt c) lend

Task III: Writing

Learner to write a composition about **My Hobby**.

End of Year Assessment Papers

Assessment paper 1

Section A

Task I: Listening and Speaking

Part 1

1. They placed their order.
2. *aliya* and *pilau*
3. He claimed that he had found a dead fly in his food.
4. He had intentionally put a dead fly in his plate when he had already eaten to his fill.

Part 2

1. Whenever you have some money, there is always an urge to buy something.
2. You need to have a specific goal for yourself.
3. goal
4. It is wastage of money.

Task II: Reading Aloud

Learner to read the given text. Indicate on the scoring guide the time the learner takes to read the text.

Section B

Task I: Reading Comprehension

1. In a dense forest
2. She had given birth to two cubs.
3. very tired
4. He failed to get food for his family.
5. In the evening.
6. He took pity on the baby jackal
7. The lioness
8. large
9. Their brother was a coward.
10. That he was not a lion but a jackal.

Task II: Grammar

- i. 1. pink 2. friendly 3. tall
 4. new 5. larger 6. good.
- ii. 1. a few 2. little 3. a few
 4. little 5. few 6. a little
- iii. 1. cleverer 2. smartest
 3. elder 4. most exciting
 5. stronger 6. easier
 7. most interesting
- iv. 1. Birds of a feather flock together.
 2. Procrastination is the assassin of time.
 3. A drowning man clutches at a straw.
 4. A bird in hand is worth two in the bush.
 5. Hurry hurry has no blessings.
- v. 1. will 2. shall 3. will
 4. shall 5. shall 6. will
- vi. 1. investigate 2. stays
 3. despise 4. postponed
 5. despair 6. take care of
- vii. 1. aren't I 2. doesn't she
 3. do they 4. haven't we
 5. shan't we 6. does it

Assessment Paper 2

Section A

Task I: Listening and Speaking

Part 1

1. At the earliest age possible
2. To have the confidence to freely interact with other people.
3. A toothbrush and toothpaste
4. To have the teeth checked.

Part 2

1. Making the environment unclean
2. They produce poisonous gases.
3. It causes respiratory diseases.
4. Chemicals from factories

Task II: Reading Aloud

Learner to read the given text. Indicate on the scoring guide the number of words the learner reads correctly (*total number of words*)

read within one minute minus the words read with errors).

Section B

Task I: Reading Comprehension

1. Outside regular lessons.
2. To ensure they receive a balanced education.
3. He or she is responsible for the proper functioning of the club.
4. Take part in co-curricular activities.
5. To take part in co-curricular activities.
6. To discover talents; To promote social interaction
7. They have good communication skills.
8. Work as a team.
9. So as not to miss important activities.
10. Importance of co-curricular activities.

Task II: Grammar

- i. 1. team 2. crowd 3. troupe
4. forest 5. board 6. flight
- ii. 1. small, round, new
2. large, rectangular, modern
3. big, square, old
4. large, triangular, new
5. small, round, ancient
- iii. 1. Brenda is too tired to run.
2. The car is too old to cover the trip.
3. The man is too rigid to change his mind.
4. That phone is too big to fit in your pocket.
5. George is too lazy to finish his assignment.
6. The children are too hungry to concentrate in class.
- iv. 1. me 2. I
3. themselves 4. yours
5. ourselves 6. I
- v. 1. cat 2. the sunset
3. bee 4. ice
5. hills 6. mustard
- vi. 1. definite 2. occasion
3. skillful 4. calendar

5. perceive 6. dining

vii. Punctuate the following sentences correctly.

1. "Where are you going?" asked Fred.
2. Princessa said, "My home is in Kajulu."
3. We visited Nakuru, Kericho, Kapsabet, Eldoret and Kakamega.
4. The man said, "My son goes to Upendo Primary School."
5. "Patience, humility, courtesy and courage are important values," said the class teacher.
6. "Will you travel to Malindi in April?" asked Dennis.

Assessment Paper 3

Section A

Task I: Listening and Speaking

Part 1

- a) Clothes, food and education (Accept other child rights)
- b) Education
- c) Guardian
- d) Respecting others, obeying parents (Accept other responsibilities)

Part 2

- a) A job that someone trains for.
- b) Lawyer, doctor (Accept other correct occupations mentioned in the story)

Task II: Reading Aloud

Learner to read the given text. Indicate on the scoring guide the number of words the learner reads correctly (*total number of words read within one minute minus the words read with errors*).

Section B

Task I: Reading Comprehension

1. (a) Somali
(b) thick meat stew
(c) normally
(d) Accept correct traditional foods from other Kenyan communities.

2. a) A disease that can easily spread from one person to another in the community.
b) Mumps (Accept other communicable diseases)
c) Wash your hands.
d) Prevention is better than cure.
3. a) Teaches at a university
b) Sells meat
c) mason

Task II: Grammar

1. a) This is an example of child labour.
b) Those are the child rights we were taught.
c) Those are duties for older children.
2. a) bin b) ban c) bad
3. a) ourselves b) myself c) herself
4. a) but b) because c) and
5. a) What else b) Who else
6. a) a little b) a little

Kiswahili

Muhula wa Kwanza

1: Mapishi

1.1 Kusikiliza na Kuzungumza

Matamshi Bora: Silabi na Vitanzandimi (Sauti f/v, s/z, Ur na th/dh)

Zoezi la 1

1. Tathmini vile ambavyo mwanafunzi anavyotamka maneno aliyopewa.
2. (a) kula, kura
(b) vuliwa, fuliwa, valiwa
(c) Samani, zamani, thamani
(d) Mzazi, msasi
(e) Sisi, zizi

Zoezi la 2

1. Tathmini vitanzandimi vitakavyoundwa na mwanafunzi kutokana na maneno aliyopewa.

1.2 Kusoma

Kusoma kwa Ufahamu: Kifungu cha Hadithi

Zoezi la 1

1. (a) Katika ukumbi wa jamii
(b) Wali, chapati
(c) kuchoma, kukaanga, kuchemsha
(d) bakuli
(e) Mtori

1.3 Kuandika

Kuandika: Insha ya Wasifu

Zoezi la 1

1. Tathmini insha itakayoandikwa na mwanafunzi kuhusu 'Mwalimu wangu'.

1.4 Sarufi

Aina za Nomino: Nomino za Pekee na Nomino za Kawaida

Zoezi la 1

1. Siku za wiki	Miezi ya mwaka
Jumapili	Januari
Jumatatu	Februari
Jumanne	Machi
Jumatano	Aprili
Alhamisi	Mei
Ijumaa	Juni
Jumamosi	Julai
	Agosti
	Septemba
	Oktoba
	Novemba
	Desemba

2. (a) Tathmini jawabu la mwanafunzi.
(b) Nairobi
(c) Ziwa Viktoria
(d) Uhuru Kenyatta
(e) Tathmini jawabu la mwanafunzi.
3. (a) mwiko
(b) seredani/jiko
(c) sufuria
(d) kikaango
(e) kichujio

Zoezi la 2

1. (a) Viktoria, Julai
(b) Tanzania
(c) Rukia
(d) Jumatatu
(e) Kiambu
2. vyakula, Wapishi, vyakula, vyakula, Sima, pure, maandazi

2: Huduma ya Kwanza

2.1 Kusikiliza na Kuzungumza

Maamkuzi na Maagano

Zoezi la 1

1. Karibu, Shikamoo, Salama, Shikamoo, Alamsiki
2. (a) Shikamoo, Marahaba
(b) Buriani
(c) Hamjambo, Hatujambo
(d) Kwaheri
(e) Inshallah/Majaliwa

2.2 Kusoma

Kusoma kwa Kina: Matumizi ya Kamusi

Zoezi la 1

1. bendeji, damu, dawa, funga, jeraha, makasi, pangusa

Neno	Maana
eksirei	Mashini yenye miale inayoweza kupiga picha viungo vya mwili vya ndani.
sirinji	Bomba linalotumika na sindano na ambalo hubeba dawa.
kitata	Mbao maalum ambayo hutumika kufungia mguu au mkono uliovunjika.
machela	Kitanda maalum cha kuwabebea wagonjwa.
mnoga	Ugonjwa ambao damu hutoka puani.

Zoezi la 2

1. (a) Nne
(b) C
(c) Unaweza kudhuru afya ya wanafunzi.
(d) afya, dharura, eksirei, majeruhi, nyika, pumzi, udohoudoho, vitata, viunzi

- (e) - afya - Hali bora ya mwili.
- dharura - Kutokea kwa jambo bila kupangwa.
- eksirei - Mashini yenye miale inayoweza kupiga picha viungo vya mwili vya ndani.
- majeruhi - Watu walioumia kwa kisa fulani.
- nyika - Sehemu iliyo na miti michache midogo midogo.
- pumzi - Hewa inayoingia au kutoka mwilini.
- udohoudoho - Vyakula vidogo vidogo vinavyoliwa.
- vitata - Mbao maalum ambazo hutumika kufungia mguu au mkono uliovunjika.
- viunzi - Kibao kifupi kinachorukwa na wakimbiaji wakati wa michezo.

2.3 Kuandika

Kuandika Insha: Insha za Masimulizi

Zoezi la 1

1. Tathmini insha itakayoandikwa na mwanafunzi.

2.4 Sarufi

Aina za Nomino: Nomino za Wingi na Nomino za Vitenzi-jina

Zoezi la 1

1. marashi, maziwa, asali, unga
2. (a) kutibu (d) kusafisha
(b) kucheza (e) kufunga
(c) kupangusa

Zoezi la 2

1. (a) marashi (d) maziwa
(b) sukari (e) mazingira
(c) Mafuta
2. Tathmini sentensi za mwanafunzi.

3: Mapambo

3.1 Kusikiliza na Kuzungumza

Matamshi Bora: Vitendawili

Zoezi la 1

- (a) Saa (d) Picha
(b) Tai (e) Vipuli
(c) Ua

3.2 Kusoma

Kusoma kwa Ufahamu: Kifungu cha Hadithi

Zoezi la 1

- (a) Bangili (b) Pete
(c) Ushanga (d) Vipuli
(e) Tai
- (a) Gredi ya tano
(b) Walishiriki katika maandalizi.
(c) watanashati
(d) i. pete - kidoleni
ii. vipuli - masikioni
iii. bangili - mkononi
iv. chupio - nyweleni
v. mkufu - shingoni
(e) Alitumia mapambo kwa kadiri/kwa kiasi kinachofaa.

3.3 Kuandika

Kuandika kwa Tarakilishi: Uchapaji

Zoezi la 1

- Tathmini kazi za mwanafunzi.

3.4 Sarufi

Aina za Nomino: Nomino za Makundi, Nomino Ambata na Nomino za Dhahania

Zoezi la 1

- (a) Umati (d) tita
(b) mlolongo (e) bunda
(c) kicha
- woga, urembo, uzembe, upepo, amani
- (a) kijungu (d) mkuu
(b) mwana (e) panda
(c) kitinda

Zoezi la 2

- Tathmini sentensi za mwanafunzi.
- (a) kipazasauti, matikitimaji, sukumawiki
(b) umati wa watu
(c) furaha, upendo, huzuni, ujasiri, ujanja, werevu, uvivu.

3.4 Sarufi

Uakifishi: Herufi Kubwa, Koma (,), Kikomo (.) na Kiulizi (?)

Zoezi la 1

- (a) Baba yako anaitwa nani?
(b) Nitazuru mji wa Namanga Jumapili ijayo.
(c) Watoto walikunywa maziwa, sharubati na soda.
(d) Mwezi wa Julai huwa na baridi nyingi.
(e) Yusufu aliingia darasani saa ngapi?

2. Urembo na mapambo

Urembo ni kitu muhimu. Watu wengi hupenda mapambo ambayo yataimarisha urembo wao. Mapambo mengine ni ya thamani kubwa kwa sababu yametengenezwa kwa madini kama vile dhahabu, fedha au almasi. Mapambo yakitumiwa vizuri huimarisha urembo lakini yakitumiwa kupita kiasi huenda yakaharibu ubora uliokusudiwa. Ni vizuri kila mmoja ajue mapambo yanayomfaa. Je, wewe hujipamba kwa mapambo yepi?

4: Saa na Majira

4.1 Kusikiliza na Kuzungumza

Heshima, Adabu na Vyeo: Maneno ya Heshima

Zoezi la 1

- (a) ami, bibi, mjukuu, binti, mjomba, shangazi, binamu, mpwa
(b) - ami - ndugu wa kiume wa baba
- bibi - mke wa mtu ama nyanya
- mjukuu - mtoto wa mwana

- binti - mwana wa kike
- mjomba - ndugu wa kiume wa mama
- shangazi -ndugu wa kike wa baba
- binamu - mtoto wa ami
- mpwa - mtoto wa dada au kaka

2. Hakiki sentensi. Mwanafunzi aonyeshe uelewa wa msamiati.

4.2 Kusoma

Kusoma kwa Mapana: Matini ya Kidijitali

Zoezi la 1

2. (a) Babu
 (b) Alikuwa mtandaoni
 (c) i. Alichukua muda mrefu kwenye mtandao.
 ii. Alitoa habari kuhusu familia yake/alituma picha ya familia yake.
 iii. Alitoa habari kuhusu safari yao.
 (d) Saa 9.05/saa tatu na dakika tano.
 (e) babu, dada, kaka, shangazi, baba mdogo, binamu

3. Hakiki kazi ya wanafunzi.

4.3 Kuandika

Aina za Insha: Barua pepe

Zoezi la 1

Tathmini kazi za mwanafunzi na umrekebishe panapofaa. Hakikisha insha imezingatia muundo na kanuni za kuandika baruapepe. Suala lengwa/mada lengwa pia izingatiwe.

4.4 Sarufi

Umoja na Wingi wa Nomino: Ngeli ya I-ZI

Zoezi la 1

Umoja	Wingi
a) sufuria	a) sufuria
b) saa	b) saa
c) kalamu	c) kalamu

2. kamba, ngao, nyanya, nyota, taa, ngano, soksi, ndizi, chaki

Umoja	Wingi
a) ngazi	ngazi
b) sahani	sahani
c) rangi	rangi
d) nguo	nguo
e) rula	rula

4.4 Sarufi

Umoja na Wingi wa Sentensi: Ngeli ya I-ZI

Zoezi la 1

1. (a) i/zi (b) zi, zi
 (c) i (d) zi (e) i/zi
2. Hakiki majibu ya mwanafunzi.

Zoezi la 2

Hakiki majibu ya mwanafunzi.

Tathmini ya Mwisho wa Muhula wa Kwanza

1. Tathmini usomaji wa mwanafunzi.
2. (a) binuru
 (b) marahaba
 (c) buriani dawa
 (d) sijambo
 (e) aleikum salaam
3. (a) puani
 (b) sikioni
 (c) kidoleni/chandani
 (d) shingoni
 (e) mkononi
4. Tathmini maana ya maneno aliyopewa mwanafunzi kama yalivyo kwenye kamusi.
5. (a) Kenya
 (b) Ziwa Viktoria
 (c) Mlima Kenya
 (d) Mombasa
 (e) Bahari Hindi
 (f) Bwana Chang'andu
6. Tathmini sentensi atakazotunga mwanafunzi.

7. Siku moja tulienda sokoni. Mama alitaka kununua mapambo. Alimuuliza muuzaji, “Unauza mkufu shilingi ngapi?” Muuzaji akamjibu, ‘Ni shilingi mia moja pekee.’
8. (a) kucheza, kuimba, kula, kulala
(b) marashi, maji, mafuta
9. Tathmini sentensi za mwanafunzi.
10. (a) Mchezo wa kujificha na kutafutana. Pia huitwa mwajificho.
(b) Petero
(c) kiboko/nguruwe
(d) Alipanguswa jeraha na kufungwa kitata.
(e) Jumamosi

Muhula wa Pili

5: Kukabiiana na Umaskini

5.1 Kusikiliza na Kuzungumza

Methali: Methali Zinazohusu Bidii

Zoezi la 1

1. (a) Mgaagaa na upwa hali wali mkavu. Mtaka cha mvunguni sharti ainame. Mtegemea cha nduguye hufa maskini.
(b) Anayejitahidi hupata, anayetafuta lazima awe tayari kuchoka, mtegemea cha nduguye hufa maskini.
2. (a) Ukiona vyaelea jua vimeundwa, atafutaye hachoki na akichoka keshapata, mtegemea cha nduguye hufa maskini.
(b) Kitu kizuri humgarimu mtu, mtu anayetafuta kitu huwa hafi tamaa hadi akipate, ukitegemea vya wengine utabaki maskini milele.
3. (a) Mgaagaa na upwa
(b) hupata
(c) Mtaka cha mvunguni
(d) hujua
(e) Ajizi

5.2 Kusoma

Kusoma kwa Ufahamu: Lugha katika Ushairi

Zoezi la 1

1. (a) Tatu
(b) Minne
(c) Kutopata manufaa, kupata faida kidogo, atakuwa mhitaji/maskini, kula vyakula duni, kuwategemea wengine
(d) Ka-zi-ta-ku-pa-ki-pa-to, u-e-pu-ke-u-hi-ta-ji.
(e) Vina: zi,zi,zi,a ni,ni,ni,i

5.3 Kuandika

Insha ya Maelezo

Zoezi la 1

1. Tathmini kazi ya mwanafunzi.

5.4 Sarufi

Umoja na Wingi wa Nomino: Ngeli ya U-ZI

Zoezi la 1

1. ungo, teo, nyasi, mbao, nyayo, nyuta, ukucha, kuta, nyuzi, tamba
2. (a) pande (d) funguo
(b) nyua (e) nyaya
(c) nyaraka

5.4 Sarufi

Umoja na Wingi wa Sentensi: Ngeli ya U-ZI

Zoezi la 1

1. (a) Ukosi ule. (d) Ulimi wangu.
(b) Ukuta huu. (e) Funguo zao.
(c) Bao hizo.
2. (a) zi, zi (d) u
(b) u, u (e) u, u
(c) zi
3. Tathmini sentensi za wanafunzi.

6: Maadili

6.1 Kusikiliza na Kuzungumza

Matamshi Bora: Ushairi

Zoezi la 1

- (a) Husaidia, huheshimu, habagui, haibi, ni mstahimilivu/ huwakibali wengine jinsi walivyo.
(b) Rafiki yake
(c) Kufungwa, kuadhibiwa, kufa, kujiletea aibu.
(d) (i) msaidiane
(ii) usiwanyime vyao, usiwanyanyase, usiwape taabu
(iii) usiwatenge
(iv) unajiaibisha
(e) Hakiki majibu ya mwanafunzi.

6.2 Kusoma

Kusoma kwa Mapana: Makala

Zoezi la 1

- (a) katika upishi kukifanya chakula kuwa na ladha nzuri na rangi ya kupendeza
(b) Kitunguu saumu hutibu maradhi mengi yanayosababishwa na bakteria na virusi, husafisha kinywa, hudhibiti shinikizo la damu na ugonjwa wa kisukari.
(c) (i) zamani
(ii) kukingia
(iii) kuzuia
(d) Hakiki majibu ya wanafunzi. Sentensi ziwe na upatanisho ufaao wa kisarufi.
(e) Viungo huongeza ladha kwenye chakula, hufanya chakula kupendeza, huhifadhi vyakula na kukinga magonjwa kwani viungo vingine ni dawa.

6.3 Kuandika

Kuandika Insha: Insha za Wasifu

Zoezi la 1

Hakiki insha ya mwanafunzi.

6.4 Sarufi

Umoja na Wingi wa Nomino: Ngeli ya U-YA

Zoezi la 1

- (a) ugonjwa, unyoya, malezi, uovu, uwele, upana
(b) ugonjwa - magonjwa
unyoya - manyoya
uovu - maovu
uwele - mawele
upana – mapana
(c) Tathmini majibu ya wanafunzi.
- (a) u (d) u
(b) ya (e) ya
(c) ya
- Hakiki kazi ya mwanafunzi.

7: Elimu ya Mazingira

7.1 Kusikiliza na Kuzungumza

Nahau: Nahau za Usafi na Mazingira

Zoezi la 1

- (a) piga deki
(b) piga mbio
(c) pata nafuu

Nahau	Maana
a) kupiga deki	kupangusa sakafu
b) kuangua kucha	kukata kucha
c) kupenga kamasi	kupangusa kamasi
d) kupangusa vumbi	kutoa vumbi
e) kupiga mswaki	kusafisha meno
f) kunawa mikono	kusafisha mikono

- (a) piga pasi
(b) piga mswaki
(c) chokonoa meno
(d) kupenga kamasi
(e) futa vumbi
(f) piga deki

Zoezi la 2

1. piga mswaki, futa vumbi, piga deki, penga kamasi, piga pasi, kuangua kucha

7.2 Kusoma

Kusoma kwa Mapana: Matini

Zoezi la 1

2. (a) Kipindi cha kiangazi
(b) Ndovu
(c) kipindupindu
(d) Umoja ni nguvu
(e) (i) Ugonjwa wa kuendesha na kutapika.
(ii) Miili ya wanyama waliokufa.

7.3 Kuandika

Kuandika Insha: Insha ya Maelezo

Zoezi la 1

1. Hakiki insha ya mwanafunzi.

7.4 Sarufi

Umoja na Wingi wa Nomino: Ngeli ya KU-KU

Zoezi la 1

1. kuvuna, kucheza, kuosha, kufuta, kuandika, kupiga, kunyunyizia
2. (a) kufyeka (d) kutupa
(b) kufukia (e) kupanda
(c) kukusanya
3. (a) Kupanda mche.
(b) Kunyunyizia maji.
(c) Kufyeka kwangu.
(d) Kufuta vumbi.
(e) Kutunza mazingira.

7.5 Sarufi

Umoja na Wingi wa Sentensi: Ngeli ya KU-KU

Zoezi la 1

1. (a) Kupangusa maji kulifanya meza kuwa safi.
(b) Kuchoma taka kulisafisha mazingira.

- (c) Kuchafua bwawa kutasababisha maradhi.
(d) Kupanda miche kwingi kutazuia mmomonyoko wa udongo.
(e) Kufuta vumbi kwa wanafunzi hawa ni kuzuri.

2. (a) Ku, ku (d) Ku, ku
(b) Ku, ku (e) Ku, ku
(c) Ku, ku

Zoezi la 2

1. Tathmini sentensi zitakazotungwa na mwanafunzi.
2. (a) Kuzoa uchafu huko kunasafisha mazingira.
(b) Kuchafua mabwawa kulisababisha maradhi.
(c) Kupalilia miche kulifanywa na wavulana.
(d) Kupanda misitu kumeondoa majangwa.
(e) Kupiga deki kuzuri kunamaliza uchafu sakafuni.

8: Ndege wa Porini

8.1 Kusikiliza na Kuzungumza

Visawe: Visawe vya Maneno Matatu

Zoezi la 1

Maneno	Visawe
ugonjwa	ukongo, maradhi
daktari	mganga, tabibu
mwandani	somo, rafiki
kasoro	hitilafu, doa
Mola	Mungu, Maulana
mtu	binadamu, mja
hongo	rushwa, mlungula
afya	siha, rai

2. (a) Staftahi/kiamshakinywa
(b) hamali, mchukuzi
(c) kasoro, doa
(d) hodari, mweledi
(e) Barabara, gurufu

8.2 Kusoma

Kusoma kwa Ufahamu: Mchezo wa Kuigiza

Zoezi la 1

2. (a) Kasuku, mwalimu mkuu, Katumbo, Aminata, Chiriku, Etoo, Mwewe, Jabari, Atieno, Safi na wanafunzi wengine
- (b) Kasuku
- (c) (i) Ada ya kuingia mahali fulani.
(ii) Mwili wa mnyama aliyefariki.
(iii) Mtu anayetembelea mahali fulani ili kujionea na kufurahia mazingira hayo.
- (d) (i) Kula mizoga.
(ii) Kiongozi, mwenye kuzungumza mengi.
(iii) Mwenye kelele.
- (e) Mbuni

8.3 Kuandika

Kuandika Insha: Insha za Masimulizi

Zoezi la 1

Tathmini kazi ya mwanafunzi.

8.4 Sarufi

Mnyambuliko wa Vitenzi: Kauli za Kutendewa, Kutendeka na Kutendana

Zoezi la 1

1. (a) kutendeka (d) kutendeka
(b) kutendewa (e) kutendewa
(c) kutendana
- 2.

Kutenda	Kutendewa	Kutendeka	Kutendana
imba	imbiwa	imbika	imbana
chora	chorewa	choreka	chorana
andika	andikiwa	andikika	andikana
piga	pigiwa	pigika	pigana
soma	somewa	someka	somana

Zoezi la 2

1. (a) Ndege wanahifadhiwa porini.
(b) Mchezo unachezewa uwanjani.

- (c) Ugonjwa unatibiwa hospitalini.
(d) Chakula kinapikiwa jikoni.
(e) Mbuni anafugiwa mbugani.

2. (a) fulika (d) someka
(b) pikika (e) katiki
(c) fungika
3. (a) tazamana (d) chorana
(b) onana (e) chekana
(c) pigana

Tathmini ya Mwisho wa Muhula wa Pili

1. (a) kupiga deki
(b) hufuta vumbi
(c) angua kucha
(d) kupenga kamasi
(e) huchokonoa meno
(f) kupiga mswaki
2. (a) Tatu
(b) Tathlitha au utatu
(c) Rafiki, sahibu
(d) nidhamu, heshima, maamkuzi, samahani, pole, maadili
(e) Tathmini majibu ya mwanafunzi.
3. (a) ya njaa
(b) Fuata nyuki
(c) hafi njaa
(d) Haba na haba
(e) Bandu bandu
4. (a) Mungu, Maulana, Rabuka
(b) fedheha, haya
(c) soka, gozi, kambumbu
(d) adinasi, mtu, binadamu
(e) kiamboni, chengoni
5. ugonjwa, manyoya, upishi, ukulele

6.

Umoja	Wingi
a) kuandika	kuandika
b) wembe	nyembe
c) ugonjwa	magonjwa
d) kupika	kupika
e) uzi	nyuzi

7. (a) Waya huu umekatika.
(b) Kupenga kamasi kunasaidia.
(c) Ukelele utapigwa na mtoto.
(d) Jua likizidi jasho litatutoka.
(e) Kutembea huku kunapendeza.
8. Tathmini sentensi zitakazotungwa na mwanafunzi. Hakikisha sentensi zenyewe ziko katika hali ya umoja na wingi.

9.

Kutenda	Kutendewa	Kutendeka	Kutendana
a) pita	pitiwa	pitika	pitana
b) andika	andikiwa	andikika	andikana
c) chora	chorewa	choreka	chorana
d) osha	oshewa	osheka	oshana
e) cheza	chezewa	chezeka	chezana

10. Tathmini insha ya mwanafunzi.

Muhula wa Tatu

9: Magonjwa

9.1 Kusikiliza na Kuzungumza

Mazungumzo ya Kimuktadha: Mazungumzo katika Miktadha Rasmi

Zoezi la 1

2. (a) Hospitalini
(b) Muuguzi, Shangazi, Tina na Mhudumu wa maabara
(c) anaendesha, haja kubwa, karibuni, kunradhi, asante, makalio
(d) Kula vyakula vichafu na vinywaji vichafu.
(e) Msomi, mwenye huruma

9.2 Kusoma

Kusoma kwa Mapana: Matini

Zoezi la 1

1. (a) Baba yake akitapika na kuendesha na kuwa mnyonge asiyeweza kutembea.
(b) Kula vyakula safi na kunywa maji safi yaliyochemshwa.

- (c) Kuenda haja karibu na mito, kutozingatia usafi katika mapishi
- (d) Anapochukua baiskeli kuenda kwa jirani, kuwahamasisha wanakijiji kuzingatia usafi
- (e) waba

9.3 Kuandika

Insha za Maelezo

Zoezi la 1

1. Tathmini insha itakayoandikwa na mwanafunzi.

9.4 Sarufi

Vinyume: Vinyume vya Vitenzi

Zoezi la 1

1. (a) furahi (b) enda
(c) keti (d) fukia (e) amka

2.

Vitenzi	Vinyume
kwea	shuka
pakia	pakua
jenga	bomoa
ezeka	ezua
kunja	kunjua

3. (a) Babu alifurahi asubuhi.
(b) Nyani wamekwea/panda mitini.
(c) Askari amevaa sare yake.
(d) Ezua paa hili.
(e) Mtoto anacheka hospitalini.

10: Kudhibiti Itikadi za Kidini na za Kijamii

10.1 Kusikiliza na Kuzungumza

Tashbihi: Tashbihi za Tabia

Zoezi la 1

1. (a) mbwakoko (b) maji mtungini
(c) chiriku (d) kupe
(e) fisi
2. Tathmini kazi ya mwanafunzi.

10.2 Kusoma

Kusoma kwa Mapana: Matini za Kidijitali

Zoezi la 1

1. Hakiki majibu ya mwanafunzi.

10.3 Kuandika

Aina za Insha: Insha ya Masimulizi

Zoezi la 1

1. Tathmini insha itakayoandikwa na mwanafunzi.

10.4 Sarufi

Nyakati na Hali: Hali ya Mazoea na Hali Timilifu

Zoezi la 1

1. (a) hulala (b) hula
(c) hucheka (d) hutembelea
(e) husaidia
2. (a) Maisha yetu huwa mazuri.
(b) Nywele hunyolewa na kinyozi stadi.
(c) Watoto huruka kamba.
(d) Maembe huiva yakawa matamu.
(e) Wao hufuata tamaduni nzuri.
3. (a) huvutia (b) hufinyangwa
(c) husaidia (d) hukua
(e) hunguruma

Zoezi la 2

1. (a) Mto umefurika.
(b) Dawati limepakwa rangi.
(c) Mchwa wamejenga kichuguu.
(d) Watoto wameona ndege kubwa.
(e) Safari imeanza mapema.
2. (a) metanda (d) mependeza
(b) mepigwa (e) mepakiwa
(c) mekatiliwa

11: Uwekezaji

11.1 Kusikiliza na Kuzungumza

Kutoa Masimulizi

Zoezi la 1

1. Hakiki masimulizi yatakayotolewa na mwanafunzi.

11.2 Kusoma

Kusoma kwa Ufahamu: Kifungu cha Hadithi

Zoezi la 1

2. (a) Semanasi
(b) Bi. Fauzia
(c) Kuburudisha, kuelimisha, kuonya na kukuza vipaji.
(d) Shuleni, vyo vikiu, hotelini na makavazi.
(e) **mtaji** – mali ya kuanzisha biashara.
vipaji – uwezo wa kufanya jambo.
akiba – mali inayotengwa ili kusaidia baadaye.
mikopo – mali inayopewa mtu lakini atarudisha baadaye baada ya kusaidika.
wateja – wanunuzi.
makavazi – nyumba ambayo hutumika kuhifadhi nyaraka za kielimu na kihistoria.
mapato – malipo ya kazi.

11.3 Kuandika

Kuandika Insha: Barua pepe

Zoezi la 1

1. Hakiki kazi ya mwanafunzi.

11.4 Sarufi

Ukanushaji wa Maneno na Sentensi: Viambishi vya Nafsi na Wakati katika Sentensi

Zoezi la 1

1. (a) **Ninauza** bidhaa rejareja.
(b) **Tunaharakisha** kwenda sokoni.
(c) **Uliwalisha** mifugo wote?
(d) **Mliingia** darasani mapema.
(e) **Walikuja** kukutembelea nyumbani.
2. (a) **Wakifanya** bidii watafaulu maishani.
(b) **Tunaelekea** viwandani kuuza maziwa.
(c) **Mmetakiwa** kufika shuleni mapema.
(d) **Tulisimama** kando ya vibanda.
(e) **Mliuza** mazao kiasi gani?

3. (a) ni (b) tu (c) u
(d) m (e) wa

Zoezi la 2

- (a) Bidhaa zote zimeuzwa sokoni.
(b) Maji safi yanachotwa.
(c) Mwalimu atatusomea hadithi nzuri.
(d) Chakula kilipikwa jikoni.
(e) Wembe mpya umetumiwa.
- (a) Yeye hakushinda katika mbio hizo.
(b) Nyingi hamtawapokea wageni wale.
(c) Mimi sipumziki chini ya mti.
(d) Wewe hukuimba wimbo mpya.
(e) Sisi hatukunywa chai tamu.

11.4 Sarufi

Ukubwa na Udogo wa Nomino: Nomino Zinazoanza kwa m- na Zenye Mzizi wa Silabi Mbili

Zoezi la 1

1.

Hali ya wastani	Hali ya ukubwa
mkono	kono
mzinga	zinga
mfupa	fupa
mkebe	kebe
mlima	lima

- (a) Zinga liko juu ya lima.
(b) Kono lake ni kubwa sana.
(c) Guu hili lina uchafu.
(d) Koba lake limerembeshwa.
(e) Shumaa lile linawaka vizuri.

Zoezi la 2

Wastani	Ukubwa	Udogo
mguu	guu	kiguu
mzigo	zigo	kizigo
mkoba	koba	kikoba
mshumaa	shumaa	kishumaa
mtoto	toto	kitoto

- (a) Kipira changu kimetoboka.
(b) Kipini kingine kimeundwa.
(c) Kipera hiki kimekua vizuri sana.
(d) Kisitu kile kitalindwa.
(e) Kikono changu hakina uchafu.

11.4 Sarufi

Ukubwa na Udogo wa Nomino: Ukubwa na Udogo wa Nomino Zinazoanza kwa Herufi n

Zoezi la 1

Wastani	Ukubwa
ngozi	gozi
ndege	dege
ndama	dama
ndoo	doo
njiwa	jiwa

- (a) Dovu lina nguvu nyingi.
(b) Madizi matamu ni haya.
(c) Tumia gazi lile kubwa.
(d) Jungu tamu huwa jekundu.
(e) Joka hilo halina sumu.

Zoezi la 2

Wastani	Ukubwa	Udogo
nguzo	guzo	kiguzo
ngoma	goma	kigoma
ndovu	dovu	kidovu
ndoo	doo	kidoo
ngao	gao	kigao

- (a) Vijumu hivi ni vya nani?
(b) Kidewe cha kitoto ni kidogo.
(c) Kiguo hiki ni kipya.
(d) Kijiwa kimejenga kiota.
(e) Kidovu hiki kina kipembe kikubwa.

Tathmini ya Mwisho wa Muhula wa Tatu

- kuongea mengi kama chiriku, bidii kama za mchwa, vigeugeu kama kinyonga, maringo kama tausi, waoga kama kunguru, utulivu kama paa

2. (a) Kitu kilichotengwa ili kutumika baadaye.
(b) Ada zinazolipwa kwa serikali.
(c) Hela zinazotumika kuanzisha biashara.
(d) Kupoteza mali kwa kutopata faidha katika biashara.
(e) Mtu anayekuja kununua vitu kutoka kwa mfanya biashara.
3. (a) Gari la moshi
(b) Shangazi Mebo
(c) Watatu
(d) Tajiri. Tathmini jawabu la mwanafunzi.
(e) Hapo paliishi watu wachache ambao wengi wao walikuwa wakulima waliokuwa shambani wakati ule.
4. (a) Rinda maridadi halishonwi.
(b) Kisu hakijanolewa na mjomba.
(c) Nyumba haitasafishwa vizuri.
(d) Mtoto yule hapendezi.
(e) Mkulima haelekei shambani.
5. (a) shindwa
(b) tegua
(c) lala
(d) futa
(e) pangua
6. (a) Simba hutembea polepole.
(b) Siku njema huwadia.
(c) Mvua humnyea bawabu.
(d) Nyuki huingia ndani ya mzinga.
(e) Njia mbili humshinda fisi.
7. (a) Melisa amefuga mabata wengi.
(b) Magari yamechelewa kuwasili.
(c) Daktari amerudi kazini.
(d) Kitabu kimeanguka matopeni.
(e) Wateja wametembea sokoni.

8.	Nomino	Ukubwa	Udogo
a)	nguo	guo	kiguo
b)	mkono	kono	kikono
c)	mbuzi	buzi	kibuzi
d)	ngoma	goma	kigoma
e)	ngazi	gazi	kigazi

9. (a) Toto limebisha lango.
(b) Kate limewekwa kwenye fuko.
(c) Jia hili linapitia limani.
(d) Guu linauma vibaya.
(e) Dege liko kwenye tego.
10. (a) Vifupa vimekauka.
(b) Vidizi vililiwa vyote.
(c) Vipira vinapulizwa na vitoto.
(d) Kijiwa kimepa kwenye kijiti.
(e) Vipera hivyo vitapaliliwa.

Majaribio ya Mwisho wa Mwaka

Jaribio la Kwanza

1. C 2. A 3. B 4. D
5. C 6. B 7. A 8. C
9. D 10. B 11. C 12. D
13. A 14. D 15. A
16. kuimba 17. kucheza
18. Nguo hizi zimefuliwa.
19. Meza za walimu zimepanguswa.
20. Bin
21. Alamsiki
22. chumvi
23. Shamba langu lina mahindi.
24. Ni watu wangapi walikuja siku ya Alhamisi?
25. Mji wa Kakamega una watu wengi.
26. kidoleni
27. shingoni
28. sikioni

29. puani
30. mkononi
31. Walipojiunga na shule ya chekechea.
32. Kubisha mlango.
33. D
34. C
35. husongwa
36. Dada yake Tarimo
37. C
38. Viwili
39. Wali ni mchele ambao umepikwa.
40. Tarimo
41. C
42. kike, kiume
43. B
44. Wamaasai (wanaume)
45. A
46. chale
47. ndonya
48. watanashati
49. kipini
50. Kiunoni.

Jaribio la Pili

- | | | | |
|--------------------|----------------------------|-------|-------|
| 1. B | 2. A | 3. D | 4. B |
| 5. D | 6. A | 7. B | 8. A |
| 9. B | 10. D | 11. C | 12. C |
| 13. D | 14. B | 15. A | |
| 16. unywele | 17. Uzi huu ni maridadi. | | |
| 18. A | 19. D | | |
| 20. B | 21. Kiamshakinywa/staftahi | | |
| 22. Asubuhi | 23. nyumba | | |
| 24. Binti | 25. hafi njaa | | |
| 26. tita | 27. kicha | | |
| 28. mkungu | 29. kishazi | | |
| 30. shada | 31. C | | |
| 32. pili | 33. D | | |
| 34. miaka ishirini | 35. C | | |

- | | |
|--|-----------|
| 36. shilingi elfu moja. | 37. A |
| 38. miezi sita | 39. D |
| 40. Biashara | |
| 41. Mambo au hali inayozunguka viumbe. | |
| 42. C | 43. D |
| 44. ukame, mmomonyoko wa udongo | |
| 45. A | 46. dagaa |
| 47. viwanda | 48. D |
| 49. nyangumi | 50. C |

Jaribio la Tatu

- | | | | |
|----------------------------------|-----------------|-------------|------|
| 1. A | 2. A | 3. D | 4. C |
| 5. A | 6. A | 7. C | 8. D |
| 9. C | 10. D | 11. familia | |
| 12. uvivu | 13. binadamu | | |
| 14. kandanda | 15. jogoo | | |
| 16. shuka | 17. C | | |
| 18. C | 19. kijumba | | |
| 20. dama | 21. B | | |
| 22. sahani | | | |
| 23. Unyoya wa kanga unapendeza. | | | |
| 24. kuchokonoa | 25. Nyuso hizi. | | |
| 26. pikika | 27. oshewa | | |
| 28. saidiana | 29. mkufu | | |
| 30. ua | 31. kilimo | | |
| 32. Mama Monika | 33. C | | |
| 34. kua wadudu, kuzuia magonjwa. | | | |
| 35. kemikali | 36. Mia mbili | | |
| 37. Hazihitaji dawa nyingi. | | | |
| 38. faida | 39. soko | | |
| 40. Eلفu mbili | 41. Saba | | |
| 42. B | 43. C | 44. A | |
| 45. mahakamani/kortini | | | |
| 46. sitini | | | |
| 47. kufunguliwa | | | |
| 48. Wangeaga dunia | | | |
| 49. Daktari | | | |
| 50. chanjo | | | |

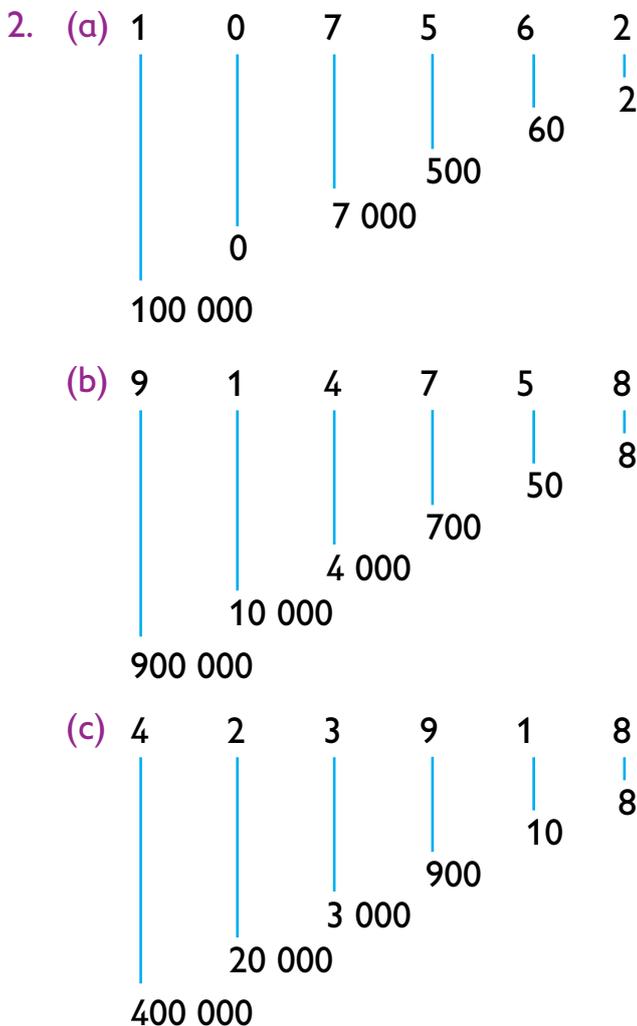
Mathematics

1 Whole Numbers

Practice Activity 1.1

1.

	Hundreds of thousands	Tens of thousands	Thousands	Hundreds	Tens	Ones
(a)	9	4	5	6	2	1
(b)	4	8	5	3	7	9
(c)	7	8	6	5	2	3

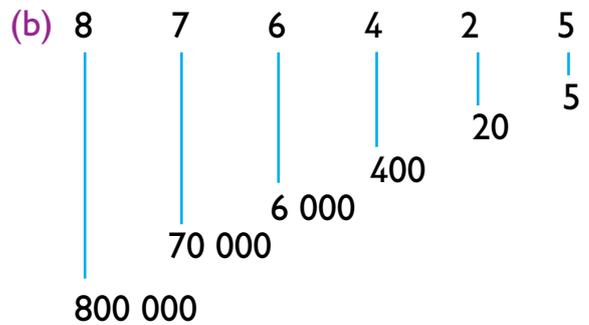


3. (a) Hundreds of thousands
 (b) Thousands
 (c) Tens of thousands
4. (a) 900 000
 (b) 900
 (c) 9 000

- (d) 90 000
 (e) 90

5. (a)

Hundreds of thousands	Tens of thousands	Thousands	Hundreds	Tens	Ones
8	7	6	4	2	5



Practice Activity 1.2

1. (a) 178 241, 178 243, 178 244
 (b) 645 877, 645 878, 645 880
 (c) 213 499, 213 500, 213 501
 (d) 35 003, 35 004, 35 005
2. (a) Twenty five thousand four hundred and fifty six.
 (b) Twelve thousand nine hundred and seventy one.
 (c) Eighty seven thousand two hundred and one.
 (d) Ninety thousand five hundred and six.
3. (a) 36 010
 (b) 58 263
 (c) 25 785
 (d) 94 531
4. Two thousand six hundred and forty five.
5. 3 519

Practice Activity 1.3

1. (a) 15 698, 31 798, 42 630, 72 354
 (b) 17 960, 56 437, 86 245, 92 561
 (c) 23 491, 48 200, 69 750, 75 819
 (d) 48 999, 76 920, 87 200, 96 200

2. (a) 87 213, 71 328, 32 781, 13 278
(b) 69 541, 59 146, 19 654, 14 569
(c) 92 350, 70 258, 28 305, 25 830
(d) 81 650, 67 981, 41 968, 19 876
3. (a) Nile perch
(b) Salmon
(c) 18 519, 19 201, 21 420, 22 175
4. 92 450, 90 600, 86 400, 75 250
5. 11 002, 11 020, 11 200, 12 020

Practice Activity 1.4

1. (a) 7 500 (b) 2 900
(c) 5 600 (d) 4 900
2. (a) 86 000 (b) 21 000
(c) 18 000 (d) 27 000
3. Maize – 8 400
Beans – 5 900
4. (a) 1st 3 months – 46 000
(b) Next 3 months – 52 000
5. (i) (a) 71 230 (b) 34 590
(ii) (a) 71 200 (b) 34 600
(iii) (a) 71 000 (b) 35 000

Practice Activity 1.5

1. (a) 3 904 divisible
(b) 1 276 divisible
(c) 4 681 not divisible
(d) 5 732 divisible
(e) 978 divisible
(f) 6 287 not divisible
2. (a) 4 590 divisible
(b) 2 165 divisible
(c) 1 386 not divisible
(d) 3 570 divisible
(e) 8 001 not divisible
(f) 7 745 divisible
3. (a) 1 800 divisible
(b) 1 012 not divisible
(c) 3 000 divisible
(d) 4 450 divisible
(e) 5 005 not divisible
(f) 6 810 divisible

4. (a) 908, 580
(b) 580, 715
5. (a) Rice and beans
(b) 50 kg, 95 kg

Practice Activity 1.6

1. (a) 1, 2, 4, 13, 26, 52
(b) 1, 2, 4, 8, 11, 22, 44, 88
(c) 1, 3, 23, 69
(d) 1, 5, 25
(e) 1, 2, 4, 19, 38, 76
(f) 1, 2, 4, 23, 46, 92
2. (a) 1, 5, 7, 35 (b) 1, 3, 7, 21
(c) 1, 2, 3, 6, 9, 18 (d) 1, 3, 5, 15
3. (a) 13 (b) 7
(c) 18 (d) 15
4. 16
5. 15

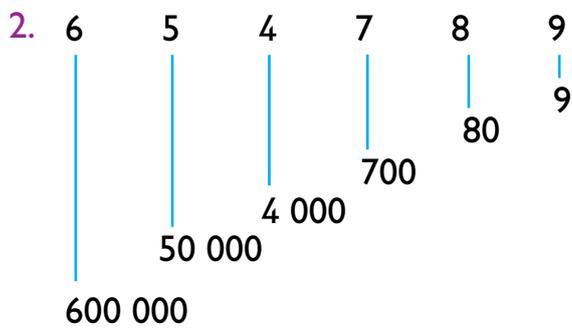
Practice Activity 1.7

1. (a) 17, 34, 51, 68, 85, 102
(b) 19, 38, 57, 76, 95, 114
(c) 27, 54, 81, 108, 135, 162
(d) 43, 86, 129, 172, 215, 258
(e) 39, 78, 117, 156, 195, 234
(f) 31, 62, 93, 124, 155, 186
2. (a) 110, 220 (b) 84, 126, 168, 210
(c) 80, 160, 240 (d) 60, 120, 180, 240
(e) 100, 200 (f) 240
3. (a) 120 (b) 120
(c) 360 (d) 180
(e) 42 (f) 693
4. 25th June
5. 36 cm

Revision Activity 1

1.

Hundreds of thousands	Tens of thousands	Thousands	Hundreds	Tens	Ones
2	1	4	5	6	3



3. Four thousand five hundred and twenty six.
4. 1 987, 3 875, 5 014, 6 4 85
5. (a) 2 700 (b) 3 800
6. (a) 7 000 (b) 5 000
7. 1 470
8. 5 times
9. 6 groups
10. 60

2 Addition

Practice Activity 2.1

1. (a) 238 899 (b) 589 688
(c) 996 988
2. (a) 999 594 (b) 969 797
(c) 789 879
3. (a) 269 652 (b) 475 153
(c) 699 962
4. (a) 456 923 (b) 588 835
(c) 297 823
5. 176 843 trees
6. 399 998 people

Practice Activity 2.2

1. (a) 5 800 (b) 79 900
(c) 96 000 (d) 59 100
2. (a) 6 000 (b) 99 000
(c) 77 000 (d) 54 000
3. 3 200 kg
4. 9 000 kg

Practice Activity 2.3

1. (a) 7 682, 8 682 (b) 8 656, 8 756
2. 11 001, 12 002, 13 003, 14 004, 15 005
3. 1 000, 1 500, 2 000, 2 500, 3 000, 3 500, 4 000, 4 500

Revision Activity 2

1. (a) 95 538 (b) 128 829
(c) 826 027
2. (a) 64 182 (b) 167 779
(c) 613 999 (d) 999 999
3. 980 000 face masks
4. (a) 38 000 (b) 100 000
(c) 28 000 (d) 97 000
5. (a) 67 700 (b) 99 800
(c) 97 800
6. (a) 24 439, 27 439
(b) 16 468, 17 472
7. 90 762

3 Subtraction

Practice Activity 3.1

1. (a) 201 333 (b) 304 367
(c) 110 531 (d) 434 562
2. (a) 431 274 (b) 337 825
(c) 261 865 (d) 577 353
3. (a) 352 224 (b) 263 134
(c) 447 843 (d) 571 566
4. 9 140 litres
5. 334 eggs

Practice Activity 3.2

1. (a) 25 100 (b) 43 900
(c) 12 900 (d) 33 300
2. (a) 25 000 (b) 58 000
(c) 25 000 (d) 23 000
3. 120 pages
4. 19 000 animals
5. 1 900 seedlings

Practice Activity 3.3

1. (a) 58 (b) 200
(c) 600 (d) 900
2. (a) 524 (b) 530
(c) 1 625 (d) 814
3. sh 8 470
4. 1 508 litres
5. 1 110 seedlings

Practice Activity 3.4

- (a) 183 210, 174 210
(b) 824 000, 809 000
(c) 700 400, 650 000
(d) 840 750, 810 250
- (a) 12 110, 11 110
(b) 30 716, 26 516
(c) 73 543, 70 540
(d) 63 310, 61 810
- 4 000 kg, 2 500 kg
- 17 000, 15 000
- 1 630, 1 505

Revision Activity 3

- (a) 12 131 (b) 332 423
- (a) 306 657 (b) 438 062
- (a) 132 182 (b) 446 115
- (a) 28 100 (b) 34 300
- (a) 444 000 (b) 492 000
- (a) 36 744 (b) 43 870
- (a) 65 700, 54 700
(b) 46 350, 36 250
- Sh 49 200
- sh 34 950
- 6 825 trees

4 Multiplication

Practice Activity 4.1

- (a) 768 (b) 1 620
(c) 2 220 (d) 7 680
- (a) 960 (b) 1 200
(c) 3 258 (d) 1 890
- (a) 4 186 (b) 8 736
(c) 17 259 (d) 22 435
(e) 40 122 (f) 8 352
(g) 10 744 (h) 36 138
(i) 8 100
- 3 072 face masks
- 3 744 pages

Practice Activity 4.2

- (a) 1 200 (b) 2 400
(c) 3 500
- (a) 0 (b) 5 800
(c) 7 500 (d) 5 000
(e) 12 600
- (a) 16 800 (b) 31 200
(c) 36 800
- 1 400 exercise books
- 21 500

Practice Activity 4.3

- (a) 161 (b) 78
(c) 900 (d) 700
(e) 1 000 (f) 602
- 350, 357, 364, 371, 378
- 600, 675, 750, 825, 900, 975

Revision Activity 4

- (a) 1 148 (b) 4 290
- (a) 520 (b) 3 080
- (a) 1 912 (b) 3 588
- Sh 2 925
- (a) 3 968 (b) 11 270
(c) 19 344
- Sh 6 615
- (a) 9 324 (b) 22 428
(c) 19 182
- (a) 4 500
(b) 4 200
- 1 728 seedlings
- 6 096 hours

5 Division

Practice Activity 5.1

- (a) 7 (b) 18
(c) 21 (d) 26
- (a) 27 (b) 31
(c) 21 (d) 38
- (a) 20 rem 5 (b) 19 rem 14
(c) 53 rem 1
- 47 packets

5. 33 rem 8

Practice Activity 5.2

- (a) 84, 84, 84 (b) 117, 117, 117
- (a) 16, 144, 9 (b) 17, 102, 17
- (a) 60
 $60 \div 4 = 15$
 $60 \div 15 = 4$
(b) 288
 $288 \div 9 = 32$
 $288 \div 32 = 9$
(c) 14
 $12 \times 14 = 168$
 $14 \times 12 = 168$
(d) 13
 $14 \times 13 = 182$
 $13 \times 14 = 182$

Practice Activity 5.3

- (a) 46 (b) 18
(c) 25
- (a) 31 (b) 71
(c) 3
- Sh 96

Practice Activity 5.4

- (a) 13 (b) 13
(c) 45 (d) 38
- (a) 20 (b) 20
(c) 6 (d) 10
- (a) 21 (b) 54
(c) 4 (d) 5

Revision Activity 5

- (a) 8 (b) 31
(c) 14 (d) 45
(e) 61 (f) 146
(g) 21 (h) 42
(i) 21
- (a) 22 (b) 23
(c) 13 (d) 52
(e) 58 (f) 20 rem 15

- (a) 21 (b) 30 rem 1
(c) 53 rem 8 (d) 9
(e) 16 rem 13 (f) 20 rem 5
- (a) 29 (b) 10
(c) 21
- (a) 30 (b) 9
(c) 6 (d) 44
- (a) 2 052 packets (b) 20 packets
- 660 seedlings

6 Fractions

Practice Activity 6.1

- (a) 4 (b) 8
(c) 8 (d) 3
- (a) $\frac{2}{12}$ (b) $\frac{6}{10}$
(c) $\frac{4}{8}$ (d) $\frac{6}{8}$
- (a) $\frac{2}{5}$ (b) $\frac{4}{5}$
(c) $\frac{1}{2}$ (d) $\frac{1}{2}$
- (a) $\frac{2}{8} = \frac{1}{4}$ (b) $\frac{4}{8} = \frac{1}{2}$

Practice Activity 6.2

- (a) smaller than (b) bigger than
(c) smaller than (d) smaller than
- (a) $\frac{1}{5}, \frac{1}{3}, \frac{2}{4}, \frac{4}{6}$ (b) $\frac{1}{8}, \frac{1}{7}, \frac{1}{6}, \frac{4}{5}$
(c) $\frac{2}{8}, \frac{2}{5}, \frac{4}{6}, \frac{3}{4}$
- (a) $\frac{2}{4}, \frac{2}{5}, \frac{2}{6}$ (b) $\frac{3}{4}, \frac{4}{6}, \frac{2}{12}$
(c) $\frac{5}{6}, \frac{2}{3}, \frac{1}{4}$
- (a) $\frac{1}{5}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}$ (b) $\frac{2}{5}, \frac{4}{6}, \frac{3}{4}$
(c) $\frac{2}{8}, \frac{1}{3}, \frac{4}{5}$

Practice Activity 6.3

- (a) $\frac{6}{9}$ (b) $\frac{4}{7}$ (c) $\frac{7}{8}$ (d) $\frac{5}{6}$
- (a) $\frac{4}{9}$ (b) $\frac{2}{6}$ (c) $\frac{3}{7}$ (d) $\frac{2}{4}$
- (a) $\frac{5}{10}$ (b) $\frac{5}{8}$ (c) $\frac{5}{6}$ (d) $\frac{6}{9}$
- (a) $\frac{2}{8}$ (b) $\frac{1}{9}$ (c) $\frac{1}{9}$ (d) $\frac{1}{8}$

5. $\frac{3}{4}$ kg
6. $\frac{2}{8}$ m

Revision Activity 6

1. (a) 4 (b) 2 (c) 2
2. (a) $\frac{1}{2}$ (b) $\frac{1}{3}$ (c) $\frac{7}{8}$
3. (a) $\frac{1}{8}, \frac{1}{5}, \frac{1}{4}, \frac{1}{3}$ (b) $\frac{2}{5}, \frac{4}{8}, \frac{3}{4}$
(c) $\frac{3}{14}, \frac{2}{7}, \frac{2}{3}, \frac{3}{4}$
4. (a) $\frac{2}{4}, \frac{2}{5}, \frac{3}{10}$ (b) $\frac{4}{8}, \frac{2}{5}, \frac{3}{8}$
(c) $\frac{3}{5}, \frac{1}{3}, \frac{2}{9}$
5. (a) 6, 9 (b) 6, 12
(c) 12, 9
6. (a) $\frac{3}{4}$ (b) $\frac{3}{8}$ (c) $\frac{4}{5}$ (d) $\frac{6}{9}$
7. (a) $\frac{3}{5}$ (b) $\frac{2}{6}$ (c) $\frac{4}{8}$ (d) $\frac{4}{10}$
8. (a) $\frac{3}{4}$ (b) $\frac{5}{6}$
9. (a) $\frac{5}{10}$ (b) $\frac{2}{6}$
10. (a) $\frac{6}{8}$ (b) $\frac{2}{8}$

7 Decimals

Practice Activity 7.1

1.

Number	Hundreds	Tens	Ones	D.P.	Tenths	Hundredths	Thousandths
(a) 4.28			4	.	2	8	
(b) 34.027		3	4	.	0	2	7
(c) 690.185	6	9	0	.	1	8	5
(d) 316 thousandths			0	.	3	1	6

2.

Number	Hundreds	Tens	Ones	D.P.	Tenths	Hundredths	Thousandths
(a) 1.49			1	.	4	9	
(b) 36.48		3	6	.	4	8	
(c) 975.368	9	7	5	.	3	6	8

3. (a) 9 (b) 8 (c) 4

4.

Number	Hundreds	Tens	Ones	D.P.	Tenths	Hundredths	Thousandths
0.078			0	.	0	7	8

5. Thousandths

Practice Activity 7.2

1. (a) 21.7, 21.9, 22.6, 22.9
(b) 356.67, 356.76, 365.607, 365.706
(c) 0.248, 0.482, 0.824, 0.842
2. (a) 45.80, 4.58, 3.058, 0.458
(b) 2.764, 2.763, 2.762, 2.760
(c) 37.645, 37.5, 37.356, 37.05
3. 0.906, 9.354, 9.6, 93.54

Practice Activity 7.3

1. (a) 7.125 (b) 17.82
(c) 179.431 (d) 330.488
2. (a) 24.519 (b) 5.049
(c) 28.779
3. (a) 4.215 kg (b) 181.102
(c) 63.109 m (d) 3.207
4. 0.655 litres
5. 23.796 m

Revision Activity 7

1.

Thousands	Hundreds	Tens	Ones	D.P.	Tenths	Hundredths	Thousandths
		6	4	.	9	2	

2. (a)

Number	Hundreds	Tens	Ones	D.P	Tenths	Hundredths	Thousandths
(a) 39.3		3	9	.	3		
(b) 163.304	1	6	3	.	3	0	4
(c) 0.017			0	.	0	1	7
(d) 83.248		8	3	.	2	4	8

3. (a) 0.563, 5.63, 56.3, 563.0
 (b) 36.678, 36.876, 37.145, 37.541
4. (a) 18.174
 (b) 294.965
5. (a) 7 (b) 5
6. (a) Tommy, 0.022m (b) 2.072 m
7. (a) 21.518 (b) 592.103
8. (a) 367.4, 36.74, 3.764, 3.674
 (b) 189.52, 189.25, 18.925, 18.529
9. 4.488 kg
10. 1.375 litres

End of Term 1 Assessment

- | | | | |
|-------|-------|-------|-------|
| 1. C | 2. B | 3. A | 4. C |
| 5. D | 6. C | 7. B | 8. C |
| 9. D | 10. B | 11. B | 12. A |
| 13. D | 14. A | 15. C | 16. A |
| 17. C | 18. B | 19. D | 20. C |
| 21. A | 22. D | 23. A | 24. B |
| 25. C | 26. D | 27. B | 28. A |
| 29. C | 30. B | 31. C | 32. A |
| 33. B | 34. A | 35. B | 36. D |
| 37. B | 38. C | 39. B | 40. C |
| 41. A | 42. A | 43. B | 44. B |
| 45. D | 46. B | 47. C | 48. D |
| 49. B | 50. A | | |

8 Length

Practice Activity 8.1

1. (a) 25 km
 (b) (i) 13 km (ii) 15 km
 (iii) 28 km

2. (a) - (d) Assess.

Practice Activity 8.2

1. (a) 6 000 m (b) 15 000 m
 (c) 42 000 m (d) 7 320 m
 (e) 18 400 m (f) 36 650 m
2. (a) 9 km (b) 21 km
 (c) 65 km
3. (a) 19 km 114 m (b) 28 km 550 m
 (c) 50 km 28 m
4. 7 000 m
5. 1.35 km

Practice Activity 8.3

1. (a) 8 km 870 m (b) 45 km 269 m
 (c) 60 km 48 m (d) 23 km 40 m
 (e) 29 km 85 m
2. (a) 8 km 653 m (b) 14 km 750 m
 (c) 24 km 959 m (d) 3 km 890 m
 (e) 27 km 936 m
3. 7 km 855 m
4. 5 km 880 m

Practice Activity 8.4

1. (a) 45 km 750 m (b) 79 km 410 m
 (c) 67 km 890 m (d) 39 km 225 m
 (e) 97 km 557 m
2. (a) 13 km 43 m (b) 14 km 17 m
 (c) 11 km 15 m (d) 130 km 23 m
 (e) 20 km 9 m
3. 651 km 750 m
4. 2 km 480 m

Revision Activity 8

1. 1 000 m
2. (a) 9 000 m (b) 18 075 m
3. (a) 16 km 280 m (b) 87 km 602 m
4. 27 km 485 m
5. (a) 840 m (b) 53 km 614 m
6. (a) 108 km 360 m (b) 141 km 565 m
7. (a) 0.8 km (b) 3.225 km
8. (a) 9 km 12 m (b) 25 km 20 m

9 Area

Practice Activity 9.1

- (a) 81 cm^2 (b) 100 cm^2
- (a) 78 cm^2 (b) 80 cm^2
- 49 cm^2
- 72 cm^2
- 250 cm^2

Practice Activity 9.2

- (a) 625 cm^2 (b) 196 cm^2
- (a) 96 cm^2 (b) 420 cm^2
- 400 cm^2
- $1\,500 \text{ cm}^2$

Revision Activity 9

- (a) 144 cm^2 (b) 36 cm^2
- (a) 289 cm^2 (b) 324 cm^2
- 12 cm
- 20 cm
- $1\,000 \text{ cm}^2$
- 60 cm
- 30 cm

10 Volume

Practice Activity 10.1

- (a) 24 cm^3 (b) 90 cm^3
(c) 27 cm^3
- (a) $3\,750 \text{ cm}^3$ (b) $1\,000 \text{ cm}^3$
(c) $10\,500 \text{ cm}^3$
- (a) 84 cm^3 (b) 150 cm^3
(c) 120 cm^3 (d) 384 cm^3
- $684\,000 \text{ cm}^3$

Revision Activity 10

- (a) 125 cm^3 (b) 160 cm^3
- (a) 512 cm^3 (b) $3\,780 \text{ cm}^3$
- 336 cm^3
- (a) 280 cm^3 (b) 216 cm^3
(c) 637 cm^3 (d) 270 cm^3

11 Capacity

Practice Activity 11.1

- (a) 5 ml (b) 10 ml
(c) 250 ml (d) 500 ml
- 250 ml

Practice Activity 11.2

- (a) 10 ml (b) 15 ml
- 55 ml
- 65 ml
- 40 ml

Practice Activity 11.3

- 1 litre
- $1\,000 \text{ ml}$
- 1 litre
- $1\,000 \text{ ml}$

Practice Activity 11.4

- (a) $10\,000 \text{ ml}$ (b) $8\,000 \text{ ml}$
(c) $28\,000 \text{ ml}$ (d) $12\,750 \text{ ml}$
(e) $9\,200 \text{ ml}$ (f) $11\,120 \text{ ml}$
- (a) 9 litres (b) 13 litres
(c) 16 litres (d) 24 litres
- $21 \text{ litres } 500 \text{ ml}$
- $60\,000 \text{ ml}$

Practice Activity 11.5

- (a) 30 litres (b) $32 \text{ litres } 400 \text{ ml}$
(c) $33 \text{ litres } 100 \text{ ml}$ (d) 10 litres
- (a) $7 \text{ litres } 400 \text{ ml}$
(b) $10 \text{ litres } 800 \text{ ml}$
(c) $30 \text{ litres } 100 \text{ ml}$
(d) $30 \text{ litres } 200 \text{ ml}$
- 13 litres
- $40 \text{ litres } 700 \text{ ml}$

Practice Activity 11.6

- (a) $47\,500 \text{ ml}$ (b) 595 litres
(c) $191 \text{ litres } 700 \text{ ml}$
(d) $195 \text{ litres } 750 \text{ ml}$
- (a) $9 \text{ litres } 200 \text{ ml}$

- (b) 6 litres 325 ml
 - (c) 21 litres 400 ml
 - (d) 50 litres 400 ml
3. 25 litres 900 ml
 4. 6 litres 100 ml

Revision Activity 11

1. B
2. (a) 20 ml (b) 30 ml
3. (a) 7 000 ml (b) 11 000 ml
4. (a) 9 litres 200 ml (b) 6 litres 500 ml
5. (a) 41 litres 600 ml
(b) 58 litres 500 ml
6. (a) 16 litres 100 ml
(b) 29 litres 900 ml
7. (a) 115 litres 500 ml
(b) 361 litres 50 ml
8. (a) 8 litres 400 ml (b) 10 litres 7 ml

12 Mass

Practice Activity 12.1

1. (a) 400 g
(b) (i) 1 kg 100 g (ii) 1 100 g
2. (a) 8 000 g (b) 11 000 g
(c) 12 300 g (d) 15 600 g
3. (a) 9 kg (b) 7 kg
(c) 13.5 kg
(d) 8.65 kg
4. 18 kg
5. (a) (i) 15 250 g
(ii) 13 kg 500 g
(b) Fatuma

Practice Activity 12.2

1. (a) 91 kg 650 g (b) 43 kg 200 g
(c) 67 kg 560g (d) 78 kg 80 g
2. (a) 4 kg 215 g (b) 41 kg 521 g
(c) 34 kg 210 g (d) 41 kg 717 g
3. (a) 80 kg 600 g (b) 118 kg 620 g
(c) 60 kg 452 g (d) 741 kg 692 g
4. (a) 5kg 60 g (b) 31 kg 506 g
5. 39 kg 250 g

6. 10 kg 600 g
7. 1 172 kg 100 g
8. 26 kg 300 g

Revision Activity 12

1. 500.7 g
2. (a) 5 000 g (b) 7 150 g
(c) 12 900 g (d) 22 000 g
3. (a) 8 kg (b) 15 kg
(c) 4 kg (d) 21 kg
4. (a) 1 kg 400 g (b) 1 kg 200 g
(c) 8 kg 700 g (d) 22 kg 300 g
(e) 61 kg 700 g (f) 43 kg 410 g
(g) 32 kg 700 g (h) 10 kg 700 g
5. (a) 137 kg 700 g (b) 147 kg
6. (a) 7 kg 36 g (b) 12 kg 410 g
(c) 7 kg 420 g (d) 21 kg 43 g

13 Time

Practice Activity 13.1

1. (a) 540 s (b) 1080 s
(c) 1800 s (d) 375 s
(e) 1720 s (f) 2120 s
2. (a) 11 min (b) 13 min
(c) 15 min (d) 3 min
3. (a) 2 min 10 s (b) 4 min 40 s
(c) 8 min 10 s (d) 9 min 35 s
4. 1545 s
5. 4 min

Practice Activity 13.2

1. (a) 41 min 6 s (b) 57 min 31 s
(c) 51 min 13 s (d) 54 min 7 s
(e) 38 min 37 s
2. (a) 23 min 8 s (b) 7 min 54 s
(c) 26 min 56 s (d) 12 min 34 s
(e) 19 min 36 s
3. 43 min 18 s
4. Phil, 2 min 28 s

Practice Activity 13.3

1. (a) 26 min 15 s (b) 57 min 40 s

- (c) 46 min 30 s (d) 56 min 20 s
 (e) 37 min 42 s (f) 41 min 30 s
2. (a) 2 min 38 s (b) 3 min 18 s
 (c) 15 min 27 s (d) 8 min 24 s
 (e) 3 min 9 s (f) 4 min 7 s
3. 20 min 15 s

Revision Activity 13

1. 60 s
2. (a) 600 s (b) 840 s
 (c) 570 s
3. 1230 s
4. (a) 8 min (b) 12 min
 (c) 14 min
5. (a) 20 min 10 s (b) 41 min 35 s
 (c) 14 min 30 s (d) 12 min 33 s
 (e) 17 min 30 s (f) 43 min 12 s
 (g) 2 min 26 s (h) 5 min 12 s
6. 6 min 50 s

14 Money

Practice Activity 14.1

1. (a) A plan you write on how you will spend money.
 (b) A contribution made to the government through income or when purchasing goods and services.
- 2.
- | Item | Quantity | Price |
|-------------|--------------|---------------|
| Pen | 2 | Sh 40 |
| Chocolate | 2 | Sh 230 |
| Milk | 1 packet | Sh 50 |
| Cooking fat | 1 packet | Sh 180 |
| | Total | Sh 500 |
- (b) Save
3. To get what we need and to avoid overspending.
4. It helps the government provide services such as:
- building roads.

- supplying medicine to government hospitals.
- constructing classrooms in public schools.

Practice Activity 14.2

1. Bank
2. (a) Amount to be saved.
 (b) The bank to save in.
 (c) Period of saving.
 (d) Withdrawing month.
3. (a) Giving loans.
 (b) Keeping money safely.
4. Any correct answer.

Revision Activity 14

1. (a) The amount they wanted to send.
 (b) Assess the budget.
 (c) sh 700
2. (a) Safety
 (b) bank
3. (a) Taxes
 (b) Textbooks, employing teachers.
4. (a) Giving loans
 (b) Keeping money safely.
 (c) Withdrawing money.

End of Term 2 Assessment

1. C 2. A 3. D 4. C
 5. A 6. C 7. D 8. A
 9. D 10. C 11. B 12. D
 13. A 14. A 15. C 16. B
 17. D 18. A 19. C 20. B
 21. D 22. A 23. B 24. D
 25. A 26. A 27. B 28. B
 29. C 30. C 31. A 32. D
 33. C 34. B 35. C 36. D
 37. B 38. C 39. B 40. A
 41. B 42. D 43. B 44. D
 45. A 46. A 47. D 48. B
 49. C 50. B

15 Lines

Practice Activity 15.1

1. (a)  (b) 
 PQ – horizontal
 XY - Vertical

2. (a)  (b) 

3. (a) Pencil B
 (b) Pencil A

Practice Activity 15.2

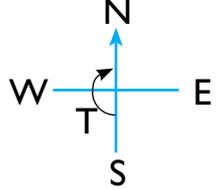
1. (a)  (b) 
2. (a) (i) At A: AB and AG
 (ii) At B: BC and BF
 (iii) At F: BF and FG
 (iv) At D: DC and DE
 (b) BE and CD
 (c) AB and GF, BC and ED
3. (a) XR and XP
 (b) PX and PT
 (c) UZ and VY, XR and PT, XR and WS

Revision Activity 15

1. (a) (i) LM, FG and HJ
 (ii) AB, CD and LH
 (b) (i) EC and EF
 (ii) FL and LG
 (c) (i) LM, FG and HJ
 (ii) AB, CD and LH
2. (a) A (b) A (c) C

16 Angles

Practice Activity 16.1

1. (a) Clockwise half turn
 (b) Half turn (180°)
 (c) East
2. (a) North (b) 

Practice Activity 16.2

1. Acute angle
 2. Right angle
 3. A

Practice Activity 16.3

1. (a) 2 unit angles (b) 4 unit angles
 (c) 7 unit angles
2. (a) 80° (b) 45°
 (c) 120°

Revision Activity 16

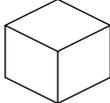
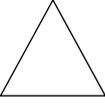
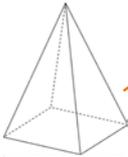
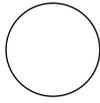
1. (a) (i) Right angle
 (ii) Anticlockwise quarter turn
 (b) Anticlockwise quarter turn
2. (a) East
 (b) half turn (180°)
3. (a) $u = 3$ unit angles
 $u = 30^\circ$
 (b) $v = 8$ unit angles
 $v = 80^\circ$
 (c) $w = 12$ unit angles
 $w = 120^\circ$

17 3-D Objects

Practice Activity 17.1

1. (a) Cylinder (b) Pyramid
 (c) Cube
2. (a) Rectangle (b) Circle
 (c) Triangle (d) Circle

Revision Activity 17

3-D object	2-D shapes forming it
	
	
	

2. (a) Sphere (b) Circles
3. (a) Cuboid (b) Rectangles

18 Data representation

Practice Activity 18.1

1. (a)

Type of house	Tally marks	Frequency
1. Grass thatched		15
2. Manyatta		25
3. Storey buildings		10
4. Bungalow		18
5. Semi-permanent		16

(b) 84 houses

2.

Type of house	Tally marks	Frequency
Ugali		5
Rice		13
Chapati		10
Beans		4
Peas		12

(b) Rice

Practice Activity 18.2

1.



2.



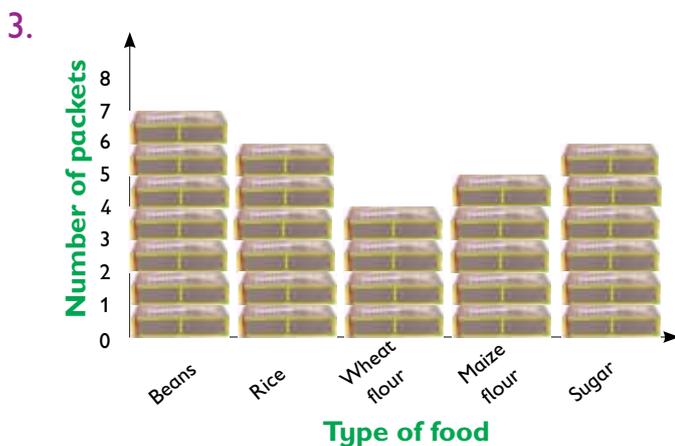
Practice Activity 18.3

1. (a) 40 tablets (b) Television
(c) Phones, computers
(d) 5
2. (a) Twigs (b) 30
(c) bricks (d) 160
(e) Stone blocks, mud

Revision Activity 18

1.

Type of house	Tally marks	Frequency
Beans		10
Rice		20
Potatoes		8
Cabbage		10
Carrots		6



4. (a) Thursday
 (b) Monday
 (c) Tuesday, Wednesday and Friday
 (d) 10 learners

19 Simple equations

Practice Activity 19.1

1. $15 + 15 + m = 45$
 2. $w + w + 20 = 60$
 3. $6m = 48$

4. (a) $w = 6$ (b) $k = 3$
 (c) $w = 2$ (d) $m = 4$
 5. (a) $m - 20 = 24$ (b) $m = 44$
 6. $w = 10$
 7. $n = 27$

Revision Activity 19

1. (a) $w + 16 = 30$ (d) $2y - 10 + y = 20$
 2. (a) $m = 14$ (b) $w = 10$
 (c) $k = 24$ (d) $k = 12$
 (e) $n = 7$ (f) $w = 7$
 3. $10 + 10 + y = 52$
 4. (a) $k + 2k = 165$ (b) 110 bags
 5. (a) $5y + 8 = 38$
 (b) (i) Charles – 10 books
 (ii) Nekesa – 28 books

End of Term 3 Assessment

1. B 2. A 3. B 4. B
 5. A 6. D 7. D 8. B
 9. A 10. C 11. B 12. D
 13. B 14. A 15. A 16. B
 17. C 18. B 19. C 20. A
 21. D 22. B 23. D 24. C
 25. C 26. D 27. A 28. D
 29. A 30. D 31. A 32. B
 33. C 34. C 35. A 36. C
 37. A 38. B 39. A 40. D
 41. A 42. A 43. A 44. C
 45. B 46. A 47. B 48. A
 49. D 50. D

End of Year Assessment Papers

Assessment Paper 1

1. A 2. C 3. A 4. B
 5. D 6. B 7. A 8. C
 9. D 10. A 11. D 12. D
 13. B 14. D 15. C 16. D
 17. C 18. C 19. D 20. D
 21. A 22. B 23. D 24. A

- | | | | | | | | |
|-------|-------|-------|-------|-------|-------|-------|-------|
| 25. B | 26. C | 27. B | 28. D | 9. D | 10. B | 11. C | 12. D |
| 29. A | 30. B | 31. A | 32. C | 13. D | 14. C | 15. A | 16. B |
| 33. C | 34. C | 35. D | 36. C | 17. C | 18. C | 19. C | 20. C |
| 37. B | 38. A | 39. D | 40. A | 21. B | 22. B | 23. D | 24. C |
| 41. D | 42. A | 43. C | 44. B | 25. A | 26. D | 27. C | 28. B |
| 45. B | 46. A | 47. B | 48. A | 29. D | 30. B | 31. C | 32. B |
| 49. A | 50. C | | | 33. A | 34. D | 35. B | 36. A |

Assessment Paper 2

- | | | | | | | | |
|------|------|------|------|-------|-------|-------|-------|
| 1. B | 2. D | 3. C | 4. A | 37. D | 38. C | 39. D | 40. C |
| 5. C | 6. D | 7. A | 8. A | 41. D | 42. C | 43. B | 44. A |
| | | | | 45. C | 46. B | 47. A | 48. A |
| | | | | 49. C | 50. B | | |

Science and Technology

Term 1

1 Living Things

1.1 Plants: Classification of plants

Practice Activity 1

1. Flowering plants produce flowers. Non-flowering plants do not produce flowers.
2. (a) False (b) True
(c) True (d) False
3. (a) A. Pine plant B. Maize plant
C. Sunflower plant
D. Fern plant
(b) A - Non- flowering
B - Flowering
C - Flowering
D - Non- flowering
4. Mushroom, ferns, cypress, moss and conifers. (Accept any other relevant answer.)
5.

Flowering plant	Non-flowering plant
Sisal	Moss
Sugarcane	Cedar
Banana	Pine
6. The reproductive part of maize plant is a flower. The pine produces cones for storing their seeds. Most flowering plants use their seeds found in fruits to produce more plants of the same kind. A good example is a mango plant. Fern is an example of a green non-flowering plant that does not produce seeds.
7. (a) Cypress plant does not produce flowers while *sukumawiki* produces flowers.
(b) Are both green plants. (Accept any other relevant answer.)

Practice Activity 2

1. • Plants with stinging hairs.
• Plants with thorns.

- Poisonous plants.
 - Plants that produce poisonous substances.
 - Plants with sharp spikes.
- (Accept any other relevant answer.)
2. A. Stinging nettle B. Sodom apple
C. Cactus
 3. (a) She is using a pair of forceps to handle the plant.
(b) The a pair of forceps prevents the harmful plant from causing injury to the girl while handling it.
 4. Gloves and overall coat.
 5. • Use forceps or tongs to handle plants with stinging hair or thorns.
• Avoid collecting plants that have sharp thorns or spikes which can cause injuries.
• Ask an adult to help you identify poisonous plants in your locality.
• Avoid plucking or touching plants that are poisonous or produce poisonous substances.
• Wash hands after handling poisonous plants.

Practice Activity 3

1. A. Food for some animals.
B. Some are source of food to man.
C. Used by some animals for shelter.
D. Flowers provide nectar to birds.
2. The **Broccoli** and **maize** provide man and other animals with food.
Trees: Provide us with timber for construction and habitat for some animals like birds.
Neem and **aloe vera:** Are used to make medicine for man and other animals.
(Accept any other relevant answer.)
3. Learner 1, 2 and 4.
4. The flowers provide bees with nectar to enable them make honey.

1.2 Fungi

Practice Activity 4

1. (a) A: Toadstool B: Mould
C: Toadstool D: Mushroom
(b) D

2. (a)

K	P	F	L	P	T	A	T
M	U	S	H	R	O	O	M
O	F	Z	Y	E	A	S	T
U	F	D	V	R	D	P	Q
L	B	Q	A	K	S	X	G
D	A	W	P	V	T	Z	L
P	L	C	S	W	O	W	H
O	L	Y	L	Q	O	F	J
L	R	X	I	M	L	S	D

- (b) Tree stumps, moist soil, rotting logs and rotting food material. (Accept any other relevant answer.)
3. (a) True (b) False
(c) False (d) True
4. (a) A: Are a source of food.
B: Helps in rotting of dead plants.
C: Used when baking in commercial bakeries.
(b) Used to raise the dough when baking.
Used to improve the taste and flavor of some beverages (Accept any other relevant answer.)
5. (a) Source of food.
(b) Used to raise the dough when baking.

Practice Activity 5

1. (a) Wear protective clothing; gloves, when handling fungi.
(b) To protect herself from being infected by harmful fungi.
2. (a) Do not collect or touch any wild fungi.
(b) Do not smell any growing mould on substances.

- (c) Practise proper storage of cooked and raw foods to prevent moulds from growing on them.
(d) Keep cooked food in covered containers or refrigerators.
(e) Do not eat any wild mushrooms found growing around your home.

Accept any other relevant answer.

3. • Practice proper storage of cooked food and raw foods to prevent mould from growing on them.
• Keep cooked foods in covered containers.
• Keep raw foods like onions and lemons on clean and dry racks to keep away moulds.
(Accept any other relevant answer.)
4. Wear protective clothing like gloves when handling fungi. Put collected fungi in covered containers.

1.3 Animals - Vertebrates

Practice Activity 6

1. (a) Lucy (b) Natasha
2. (a) A: Frog B: Snail C: Goat
D: Millipede E: Spider F: Lizard
(b) Frog (A), goat (C) and lizard (F).

3.

Vertebrate	Invertebrate
Chicken	Cockroach
Toad	Scorpion
Chameleon	Millipede

Practice Activity 7

1. A: Tortoise - Reptile
B: Duck - Bird
C: Frog - Amphibian
D: Sheep - Mammal E: Shark - Fish
2. (a) Cow, cats and goats.
(b) Chicken, ducks and turkey.
(c) Tilapia, salmon and Nile perch.
(d) Lizard, chameleon and gecko.
(e) Frog, newt and salamander.
(Accept any other relevant answer.)

3. Gecko, chameleon and turtle.
4. Lion and rabbit.

Practice Activity 8

1.

Lay eggs	Give birth
Reptiles	Mammals
Birds	
Fish	
Amphibians	

2. (a) A: Duck-billed platypus
B: Spiny anteater
(b) Laying eggs

3. Mammals

4.

Warm blooded	Cold blooded
Rat	Crocodile
Hen	Salamander
Cat	Snake
Camel	Shark
	Newt
	Fish

5. All mammals:
 - Have hair or fur on their body.
 - Are warm blooded.
 - Breathe through lungs.
 - Have mammary glands.
 - They take care of their young ones.
6. (a) Reptile
(b) Dry scale
7. Most birds:
 - Have feathers on their body and scales on their feet.
 - Are warm blooded.
 - Lay eggs.
 - Take care of their young ones.
 - Breathe through lungs.
8. All amphibians:
 - Have moist skin without scales.
 - Lay eggs.
 - Breathe through gills while in water and through lungs and skin while on land.

- Are cold blooded.
- Live partly in water and partly on land.

9. (a) Laying eggs.
(b) Breathe through gills, body is covered by scales and are cold blooded.
(Accept other relevant answers).

10. (a) Reptiles

11. (b) Reptiles:

- Breathe through lungs.
- Are cold blooded.
- Have scales on their bodies.
- Do not take care of their young ones.
- They live on land or in water.

1.4 Human body - Sense organs

Practice Activity 9

1. Nose, eyes, tongue, ears and skin.
2. (a) A: Nose B: Tongue
(b) A: For smelling.
B: For tasting food.

Functions of sense organs

Practice Activity 10

1. (a) nose (b) tongue (c) skin
2. Ears
3. Tongue
4. Skin

Features of sense organs

Practice Activity 11

1. Pores 2. Hair
3. Hand lens 4. Warmth
5. Sweat 6. Nose, ears and eyes.

Care of various organs

Practice Activity 12

1. (a) eyes
(b) • Wash your face with clean water and soap daily.
• Rinse your face properly with clean water after washing.

- Clean the corners of your eyes with a clean piece of cloth to remove any dirt.
- Clean your ears with a clean piece of cloth.
 - Dry your ears using a towel or piece of cloth after bathing.
 - Visit the doctor whenever you feel pain in the ears.
 - Do not insert objects into your ears.
 - (a) Handkerchief
(b) Avoid smoky or dusty places. Avoid smelling harmful substances. (*Accept other relevant answers.*)
 - Clean your tongue daily as you brush your teeth.
 - Wipe your tongue with a clean piece of cloth whenever you see some dirt or particles on it.
 - (a) Soap, piece of cloth and clean water. (*Accept other relevant answers.*)
(b) Around toes, knees, elbows and fingers.
(c) Apply body oil regularly on the skin to keep it soft and healthy. Do not apply unfamiliar substances on your skin. (*Accept other relevant answers.*)
 - Avoid reading in places with dim light or very bright light.
 - Avoid places that are dusty or have too much smoke.

Importance of caring for the sense organs

Practice Activity 13

- Stop listening to loud music or use ear muffs when exposed to areas with loud music.
- (a) To prevent illness.
(b) To enable the sense organs to function well.
(c) For effective communication.

1.5 Human body – Skeleton and muscles

Practice Activity 14

Parts of the human skeleton

- (a) Skull (b) Arm bone
(c) Rib cage
(d) Backbone (e) Leg bone
- Skull
- Backbone
- forelimbs, legs

Functions of the skeleton in human beings

Practice Activity 15

- leg bone
- Arm bones
- Rib cage

Bones	Function
(a) Arm bone	Helps us in holding items.
(b) Skull	Protects the brain.
(c) Leg bone	Helps in walking and playing.
(d) Backbone	Protects the spinal cord.
(e) Rib cage	Protects the heart and other delicate organs

- (a) Arm bone
(b) Helps us in holding items.

Functions of the skeletal muscles

Practice Activity 16

- Skeletal muscles are muscles that enable us to move around.
- Underline jaw muscles and heart muscle.
- (a) Muscles of the arm.
(b) Muscles of the legs.
- (a) Chest muscles
(b) Muscles of the arm
(c) Muscles of the leg
(d) Abdominal muscles
(e) Head muscles

5. Shoulder muscles, abdominal muscles, chest muscle and back muscles

Practice Activity 17

1. **A:** The inner muscle is contracted.
B: The inner muscle is relaxed.
2. Relax, contract
3.
 - Muscles lengthen and shorten to bring about movement of various parts.
 - Muscles cover bones of the skeleton to give our bodies shape.*(Accept other relevant answers.)*
4. Muscles of the neck.
5. Muscles of the jaw.

Care of skeletal muscles

Practice Activity 18

1. (b), (c) and (e)
2. (a) False (b) True
(c) False (d) True

The human body – Breathing system

Practice Activity 19

1. To let in oxygen air in the body for proper functioning of body organs and provision of energy in the body. It also lets out carbon (IV) oxide from the body which is a waste gas.
2. **a.** Nose **b.** Trachea
c. Lungs **d.** Diaphragm

Functions of the major parts of the breathing system

Practice Activity 20

1. (a) Clean the air by trapping the dust.
(b) Warm the air passing through the nose.
(c) Mucus
2. (a) It keeps the trachea open and prevent it from collapsing.
(b) It allows the passage of air from the nose into the lungs.
3. Lungs
4. The lungs help in the exchange of gases during breathing. Oxygen is absorbed

into the body while carbon (IV) oxide is removed from the body.

5. It separates the chest and abdomen. It controls the movement of air in and out of the lungs.

Diseases that affect the breathing system

Practice Activity 21

1. These are diseases that affect the breathing system.
2. Tuberculosis, asthma, influenza, colds and pneumonia and lung cancer.
3. (a) Influenza (b) Asthma

Causes, signs, symptoms and prevention of diseases that affect the breathing system

Practice Activity 22

1. (a) Coughs
(b) Chest pains and fever.
(c) Living in well-ventilated house and avoiding crowded places.
(Accept other relevant answers.)
2. (a) Running nose, sore throat and slight body ache.
(b) Covering our mouths when sneezing, using a clean handkerchief and not staying close to people suffering from colds.
(Accept other relevant answers.)
3. (a) Persistent dry cough, blocked nose, headache and aching muscles.
(b) Not interacting with people who are infected, covering our mouth when sneezing and using a clean handkerchief.
4. (a) Difficulty in breathing, congestion in the chest and low body temperature.
(b) Keeping ourselves warm during cold days.
5. (a) Exposure to things or conditions that irritate the breathing system like pollen grains, dust, perfumes and cold conditions.

- (b) shortness of breath, whistling sound when breathing, chest pains and frequent coughing.
6. (a) Tuberculosis: bacteria
(b) Cold virus
(c) Influenza virus
7. Tuberculosis

2 Health Education

Diseases

Practice Activity 1

- Waterborne diseases.
- Cholera, typhoid or bilharzia
-

a	b	t	k	u	m	c	q	w	p
m	d	y	s	e	n	t	e	r	y
q	a	p	e	l	e	c	a	u	p
z	n	h	a	v	i	h	s	d	p
c	h	o	l	e	r	a	x	t	r
w	b	i	l	h	a	r	z	i	a

Causes, signs and symptoms of waterborne diseases

Practice Activity 2

- (a) Group A
(b) Group B - bilharzia
Group C - cholera
- Cholera
(a) False (b) True
(c) True (d) True
- (a) (i) Diarrhoea (ii) Fever
(b) (i) Aches in the muscles and joints.
(ii) Abdominal pains.
- Bilharzia worms live in water snails. When a person who has bilharzia worms urinates or discharges faeces in water, he or she contaminates the water. Any one walking bare foot or swimming in this contaminated water will allow the worms to enter his or her body through the skin.

Prevention and management of waterborne diseases

Practice Activity 3

- Drinking boiled or treated water.
 - Disposing human waste in pit latrines to dispose faeces.
 - Washing hands with soap and water after visiting the toilets, before eating or before handling food.
(Accept other relevant answers.)
- Bilharzia
- Drink plenty of safe water, soup or fresh juice to prevent dehydration. Eat healthy meals with plenty of foods in order to fight the infection. (Accept other relevant answers.)
- Check learner's work. Ensure that the poster addresses ways of preventing and managing waterborne diseases.
- Vomiting and diarrhoea causes dehydration of the body. Drinking enough fluids helps the body to rehydrate.

External parasites

Practice Activity 4

- An organism that lives on or in another organism and feeds from it.
- External parasites.
- A: Lice B: Tick
- Bedbugs and mites (Accept other relevant answers).

Symptoms and signs of mites, lice and jiggers

Practice Activity 5

- Mite: Blisters on the skin.
Lice: Rashes on the skin.
Jiggers: Swellings on the feet with a black dot at the centre.
- (a) Jiggers
(b) They cause itching, swellings with black dot at the centre and acute pain on swollen parts.

- Sharing of personal items like clothes, combs and towel. Dirty hair and clothing. *(Accept other relevant answers.)*
- Feet, hair scalp and arms.
- Lice:** Dirty clothing and sharing personal items like combs and clothing.
 - Mite:** Sharing of beddings and clothing. Poor personal hygiene.
 - Jiggers:** Fleas found on animals like dogs and foxes.

Prevention and management of common external parasites

Practice Activity 6

- Washing our feet and applying body oil.
 - Wearing shoes on our feet.
- Mites, jiggers and lice.
 - Drying our clothes in the air. Washing our clothes and beddings *(Accept other relevant answers.)*
- Keeping our bodies and houses clean.
 - Washing our clothes and beddings.
- Drying our clothes in the sun.
 - Using insecticide.
- True
 - True
 - True
 - False
 - True
- (a), (b), (c) and (d)

Internal body parasites

Practice Activity 7

- Internal
- Tapeworm and pinworm
- Liver

Causes, signs and symptoms of roundworms, pinworm, hookworm and tapeworm

Practice Activity 8

- Group Y
 - Group X: Hookworm
Group Z: Roundworm

Parasite	Causes
a) 	<ol style="list-style-type: none"> Eating uncooked food or soil contaminated with human faeces. Eating food with dirty hands.
b) 	<ol style="list-style-type: none"> Drinking contaminated water. Eating contaminated food or soil. Eating raw or undercooked food.
c) 	<ol style="list-style-type: none"> Eating contaminated food or water. Contact with contaminated clothing, toilet seats, toys or beddings.
d) 	<ol style="list-style-type: none"> Eating contaminated food or soil. Walking barefoot. Drinking contaminated water.

Prevention and management of common internal body parasites

Practice Activity 9

- (i), (iii) and (iv)
- tapeworm
- Drinking boiled or safer water, keeping our finger nails short, wearing shoes when walking out doors, cooking meat, pork and fish properly. *(Accept other relevant answers.)*
- Roundworm
- Hookworm

End of term 1 Assessment

1. B
2. Waterborne diseases
3. – Use protective clothing such as gloves and gumboots when collecting plants that have stinging hair.
 - Use tongs and forceps when handling plants that have stinging hair or thorns.
 - Avoid collecting plants that have sharp thorns or spikes that can cause pricks.
 (Accept any other relevant answer)
4. (a) Flea
(b) External parasite
5.

Flowering	Non - flowering
Groundnuts	Cypress
Sweet potatoes	Moss
Cassava	Ferns
6. Mushrooms and toadstool (Accept any other relevant answer)
7. Fetching contaminated water for domestic use.
8. Dumping of human waste or raw sewage in water bodies, washing clothes near water bodies and animals drinking water near water bodies. (Accept any other relevant answer)
9. (a) Birds
(b) Have feathers, warm blooded and have scales on the feet. (Accept any other relevant answer).
10. Loud
11. Typhoid, cholera, bilharzia and dysentery.
12. Cholera
13. Hair in the nose, ears and around the eyes protect the sensory organs from dust and other small particles.
14. Skin scalp, feet, hands. (Accept any other relevant answer)
15. Pinworm

Sense organ	Function
a) Nose	Smelling
b) Ear	Hearing
c) Skin	Feeling

17. Bilharzia.
18. The ribs protect the heart, lungs and other delicate parts of the body around the chest region, the skull protects the brain from damage, the backbone supports the whole body when standing or bending and protects the spinal cord. (Accept any other relevant answer)
19. To prevent illness of sense organs, for the sense organs to function well, to prevent infection of other organs in the body. (Accept any other relevant answer)
20. A: Tapeworm B: Round worm
C: Pinworm
21. (a) A: Skull B: Backbone
(b) A: Protect the brain from damage.
B: Protects the spinal cord.
22. Doing regular physical exercise, eating foods rich in calcium and vitamin D for strong bones and muscles. (Accept any other relevant answer)
23. (a) Human breathing system.
(b) Helps in breathing process by allowing air in and out of the body for proper functioning of organs.
24. Dysentery
25. Washing hands with soap and water before handling food, wearing shoes when walking outdoors, drinking safe water and cooking meat, pork and fish properly before eating. (Accept any other relevant answer)
26. The nose lets in air from the atmosphere to the body, it has tiny hair and mucus that clean air by trapping dust.
27. Cold, pneumonia and tuberculosis
28. (a) The breathing system.

- (b) The model helps us to understand the role of each organ in movement of air in and out of the body.
29. Help decompose dead plant and animal material to later release useful nutrients for plants growth. They cause rotting or transmission of diseases to other plants. (Accept any other relevant answer)
30. (a) True (b) False

Term 2

3 Environment

Solid waste management

Practice Activity 1

1. A solid waste is any waste that is in solid form.
2. Damaged electronic waste.
3. Waste tyres, septage, scrap metal, latex paints, furniture and toys, garbage, appliances and vehicles.

Practice Activity 2

1. (a) A and C
(b) B and D
2. (a) The garbage collecting company should sort the garbage into decomposable and non-decomposable waste.
(b) (i) Vegetable waste (ii) Tyre, bicycle

Decompose easily	Waste that do not decompose
Leftover food	Scrap metal
Animal faeces	Stones
Plant leaves	Plastic bags
Timber	Plastic bottles

4. a, b and d

Practice Activity 3

1. (a) Recycling is the action or process of converting waste into reusable material.
(b) To make smaller or less in amount, or size.

- (c) To use again or more than once.
2. Recycling
 3. Reducing
 4. Re-using
 5. Reducing

Practice Activity 4

1. Grazes, bruises
2. Wearing gloves, wearing gumboots, wearing hard hats.
3. Gloves and gumboots.
4. Electrical waste, computer waste.

Practice Activity 5

1. Carton box, sacks, pieces of wood.
2. (a) Carton boxes, sacks, woven bags
(b) Identify wastes, evaluate waste, manage wastes.
3. Jiko, panga, slasher, rake (Accept any other relevant answers).
4. Computing devices

4 Computing Devices

4.1: Handling data: Word processing

Practice Activity 1

1. Word processing application
2. Word processing
3. B

Practice Activity 2

1. 4, 3, 2, 1
2. Navigate to Google Docs, the official text editor for Google Drive. Once the Word editor is open and downloaded, open it and see a file explorer. In the lower right corner we will click the circular icon with a 'plus' coloured in the centre. Here there is the option of starting on the basis of a template, or of creating a New document. By clicking here, as would happen on a computer, a new document of Word blank, without content of any kind.

3. Desktop, laptop, tablet, ipad
4. Blank document
5. Steps:
Open Word. Or, if Word is already open, select File > New.
In the Search for online templates box, enter a search word like letter, resume, or invoice. Or, select a category under the search box like Business, Personal, or Education.
Click a template to see a preview.
Select Create.

Practice Activity 3

1. (a) Some letters were changed to lower case while other letters were changed to upper case.
(b) Use of delete and replace.
2. Change upper case letters to lower case. Select the text, I like bUsAra PriMAry SCHool, then type the correct one, I like Busara primary school.

Practice Activity 4

1. Click FILE > Save, pick or browse to a folder, type a name for your document in the File name box, and click Save.
2. Save As.
3. Click FILE > Save, browse to a folder, type a name for your document in the File name box, and click Save.

Practice Activity 5

1. Open
2. Steps:
Recovering Unsaved Word Documents
Click the File Tab in the upper left. manage document button.
Click Manage Document and select Recover Unsaved Documents from the drop-down list.
Check for your missing file in the dialog box.
Open the recovered Word document and click the Save As button in the top banner.

Practice Activity 6

1. Amoit should avoid using her laptop in a dark room.
2. Working at a computer can cause back, neck and shoulder pains, headache, eyestrain and overuse injuries of the arms and hands. You can help avoid computer-related injuries with proper furniture, better posture and good working habits.
3. To avoid power overload.
4. (a) Back, neck and shoulder pains, headache, eyestrain and overuse injuries of the arms and hands.
(b) Kitavi should have proper furniture, better posture and good working habits.

Practice Activity 7

1. MS Word is used primarily to create documents such as letters, brochures, learning activities, tests and quizzes.
2. You can create letters, brochures, learning activities, tests and quizzes.
3. Preparing lesson notes, setting exams

4.2: Coding

Practice Activity 8

1. Games.
2. Animations, stories, puzzles

Practice Activity 9

1. Play a puzzle game, finding missing number in Sudoku.
2. Scratch and Blockly programming respectively
3. Games and animations
4. Building blocks

Practice Activity 10

1. Games, animations and puzzles
2. Motion and control.

Practice Activity 11

1. Start New project. Choose sprite (letters of your name) and use the correct instruction blocks to animate your names.

2. Check learner's script.

Practice Activity 12

1. Stage
2. Thumbnail
3. The flag button

Practice Activity 13

1. Creating animations, creating puzzle games.
2. (a) True (b) False (c) False
3. Creating a puzzle of words and solving mathematical problems.

End of Term 2 Assessment

1. Abiword, Google doc
2. Click on Microsoft Office button, open word or if Word is already open, select File > New, select Blank document, click Create.
3. Sorting
4. Check if the words are typed and edited correctly.
5. Deleting, replacing, underlining, bolding
6. a and c
7. A sprite
8. (i) Creating text document
(ii) Editing document
(iii) Formatting existing document
9. Recent, choose from recent document
10. File tab
11. Box, bucket, sack, woven bags
12. (C) Photoshop
13. Hassan should throw the banana peels in a composting bin because they decompose.
14. Next pattern is a circle ○
15. Group Y
16. It saves time, word processing also improves workers' efficiency and accuracy. Word processors software automatically corrects common errors and identify misspellings, improving overall speed and reducing errors.

17. Use a password on your phone, do not use public WiFi, be careful who you add or talk to.
18. C
19. Games, stories, animations
20. a) Waste that decompose easily.
b) Waste that do not decompose easily.
c) Paper waste
21. The palate, instruction blocks categories, script area.
22. Script area
23. Instruction block
24. Stories, letters, numbers
25. Used to create different scenes
26. Stage
27. Scratch has been used to solve mathematical problem and to complete a Puzzle game.
28. C
29. Blocks contain instructions that tell the sprites what to do.
30. (i) games (ii) puzzles (iii) animations

Term 3

5 State of Matter

5.1: Change of state

Practice Activity 1

1. (a) Solid (b) Liquid
2. Melted
- 3.

Solid	State of matter before heating	State of matter after heating
Cooking fat	Solid	Liquid

Practice Activity 2

1. Evaporation

2.	Solid	State of matter before heating	State of matter after heating
	Water	Liquid	Gas
	Candle wax	Solid	Liquid

3. (i) Gloves
(ii) Apron
(iii) Pieces of cloth
4. i. You will observe steam
ii. Water changes into air/vapor bubbles
5. (a) Gas
(b) Evaporation
(c) (i) Cooking oil
(ii) Milk

Practice Activity 3

1. Evaporation
2. Sublimation
3. (a) The process of gas changing back to liquid.
(b) Condensation
(c) Water droplets are seen on the surface of the lid.
4. (a) Liquid.
(b) Gas
(c) Evaporation.
5. (a) Liquid
(b) Freezing
6. (i) Refrigerator
(ii) Deep freezer
7. (a) They were investigating change of state from solid to gas (Sublimation) and change of gas to solid (Deposition).
(b) (i) They should wear gloves
(ii) They should move to a well-ventilated room
(c) (i) Put the iodine crystals in a clear glass and cover the glass jar with a glass lid.

- (ii) Place the glass jar under the lit source of heat.
- (iii) Cover it with a glass lid that has water on it.
- (iv) Observe what happens to iodine crystals when they are heated.
- (v) Record observations and photographs of the setup.

Practice Activity 4

Water cycle

1. Water cycle is the path that all water follows as it moves around the earth.
2. (a) The sun heats the water bodies, plants and soil making water in them to warm up and become water vapor. The water vapor then rises into the atmosphere
(b) The water vapor in the atmosphere condenses to form rain clouds. When the rain clouds are heavy with water, water droplets fall from them as rain or other forms of precipitation.
(c) C: Precipitation and transpiration
3. Water bodies seas and oceans.

Practice Activity 5

1. (a) A: Drying clothes.
B: Drying grains.
(b) Used during making of ice cubes. Keeping canned drinks colder for a longer time.
(Accept other relevant answers)
2. Water is poured on ice trays and kept in the freezer of refrigerator. The liquid then freezes to form ice cubes or ice cones.

5.2: Acids and bases

Practice Activity 6

1. (a) A: Red Litmus paper
B: Blue Litmus paper

- (b) It is a special type of paper that changes the colour when put in an acid and when put in a base. Hence used to identify acids and bases.
2. (a) Acidic substances – Lemon Juice and Sour Milk
 (b) Basic substances – Wood ash solution, baking soda
 (Accept other relevant answers)
3. (a) The Red litmus paper remained red
 The blue litmus paper turned red.
 (b) Lemon juice is acidic
4. Acidic
5. Neutral

Practice Exercise 7

1. (a) (i) Lemon Juice
 (ii) Orange juice
 (iii) Sour milk
 (b) Baking soda, tooth paste, soap, bleach
2. (a) Tick basic (A, C, D, F)
 (b) Circle Acidic (B, E)
3. (a) Circle – Cleaning agent
 (b) It is a basic substance
4. (a) When someone wants to reduce excess acid in the stomach.
 (b) Toothpaste solution.
5. (a) Wood ash, cleaning bleach

Practice Activity 8

1. Corrosive
2. (a) True (b) False
 (c) False (d) True
3. Physical properties of acids
 (i) They taste sour.
 (ii) They turn blue litmus paper red.
 (iii) They are corrosive in nature.
 (iv) Strong acids can cause burns on the skin.
 (v) They react with bases to form salt and water.

Physical properties of bases

- (i) They taste bitter.
 (ii) They turn red litmus paper blue.

- (iii) They have a slippery feel when touched.
 (iv) They react with acids to form salt and water.
4. sour, an acidic

Practice Activity 9

1. i. Used in food preservation.
 ii. Used in cleaning of tiles and stones.
 (Accept other relevant answers)
2. i. Making of paints.
 ii. Making of dyes.
 iii. Making of fertilisers.
3. To keep off bad smell.
4. (i) To control pests in crops
 (ii) Antacid to reduce excess acids in the stomach
 (iii) Wood ash used to keep off bad smell from latrines

Practice Activity 10

1. (a) Acids can cause burns.
 (b) He should have put on protective clothing such as rubber gloves and gas masks before handling the acid.
 (c) Use anti-acids to reduce the acidity.
2. (i) Reading instructions on the containers before use.
 (ii) Putting on protective clothing such as rubber and gloves before handling the acids
3. (a) Irritation to the baby's skin, eyes and other parts of the body.
 (b) i. Closing the lid of the bleaching agent.
 ii. Keeping the bleaching agent in a place that cannot be accessed by the child.
4. (i) Reading instructions on the containers before use.
 (ii) Putting on protective clothing such as rubber and gloves before handling the acids
 (iii) Not tasting the acids and bases

5. (i) Putting on protective clothing such as rubber and gloves before handling the acids
- (ii) Clearing the spilt base solution immediately they occur.

6 Force and Energy

6.1 Gravity

Practice Activity 1

1. Gravity
2. Gravity
3. The ball will be pulled by force of gravity and fall back on the ground.

Practice Activity 2

1. The piece of paper has a larger surface area compared to the stone. It will be under greater effect of air resistance compared to the stone. This will slow it down. The stone will fall down first followed by the paper.
2. D: The force of gravity makes the sun to move from east to west.
3. Force of gravity.
4. From the same height.

Practice Activity 3

1. Water from the sprinkler is sprayed up in the air. The droplets of water are pulled down to the grass by force of gravity after covering a wider area
2. B: It makes plants grow.
3. How to make a liquid siphoning equipment.
4. A: Collection of water from the tap to the jerrycan.
B: Students playing volleyball.

6.2 Sound energy

Practice Activity 4

1. i. Shaking the bell gently.
ii. Hitting the drum gently.
iii. Plucking the ruler softly.
iv. Hitting a piece of wood softly.
2. A: Sound travels faster than light.

3. (a) (i) School bells
(ii) When a teacher is teaching in class
(iii) Sound is produced when students are playing In the field
- (b) i. School bells - Loud
ii. When a teacher is teaching in class - Soft
iii. Sound is produced when students are playing In the field - Loud

Practice Activity 5

Sound Pollution in the environment

1. Loud
2. Interference of sleep
3. C: When it gets too loud or lasts too long.
4. A: Still water in a bucket.

Practice Activity 6

Effects on loud sound on our health and behaviour

1. i. Exposure to loud sounds can damage the eardrums leading to hearing loss.
ii. Loud sounds can cause irritation and stress.
2. Eardrums and Sleep of human beings
3. (a) There is lack of concentration because the other students are making noise while he is reading.
(b) The other learners should stop making noise in class to make William concentrate.
4. Exposure to loud music can damage the eardrums leading to hearing loss.
5. A: Tick C: Tick D: Tick

Practice Activity 7

Measures that can protect us from sound pollution

1. (i) Using hearing devices such as earmuffs, ear plays, earplugs and ear defenders.

- (ii) Using sound proof materials on walls and heavy carpets on floors to minimize noise
- 2. To create awareness on effects of noise making activities.
- 3. (a) Yes
(b) She should use hearing devices such as earmuffs, ear plays, earplugs and ear defenders as she is observing how machines are used for mining.
- 4. (a) i. A sponge or cotton wool
ii. A pair of scissors
iii. A piece of wire or a plastic handle from a plastic container
(b) Ear muffs absorb and block loud sounds from reaching the ears.
(c) Buy more materials to make ear muffs for sale and make more profit

6.3 Heat transfer

Practice Activity 8

1. The transfer of heat in liquids.
2. Source of heat, water, glass, a glass flask, a stand and a colored dye.
3. It is a safety measure that keeps your hands safe when placing and removing water on the source of heat
4. The water is cold before heating but as the heating continues the water becomes warmer before it eventually starts boiling. As the water gets warm, sand particles are seen moving up and down. The sand particles are carried upwards by the hot water and brought downward by cold water moving to the bottom. This process is called convection.

Practice Activity 9

Transfer of heat in gases

1. The transfer of heat in gases
2. When air is heated, it becomes lighter and rises
3. Convection.

Practice Activity 10

Uses of Convection in our day to day life

1. The chimneys in the house are used to remove smoke from the building.
2. To let out hot air
3. It helps to predict weather patterns based on the direction of air currents.
4. Convection

Practice Activity 11

Transfer of heat by radiation

1. Vacuum
2. i. Put one metallic container and one plastic container in a place that is exposed to direct sunlight.
ii. Put the other metallic container and plastic container in a tree, shade or in the classroom.
iii. Leave the containers to stay in their respective places for 10 minutes.
iv. Feel the surfaces of the containers placed in the direct sun. Are they Warm or cold?
v. Feel the surfaces of containers placed in the shade. Are they warm or cold?
3. Heat from the sun reaches their bodies hand by radiation.

Practice Activity 12

Uses of radiation in day to day life

1. Heat from the sun reaches clothes by Radiation
2. i. Tea pots are able to keep liquid in them warm for a longer time because their shiny surfaces radiate heat back to the liquid.
ii. The inner glass walls of a thermos flask are silvery to radiate heat back into the liquid in it. This keeps the liquid hot for a longer time.
3. a. (i) Clear plastic bottle with a lid
(ii) A black sheet of paper
(iii) Glue or cello tape

- b. i. Apply glue on the black sheet of paper.
- ii. Wrap the paper around the bottle. Start with the lower side alongside.
- iii. Wrap the upper part of the plastic bottle with the black paper as well. Leave a small space for closing the lid.
- iv. Your water heater is ready for use.
- v. Fill it with water and close the top with the lid. Put it outside in direct sunlight. Leave it there for a few hours. The water will be hot.

7 The Earth and Space

The Moon

Practice Activity 1

1. Sun, moon, and the stars
2. The phases of the moon are the different shapes and sizes of the moon.
3. (a) First quarter
(b) Waning gibbous
4. Teacher (*Check learners work to ensure accurate representation of the phases of the moon*).

(a) Waxing Gibbous	(b) First quarter
--------------------	-------------------

5. Eight (8)
6. Waxing crescent and waxing gibbous
7. Waning gibbous and waning crescent
8. 366
9. Waxing comes early while Waning comes last in the cycle

Practice Activity 2

Observing and recording the different phases of the moon

1. (a) Full moon
(b) Waxing gibbous
(c) First quarter
(d) Waxing crescent
(e) New Moon
(f) Waning crescent
(g) Last quarter
(h) Waning gibbous
2. (a) Waxing crescent
(b) Before; waxing gibbous
After; waning gibbous
(c) (i) Waning gibbous
(ii) Last quarter
(iii) Waning crescent.
(d) Waxing gibbous
(e) (i) Wear closed shoes or gumboots to avoid injuries or bites from harmful animals like snakes and scorpions.
(ii) Wear warm clothing.
7. (i) To know the 8 phases of the moon
(ii) To understand the different shapes of the moon and how they appear at different times of the month

End of Term 3 Assessment

1. Water, cooking oil or milk. (*Accept any other relevant answer*)
2. (a) Condensation.
(b) When water is heated, it changes state from liquid to gas while when gas is cooled, it changes state to liquid.
3. Water and moth balls. (*Accept any other relevant answer*)
4. Cooking fat and wax.
5. Evaporation (1) and condensation (2)
6. C and B
7. To dry clothes.

8. **Basic:** Wood ash solution, toothpaste solution
Acidic: Lemon juice, sour milk, vinegar
9. They have a bitter taste, they have a slippery feel when touched, they turn red litmus paper blue. (Accept any other relevant answer)

10. Gravity
 11. Water cycle
 12. D

13.

Acids	Bases
Acid spills can cause burns.	Corrosive to the eyes and skin.
Acid spilling on our faces can cause blindness.	Inhaling toxic fumes from some bases can cause illness.

(Accept any other relevant answer)

14. The force of gravity acts on the book by pulling it down towards the center of the earth.
15. The stone and the ball fell down after sometime. They were pulled down by the force of gravity.
16. Loudness and softness of sound.
17. Loud sound.
18. Radio playing very loud music, some machines like *posho* mills, aeroplanes taking off and landing, blasts from quarries. (Accept any other relevant answer)
19. Heat transfer
20. To reduce the effect of noise pollution and for easy communication.
21. Transfer of heat in liquids.
22. (a) Sublimation (b) Freezing
 (c) Melting (d) Evaporation
 (e) Condensation (f) Deposition
23. (a) Heat reaching their feet passes through the empty space. (Accept any other relevant answer).
 (b) Heat from the sun reaches clothes on the cloth line for drying through radiation.

The inner glass walls of a thermos flask are silvery to radiate heat back into the liquid in it.

(Accept any other relevant answer.)



25. The 9th day of the month.

26. C

27.

Waxing crescent	Waxing gibbous

28. To be able to understand processes that lead to formation of the earth. The phases can help predict the weather.

Assessment Paper

Assessment paper 1

- A
- (a) Round glass flask, tripod stand, wire gauze, clear water, bunsen burner or candle, dye, straw and match box.
 (b)
 - Fill the glass flask with water.
 - Use a straw to drop in the dye in the glass at the bottom.
 - Place a wire gauze on the tripod stand. Put the glass with water and dye on the tripod stand.
 - Light the bunsen burner and put it under the tripod stand to heat the water in the flask.
 - Observe.
- Re-using
- A
- Sense organs.

6. Recycling
7. Preparation of hot beverages such as tea, constructing chimneys to remove smoke from buildings.
8. Eyes and ears.
9. Group Y
10. (a) True (b) True
(c) True (d) True
(e) False
11. Mammals, birds, reptiles, fish and amphibians.
12. Through radiation.
13. A: Solving Mathematical problems (Addition)
B: Creating a puzzle of words.
14. • Some fruits and seeds from flowering plants are food for many animals.
 - Flowers provide bees and butterflies with nectar.
 - Some flowering plants are used as medicine by human beings and animals.
 - Flowers on flowering plants make the environment beautiful.
15. Fungi: mushroom
16. (a)
17. Waterborne diseases.
18. (a), (c) and (d)
19. Removing stains on clothes when doing laundry. (*Accept any other relevant answer.*)
20. Vertebrates.
21. The amount of force used to hit objects (The frequency of vibration caused when we hit objects.)
22. • It causes rivers to flow down the hill.
 - It enables us to collect rain water from roof tops and water from taps into buckets or jerrycans. (*Accept any other relevant answer.*)
23. A, C and D.
24. Sponge or cotton, pair of scissors, soft piece of cloth and a piece of wire or plastic handle from a plastic container.
25. A: Reptiles B: Mammals
C: Birds
26. • When water is heated, the water at the base of the container gets warmer first and begins to boil.
 - Hot water is lighter. It rises up to the surface.
 - The cool water above is heavier. It moves downwards to the surface. This process repeats itself.
 - This movement forms convectional currents.
27. To prevent injuries or bites from harmful animals like snakes and scorpions. (*Accept any other relevant answer.*)
28. They absorb very little of heat radiated from the sun. This keeps our bodies cool in hot weather.
29. Use hearing protection devices like earmuffs, earplugs or defenders while working at the *posho* mill.
30. (a) False (b) True

Assessment Paper 2

1.	Flowering	Non-flowering
	A, B, E	C, D, F

2. Gravity
3. (a) Tongue
(b) (i) Chewed stick (ii) toothbrush
(ii) Piece of cloth
4. (i) Quarry (ii) workshops
(*Accept any other relevant answer*)
5. Force of gravity
6. C
7. Reduce, re-use
8. (i) Putting laptop on his laps.
(ii) Eating and drinking while using a laptop
9. (i) Snow (ii) Candle

10. First quarter
11. Force of gravity
12. It keeps away bad smell and flies.
13. (a) Noise pollution
(b) Use ear muff
14. (i) Using water heaters or geysers for instant heating of water.
(ii) Using a fan on a hot summer day.
15. (a) True (b) False (c) True
16. Re-using
17. Save As
18. Sublimation
19. (a) Non-flowering plants
(b) Sun flower, maize, groundnuts
20. C
21. Scratch, Blockly
22. The change of state of matter is applied in drying clothes, drying grains and making ice cubes.
23. Wear gloves, goggles or face mask
24. (b) Boil drinking water, use treated water for domestic use, storing water in clean containers.
(Accept any other relevant answer)
25. C
26. Freezing
27. b and c
28. Nelson should use locally available materials like a sponge or cotton wool, a pair of scissors and a piece of wire to assemble ear muffs.
29. To avoid spillage which may cause accidents.
30. A

Assessment Paper 3

1. (b) Intestine, liver, muscles, stomach
2. (a) Lyn could have eaten or drank something that is infected with the worm or its eggs.
(b) Lyn had diarrhoea and tapeworm eggs in her stool.
Lyn felt weak, dizzy and tired.
Lyn ate more or less than usual.

3. (i) Food remains
(ii) plastic bottles
(iii) food rappers
(iv) pencil sharpening.
4. Picture B
5. (i) Laptop (ii) Desktop
6. Steps for opening a word document.
7. (i) stage area (ii) block palette
(iii) a coding area (iv) paint
8. It executes the program.
9. (a) Solid
(b) Liquid
10. Some water changed from liquid to gas through evaporation.
11. (i) They have a bitter taste.
(ii) They turn red litmus paper into blue.
(iii) They have a slippery feel when touched.
(iv) They react with acids to form salt and water.
12. Recycling, re-using and reducing
13. A
14. (i) Can result in various types of infectious and chronic diseases.
(ii) Exposure to hazardous waste can affect human health.
15. D
16. Loud sound
17. The people of Malaba town should:
 - (i) Drink and use safe water to brush their teeth, wash and prepare food.
 - (ii) Wash their hands with soap and safe water.
 - (iii) Use latrines or bury their poop.
 - (iv) Cook food well, keep it covered and eat it hot.
18. Cholera, dysentery, bilharzia and typhoid
19. (i) Breads (ii) cakes
20. A
21. Winnowing separates chaffs from grain. It can also be used to remove pests

from stored grain. Winnowing usually follows threshing in.

22. Fueling a car, collecting or harvesting rain water in a water tank.
23. Being accompanied by a parent or guardian while observing the moon at night. Wearing protective clothing like goggles while observing the moon.
24. Jigger
25. (a) Cow, sheep, goat, camel
(Accept any other relevant answer)
(b) Lizard, crocodile, snake, turtle
(Accept any other relevant answer)
26. Award the correct diagram.
27. Re-using
28. (A) New Moon
(B) Waxing Crescent
(C) First Quarter
(D) Full moon

29. (a) (A) Eye (B) ear (C) nose
(b) (i) Protect the eyes by studying and reading in proper light and wash them daily using fresh clean water.
(ii) Avoid cleaning the ears with a sharp or pointed object and cover them where there is loud sound.
(iii) Always use clean handkerchief or tissue paper to clean your nose.

30.

Uses of acids	Uses of bases
(a) Making paints	(a) Controlling pests in crops
(b) Making dyes	(b) Reducing excess acid in the stomach
(c) Making fertilisers	(c) Keeping off bad smell from latrines

Agriculture

Soil conservation

Practice Activity 1

- (a) Soil erosion
(b) Water and wind
- River banks, end of trenches, places with plants, hedges
- (a) soil recovery
(b) Method of soil conservation
- nutrients
- They do not have enough nutrients.
- (a) Waste that rots.
(b) Food remains, plant cuttings, kitchen waste.
(c) Provides nutrients for crop growth.
- They have sufficient nutrients.
- Manuring

Water conservation

Practice Activity 2

- Water is needed by growing crops and domestic animals for drinking, plants and animals die if they do not have enough water.
- water conservation
- magazines, digital devices
- A – mulching, B – use of cover crops
- In well labelled albums or folders
- Protect crops from the sun and reduces loss of water through evaporation.

Living better with wild animals

Practice Activity 3

- Keeping them away from the farms without killing them.
- (a) Mongoose
(b) To scare the wild animal away.
- Barriers, repellent crops, loud sound, safe traps, fences
- Conserves the environment.

- They can bite or scratch hence causing diseases.
- Earns income for the country, gives employment to wildlife officers, part of natural environment.

End of Term 1 Assessment

- loose
- soil erosion
- farming
- soil recovery
- (a) Running water.
(b) At the end of the trench.
- plant growth, drinking by domestic animals
- To conserve water.
- Mulching.
- Conserves water.
- The use of cover crops.
- They destroy crops and domestic animals.
- Barriers, repellent crops, loud sound, safe traps.
- Part of the environment, earns income to the country, provide employment to wildlife officers.
- elephants
- repellant
- scare away
- | Domestic animal | Use |
|-----------------|-----------|
| Bee | Pet |
| Cat | Honey |
| Fish | Transport |
| Donkey | Meat |
- Camel
- Gooseberry
- Grape
- Seeds
- Shading
- (a) Watering using bottle irrigation
(b) Fencing

- (c) Providing support
- (d) Weeding
- 24. They die
- 25. (i) Carefully cutting a ripe fruit and extracting the seeds.
- (ii) Washing the extracted seeds.
- (iii) Selecting good sized seeds.
- (iv) Dry the seeds in the sun.
- 26. Providing support
- 27. Manuring
- 28. D
- 29. D
- 30. Protect crops from the sun, reduces water loss.

Practice Activity 4

1. Market place, natural forest, fruit farms, nursery vendors, agro shops.
2. Gooseberry
3. (a) Seeds
- (b) Seeds, cuttings
- (c) Seeds
- (d) Cuttings
4. (a) Seeds
- (b) B
5. Mulching, shading, cover cropping, drip irrigation
6. (a) Watering
- (b) Removing excess branches
- (c) Protection
- (d) Manuring
- (e) Weeding
7. (a) Passion fruit
- (b) Providing support

Practice Activity 5

1. (a) Protecting the plant from damage by animals and human beings
- (b) Providing support
2. (a) Animal waste
- (b) Compost manure
- (c) Organic mulches.

3. pruning
4. To make sure that the weeds do not produce seeds which will increase the weeds.
5. They provide nutrients useful in protecting our bodies against diseases.
6. (a) Removal of excess branches.
- (b) Constructing a protective shed
- (c) Manuring
- (d) Training the passion fruit
- (e) Watering

Practice Activity 6

Animal	Use
Goat	Wool production
Sheep	Kept for mohair
Cows	Kept for pork
Pigs	Milk production

2. Dogs, cats
3. Dog, horse, cat, donkey
4. Horses, donkeys, camels
5. Dog
6. Bees
7. Camel
8. Dog

End of Term 2 Assessment

1. B
2. Training
3. Seeds, cuttings
4. Colour, size, taste, maturity time of each plant.
5. Provide energy, provide protection against diseases
6. Cuttings
7. shade
8. Protective shed, training shed
9. To prevent weeds from producing seeds and hence spreading
10. B
11. Knife, pruning shears

12. Rabbit
13. They will wither and die.
14. Cuttings, seeds
15. They have weak vines and can destroy them.
16. To have quality seeds for planting.
17. (a) Donkey
(b) Transportation
18. Horses, donkeys, camels
19. Dog
20. Camel
21. Honey, pigs
22. Rabbits and chicken
23. Flowering season
24. hive
25. (a) watering can
(b) watering
26. (a) Compete with crops for nutrients, space and sunlight.
(b) Spread pests and diseases.
27. Not to weaken the crop roots.
28. Their stems are weak.
29. Protection, training, easy harvesting.
30. For protection against strong sun heat.

Practice Activity 7

1. D
2. C
3. A
4. (a) Millet (b) porridge
5. A – Sweet potatoes B – Pumpkin
6. (a) False (b) True (c) True

Practice Activity 8

1. D
2. C
3. Carrots, lettuce
4. Spinach
5. Seedbed
6. B
7. (a) True (b) False
8. trowel

Practice Activity 9

1. (a) A – Vertical innovative gardening
B – Horizontal innovative gardening
(b) containers
2. Sacks, plastic bottles, plastic pipes, plastic containers
3. Watering
4. C
5. B
6. (a) True (b) False
7. C

End of Term 3 Assessment

1. Cassava, arrowroots, pigweed, black-night shade, millet sorghum, yams among others.
2. Mulching, shading, thinning, watering and removing pests
3. C
4. Pig weed, black-night shade
5. Regular turning
6. A
7. cereals
8. fertility
9. Sweet potatoes
10. Good sized leaves, time of maturity
11. (a) Passion fruit
(b) Seeds
(c) Cuttings
12. Levelling, collecting trash
13. Container and ground nursery bed
14. Watering plants, watering animals, washing tools and equipment, mixing farm chemicals, washing farm produce.
15. (a) She-goat
(b) cock
(c) Milk, meat and manure
(d) Meat, eggs and manure

Animal	Use
Cat	Kept for meat
Bees	Transportation
Donkey	Kept as pet
Fish	Produces honey

- 17 pruning knife, shears, *panga*
18. gapping
19. Watering, mulching, manuring, weeding
20. Food remains, kitchen waste, plant cuttings.
21. (a) Cutting the grass and weeds growing in the garden.
(b) Dig the garden using a jembe
(c) Re-dig the garden using a fork jembe.
(d) Use a rake to remove unwanted plant materials and stones.
(e) Ensure the soil is loose before planting the tiny seeds.
22. Using scarecrows, using safe traps, housing, using barriers
23. Watering, manuring, weeding, pest control
24. Sharpening the cutting tools, repair the broken handles, cleaning after use, proper storage
25. Vertical and horizontal innovative gardening
26. Clay soil
27. (a) horizontal
(b) Strings, wires
(c) Along the walls, along pathways, verandah
(d) Use the little space, can be done in urban centres.
28. C
29. legumes
30. It is the replacement of dried seedlings and seeds that did not germinate in the seedbed.

End of Year Assessment Paper

1. B
2. Make cuttings from a one year old shoot and note the base of the shoot.
3. B
4. (a) Grape fruit (b) Cuttings
5. Using fences, long poles and wires or climbing structures
6. Kitchen waste, food remains and plant cuttings
7. Watering, uprooting weeds, mulching and manuring.
8. Addition of compost manure, suitable animal manure and organic waste.
9. Sand soil
10. (a) To avoid damage from people and animals.
(b) Manuring, weeding, watering
11. To get quality seeds
12. released
13. (a) Seeds
(b) Carefully cutting a ripe fruit to extract seeds, wash the extracted seeds, select the good sized seed, dry the seeds in the sun.
14. Only harvest the ripe fruits, avoid throwing sticks or stones to the fruit trees.
15. (a) Ewe
(b) Bull
(c) We get mutton, skin, wool and manure.
(d) Milk, meat, hide and manure.
16. (a) Innovative garden
(b) plastic bottles, pipes, plastic containers
17. Sorghum and millet
18. scare
19. Kitchen waste, grass, ash, animal dung

- 20. Change of colour of the fruits, time of maturity from planting, size of the fruits
- 21. Reduce shading, reduce the times of watering.
- 22. Thinning
- 23. (a) True (b) False
(c) False (d) True
- 24. (a) Hawk, eagle (b) Housing
(c) Using safe traps, using scarecrows
- 25. hard
- 26. Cowpeas and beans.

- 27. (a) A – Jembe B – Panga
(b) Cleaning after use, proper storage, sharpening cutting tools.

28. D

29.

Vegetable crop	Part eaten
Kales	Seeds
Bean	Roots
Carrots	Leaves

30. C

Home Science

1. Healthy Living

1.1 Pre-teen or pre-adolescence

Practice Activity 1

1. a pre-teen
2. (a) False (b) True

Changes during pre-teen

Practice Activity 2

1. Rapid increase in weight and height, hair grows in the armpit, mood swings.
2. Sudden and fast increase in height and weight.
3. C

Practice Activity 3

1. (a) Practising good hygiene habits.
(b) (i) Taking bath every day.
(ii) Wearing clean socks and inner wear.
(iii) Using deodorant as needed.
(iv) Brushing teeth after every diet.
2. (a) Combing hair
(b) Brushing teeth
(c) Taking a bath
3. b, c, d

Practice Activity 4

1. a, c and d
2. (a) a, c and d
(b) Eat enough food for her age, drink a lot of water and eat varied diet

Practice Activity 5

1. (a) (i) skipping a rope
(ii) football (iii) running
(iv) riding a bicycle
(b) jogging, jumping, dancing
2. Improves the circulation of blood and makes the body strong

Practice Activity 6

1. (a) Burns, cuts, fractures
(b) Wear protective gear while skating, always fasten the seat belt while travelling, know phone numbers

of their parents, cross roads safely and at safe spots.

2. (a) (i) Cyber bullying (ii) kidnapping
(b) Check your answers in 1(b).
3. (a) Falling into the pool or drowning.
(b) Not to play around water pools.

Practice Activity 7

1. a, c, d
2. Assess the poster, answers may include keep away some illnesses, improve my confidence, maintain a healthy weight for me.

1.2 Dressing self

Practice Activity 8

1. (a) i (b) ii
2. (a) i, ii, iii (b) colour, comfort, cost
3. Comfort, age, size, shape, cost, occasion
4. Sports, skating, taking shower

Practice Activity 9

1. (a) Dressing according to culture and beliefs.
(b) Putting on clothes that are not revealing, clothes that suits the occasion, choose a style that is suitable for pre-teen.
2. (a), (c)
3. clothes that are not revealing, clothes and shoes of correct size. For example, dress, shirt.

Practice Activity 10

1. Earns a praise, look smart, feel good among the peers, makes one to be respected
2. (a) True (b) False (c) True (d) False
3. decently

1.3 Time management

Practice Activity 11

1. Accept answer if correct (cleaning, reading, playing, doing homework)
2. To achieve what we want faster, avoid wasting time, avoid being stressed.
3. a) c)

Practice Activity 12

1. Poor ways of using time.
2. Gossiping, failure to make a time plan, playing all the time, sitting doing nothing, making noise.
3. b, c

Practice Activity 13

1. (a) storytelling, riding a bicycle, reading a story book.
2. (a) leisure time (b) reading, playing, watching television, visiting the sick
3. drawing, swimming, playing football, painting
4. a, b, c
5. a, b, d

Practice Activity 14

1. *Accept any answer if correct*
2. Activities to be done, amount of time
3. (a) True (b) False (c) True

Practice Activity 15

1. c
2. (a) True (b) False
3. Lead to confusion, poor performance, not finish work on time.
4. Finish work on time, avoid time wastage, avoid being stressed

1.4 Surface found at home

Practice Activity 16

1. Wood, glass, tiled, cement
2. Tiled, glass, cement
3. a. doors, stools, tables
b. floors, walls, cleaning areas
c. windows, doors, tables
4. a, c and d

Practice Activity 17

1. (i) broom (ii) scrubbing brush
(iii) bucket (iv) mop
(v) cleaning detergent
2. (i) duster, a clean cloth, warm, scrubbing brush
(ii) duster, old newspaper, clean cloth
(iii) Mop, a rag, a sponge, broom

3. (a) broom, mop
(b) cemented surface
4. (a) clean cloth (b) broom
(d) mop or floor cloth
5. b

Practice Activity 18

1. a) **Dustpan:** metallic cans or carton boxes
b) **Broom:** grass or twigs or reed,
c) **Mop and duster:** old towels or blankets
2. Assess the drawing (Answers may include metallic cans, buckets, boxes)
3. Floor cloth
4. Dust pan

Practice Activity 19

1. (a) Collect cleaning materials and tools needed.
(b) Move furniture from the surface.
(c) Open the windows and doors
(d) Clean the floor a section at a time
(e) Wrung out of water to remove all water
(f) Dry the surface completely with a dry cloth.
(g) Clean materials and tools used for cleaning and store them well.
2. (a) Collect all cleaning materials and tools needed.
(b) Draw the curtains and close the windows.
(c) Remove loose dust.
(d) Open the windows and low dust.
(e) Clean the window pane using a soft cloth.
(f) Rinse with a cloth wrung out of warm clean water.
(g) Leave the glass to dry then rub.
(h) Clean and store correctly.
3. (a) Collect cleaning materials and tools.
(b) Dust the surface from top to bottom.

- (c) Use warm soapy water and rinse.
- d. Rinse the surface with a cloth wrung out of cold water.

Practice Activity 20

1. (i) Walk carefully on wet floor
(ii) Wear an apron and gloves when cleaning,
(iii) Ensure there is enough ventilation and lighting when cleaning,
(iv) Dry all water on the floor to avoid accidents.
2. (i) Wear protective clothing while cleaning to protect your body from accidents.
(ii) Clean towards the grains.
3. Cemented or tiled
4. glass
5. Clean with care to avoid the cut, do not use scrubbing brush to clean, do not use hot water.

Practice Activity 21

1. (a) (i) mop (ii) broom
(b) (i) wash with hot soapy water, rinse and dry it outside, store it in a clean dry place.
(ii) Gently hit your broom against the wall and store by hanging it on the wall.
2. (a) Wash it in warm soapy water, rinse and let it dry in a shade.
(b) Occasionally wash it in hot soapy water. Scrub with brush thoroughly and let it dry in a shade.
(c) Scrub with a brush thoroughly and let it dry in a shade.
3. To prevent the spread of communicable diseases.
4. (a) True (b) False (c) True

Practice Activity 22

1. (a) The boy is cleaning the latrine.
(b) It keeps the toilet clean.
2. A clean home environment discourages the breeding of disease spreading insects like flies and mosquitoes.

3. A clean home ensures healthy environment, surfaces of a clean home last long, a clean home makes a family to feel comfortable, a clean home is easy to maintain.

Practice Activity 23

1. Communicable diseases.
2. Chickenpox, malaria, scabies, ringworm, coughs, colds, measles.
3. (a) Malaria
(b) Mumps, chickenpox, coughs, COVID-19
4. (a) False (b) True (c) False

Practice Activity 24

1. Bushy environment, sharing personal items and poor personal hygiene.
2. **Coughs:** Sharing handkerchiefs.
Measles: Direct contact with infected person
Ringworm: Sharing personal items like combs
3. (a) Sharing personal items like handkerchiefs.
(b) Sharing personal items like comb
(c) Poor personal hygiene and sanitation.
4. (a) malaria (b) ringworm
(b) (i) A bushy environment with stagnant water.
(ii) Sharing personal items like comb.

Practice Activity 25

1. Not sharing personal item, keeping our environment clean, observing personal hygiene, vaccination.
2. Save money and time when we are not sick, to stay healthy and strong, they can prevent us from doing work well.
3. (a) Malaria
(b) polio, cholera, typhoid
4. a, d
5. (a) (i), (ii), (iii)
(b) cholera, scabies, measles respectively

Practice Activity 26

1. They can prevent us from doing our work well, saves money and time, to stay strong and healthy.
2. (a), (b), (d)
- 3 (a) True (b) True (c) False

2. Consumer Education

Practice Activity 1

1. It is a method of informing consumers about goods available in the market.
2. learner 1 and learner 2

Practice Activity 2

1. (a) Sugar
(b) yes, sweet and good for my health.
2. We are able to know the brands and varieties of goods, compare prices of various goods, entertain us.

Practice Activity 3

1. (a) (i) Television (ii) Billboard
(b) radio, newspaper, poster, notice board
2. (a) yoghurt (b) newspaper
3. posters, notice board, word of mouth, social media
4. (a) Yoghurt
(b) newspaper
(c) assess and accept if correct

Practice Activity 4

1. (i) We should avoid listening to or reading advertisements with False information.
(ii) We should only get information from advertisements with correct message.
2. (a) False (b) True (c) False

Practice Activity 5

1. (a) Buying of the right products or services.
2. A person who intends to order or use purchased goods or services
3. a, b, c

Practice Activity 6

1. Avoid impulse buying, prevent

overspending, get value of your money, obtain goods and services at the best price.

2. b, c d
3. (a) True (b) True (c) True

Practice Activity 7

1. (a) They are observing different products in the supermarket.
(b) Checking expiry date
(c) avoid impulse buying
2. C
3. Price, size and check expiry date.

End of Term 1 Assessment

1. Growth spurt, mood swings, hair grows in the armpits.
2. good grooming, healthy eating, daily physical exercises
3. (a) taking a bath
(b) brushing teeth, wearing clean socks, washing hair regularly.
4. b, c
5. improves the circulation of blood in the body, makes the body strong.
6. Accept any answer if correct, jogging, running, jumping
7. Occasion, size, comfort, fashion
8. b, c
9. Prevents diseases, keeps the body strong and fit
10. b, c
11. age, colour, height, cost
12. avoid becoming stressed, complete our work on time.
13. Comfort, cost, size
14. (a) Playing computer games
(b) painting, singing, playing
15. b
16. (a) carton box, old buckets
(b) grass, twigs, reeds
(c) old blanket, sheets, towel
17. b, c
18. c

19. too much time on phones, lying somewhere doing nothing, playing all time.
20. It helps to use our time well, to include all important activities in our daily time plan.
21. a
22. Collect the cleaning materials and tools, dust the surface from top to bottom, use warm soapy water to scrub along the grain of wood, rinse and final with cold water, dry with dry cloth
22. helps to use our time well, to include all important activities in our daily time plan.
23. Cold, ringworm
24. Compare prices, make a shopping list
25. Dry all water on the floor to avoid falling, avoid using too much soap while mopping the floor
26. Glass
27. (a) Dustpan
(b) Scrub with a brush thoroughly, let it dry in a shade.
28. Assess and accept if correct.
29. Clean with care to avoid cutting yourself.
30. (a) billboard (b) radio

3.1 Food nutrients

Practice Activity 1

1. Elements found in food which helps us to survive and grow.
2. Carbohydrates, protein, fats or lipids, vitamins and minerals
3. Micronutrients are required in small amount; macronutrients are required in large quantities by the body.
4. (a) (i) fish (ii) cod liver oil (iii) cabbage, (iv) maize (v) beans (vi) wheat flour (vii) carrot (viii) milk
(b) A i, iii, iv, v, vi, viii B. ii, vii
5. (a) maize, cassava (b) beans, fish

(c) kales, cabbage, salt (*accept any other correct answer*).

6. (a) True (b) False
7. (a) Cassava, beans (b) carbohydrates, protein (*accept any other correct answer*)
8. Avocado, nuts, fish

Practice Activity 2

1. (a) yes
(b) Both breakfast and supper has all the food nutrients.
2. To get all food nutrients.
3. (a) No (b) Protein
4. A meal that has all the food nutrients in their correct amount.

Practice Activity 3

1. Provide all nutrients for the body, prevent disease, make body strong
2. Provide energy, protect body from diseases
3. (a) A, B, C, D
(b) A good eye sight, B smooth skin, C quick healing of wounds, D strong bones

3.2 Nutritional Deficiencies and Disorders

Practice Activity 1

1. Diseases caused by lack of enough nutrients in the body.
2. (a) Goitre
(b) Constipation
(c) Night blindness
(d) Kwashiorkor
3. rickets, goitre, marasmus, anaemia
4. anaemia, goitre

Practice Activity 2

1. (a) Scurvy
(b) Bleeding gums, general body weakness
(c) Fruits and vegetables
2. being selective when eating food, not eating all the nutrients.

- Rickets:** bow legs and weak bones
Marasmus: ribs are easily observed from the skin and dry loose skin.
Goitre: swelling around the neck region
Kwashiorkor: Protruding stomach and hair that looks straight.
- Nightblindness

Practice Activity 3

- (a) Yes
(b) eating healthy snacks, serving a variety of healthy foods, having regular meals.
- Having regular meals, serving a variety of healthy foods, eating healthy snacks
- Eating food rich in vitamin D, Calcium and phosphorus
- Provide the body with all nutrients.
- Use of iodised table salt, eating foods rich in iron for example, sea fish, sea vegetables
- Food rich in vitamin A. Vegetables, oranges, yellow coloured foods
- (a) Whole grain, mangoes, oranges
(b) Constipation

3.3 Food Preservation

Practice Activity 1

- Legumes
- Is the process of making food stay for long.
- (a) (i) cow peas (ii) rice
(iii) greengrams (iv) maize
(b) (i) iii (c) millet, wheat

Practice Activity 2

- Carbohydrates, protein
- (a) Protein (b) carbohydrates
- B
- (a) Protein, carbohydrate
(b) Proteins are responsible for body growth and development, while carbohydrates provide energy to work.
- Cereals give us food nutrients called

carbohydrates which provide energy, pulses gives protein which help in building our bodies and help us grow.

Practice Activity 3

- a, c
- They will spoil or go bad.
- They get out of season
- (a) wheat, millet (b) remove moisture

Practice Activity 4

- Sun drying, using preservative powder, smoking, mixing with ash
- (a) Ash
(b) Using preservative powder
(c) Maize, beans
- (a) (i) winnowing (ii) sun drying
(b) maize, beans, wheat
- sun drying, smoking, ash

Practice Activity 5

- Assess and accept if correct (answers include gunny sacks and granary)
- Protect cereals and pulses from rodents.
- Easily attacked by rodents.
- a, c
- (a) True (b) True (c) False

Practice Activity 6

- Well ventilated, protected from rodents and insects, protected from moisture.
- C
- Protected from rodents, protected from moisture.

Practice Activity 7

- To prevent them from rotting, to remove foreign materials.
- Remove rotten and shrunken cereals or pulses, store new harvest separate from previous harvest.
- (a) True (b) True (c) False
- might introduce pest to the new cereals and pulses
- To remove foreign particles.

3.4 Kitchen tools and equipment

Practice Activity 1

1. Assess and accept if correct (answers include spoons, knives, sufuria)
2. c
3. (a) knife (b) pestle and mortar (c) whisk

Practice Activity 2

1. (a) Aluminium (b) Wood (c) Stainless steel (d) Plastic
2. (a) False (b) False (c) False
3. D
4. become bent

Practice Activity 3

1. Soap, sponge, water, steelwool,
2. Assess if correct accept.

Practice Activity 4

1. They are locally available and cheap
2. (a) To make abrasives like steel wool (b) To remove large particle which might cause harm. (c) Do not harm yourself. (d) Store it well for future use.
3. A, B, D

Practice Activity 5

1. (a) Put lemon juice or domestic bleach leave overnight, wash with warm soapy water inside and outside, final rinse in cold water, dry completely with dry cloth, rub well, store in a clean place or cupboard. (b) wash with soapy water using soft cloth, wash inside and outside, rinse in warm water, dry completely, wipe, store in a clean place.
2. (a) sufuria (b) rinse any loose dirt, clean with warm soapy water with steel wool, scrub same direction, rinse, place upside down position, buff, store in a cool dry place.

3. assess if correct (answers may include washing sponge, piece of cloth, soap)
4. (a) False (b) True (c) True

Practice Activity 6

1. (a) handle hot water with care, (b) dry spillage immediately (c) store kitchen tools and equipment at convenient height, choose leaves from plants which are not poisonous. (Accept other relevant answers)
2. Avoid breeding of germs.
3. Avoid using baking soda, avoid using hard water, do not drop them.
4. To avoid falling.
5. Store at convenient height, do not mix sharp tools with other equipment, dry them before storing, store in a dry place, store where they are easily reachable.

3.5 Cooking Food

Practice Activity 1

1. Is method of cooking food in its own fat.
2. Assess if correct (answers may include beef, chicken)
3. (a) knife (b) chopping board (c) cooking spoon (d) frying pan
4. (a) (i) fish (ii) spinach (iii) beef (iv) maize (b) i, iii

Practice Activity 2

1. (a) Non-stick frying pan, chopping board, turner (b) Fish, salt, tomatoes, onions (c) Wash the fish and cut, put the meat in a cold non-stick pan, place the pan over low heat, increase the heat and fry the meat until golden brown, remove from source of heat then serve.

2. (a) beef
- (b) turner, plate, butcher knife, paper towel
- (c) trim excess fat, wash and cut the meat, put meat in non-stick pan, place the pan over low heat until some water run out, increase the heat and fry the meat until golden brown, put off the source of heat and remove from the pan, drain excess fat, serve

Practice Activity 3

1. Turn off source of heat when not in use, clear spillage immediately it occurs.
2. To avoid falling.
3. (a) Child holding pipe for the gas, water spill on the floor
- (b) burns, falls
- (c) clear spillage, hold the sufuria with a holder
4. a, b

Practice Activity 4

1. To prevent spoilage
2. greaseproof paper, brown paper
3. To absorb excess fat.
4. Prevent contamination.
5. (a) False (b) False (c) False

Practice Activity 5

1. (a) True (b) False (c) False
2. Healthy methods of cooking food, food are tasty and attractive

Practice Activity 6

1. (a) i, iii (b) potatoes, chicken, fish
2. Omena, cassava
3. (a) cassava, potatoes, fish, chicken
- (b) Assess and accept if correct

Practice Activity 7

1. method of cooking where food is dipped in hot oil which completely covers the food.
2. (a) deep frying pan, slotted spoon, plate lined with paper towel, knife, bowl

- (b) gather all materials, peel, wash and slice evenly, put the sliced potatoes on a rack to drain, heat the oil in deep frying pan until hot, place the pieces of potatoes gently into hot oil let them cook until golden brown, remove from the oil with slotted spoon. Drain on the plate, serve.

3. Cut the tips of the bananas and slit them on one side, put in sufuria, add water, salt and cover bring it to boil, when almost cooked remove and drain water, remove the skin and put in a bowl, heat the oil in pan until hot, drop the bananas in hot oil, let it cook until golden brown, remove from the oil, serve.
4. Trim excess fat from the meat, wash the meat and cut into small pieces, put the meat in non-sticky pan, place pan over low heat until some fats run out, increase the heat and fry the meat until golden brown, put off the source of heat remove the meat from the pan, serve

Practice Activity 8

1. a
2. cooking gas
3. a
4. deep frying pan
5. deep frying pan, paper towel

Practice Activity 9

1. (a) True (b) True (c) False
2. chicken, fish

Practice Activity 10

1. use a pan with a heavy base, do not allow children to play in the kitchen
2. a, b, d
3. using too low temperature increases oil absorption in deep-fried food.

Practice Activity 11

1. (a) True (b) False (c) False

2. **Advantage:** it is a fast way of cooking, improves taste of food, makes food tender.
Disadvantage: most deep-fried foods are not healthy, lower nutrient content in foods, contributes to environmental pollution.
3. Fast cooking method, makes food tender
4. Foods are not healthy, contribute to environmental pollution

End of Term 2 Assessment

1. a, c, d
2. Protein, carbohydrate, minerals, vitamins, water
3. Protected from rodents and insects, protected from moisture, well ventilated
4. protein, carbohydrate
5. a, c
6. (a) Constipation
(b) Eat whole grain cereals, drinking plenty of water every day
7. deep fried food are not healthy, lower nutrient content, contributes to environmental pollution
8. for future use, to retain their nutritional value, to avoid spoilage
9. kwashiorkor, marasmus, rickets, goitre, scurvy
10. deep frying pan, slotted spoon, plate lined with paper towel
11. avocado, fatty meat, ground nuts, ghee
12. (a) True, True, True, False
13. assess and accept if correct (slotted spoon)
14. Eat foods rich in vitamin A, yellow coloured foods
15. C
16. (a) rickets
(b) eat foods rich in vitamin D, calcium and phosphorus, exposure to sunlight.
17. Large amount, small amount

18. Swelling at the base of the neck, tiredness and loss of weight
19. Fire and burns, environmental pollution due to smoke
20. drain excess fat and store in an air tight container after cooling
21. Smoking
22. C
23. Ground nuts, avocados, fatty meat, ghee
24. Trim excess fat from the meat, wash the meat and cut into small pieces, put the meat in non-sticky pan, place pan over low heat until some fats run out, increase the heat and fry the meat until golden brown, put off the source of heat remove the meat from the pan, serve
25. B
26. (a) scourer, steel wool, soap, sponge
(b) rinse any loose dirt using cold water, clean in warm soapy water, scrub in the same direction, rinse in clean warm water, place in an upside down position
27. (a) (i) Knife (ii) frying pan (iii) whisk
(b) kitchen utensils
28. house hold bleach, piece of cloth, scouring pad
29. falls, burns, cuts
30. Store when completely dry, store in a clean place, store in a place where they are easily accessible.

4. Clothing

Practice Activity 1

1. Is a stitch made to hold layers of fabric together permanently.
2. Neaten raw edges, decoration
3. Joining stitches, neatening stitches, embroidery stitches
4. (a) False, True, False, True
5. (a) Hemming (b) Backstitch
(c) Chain stitch
6. Chainstitch

Practice Activity 2

1. Assess and accept if correct.
2. Pull out some thread from the spool about 50 cm long, cut the thread with scissors at an angle, moisten the thread at the tip, pull the rolled tip through the eye of the needle, tie a knot on the end of the longer side.
3. For easy pushing.
4. Going over the area with stitches a few times to make it stronger.
5. It will tangle and make it difficult to stitch.
6. Measure the thread from the middle finger to the elbow.

Practice Activity 3

1. The process of strengthening fabric.
2. Prevent the stitches from unravelling.
3. Fabric, needle, thread, scissors
4. Are reinforcing stitches used at the beginning and the end when making permanent stitches.

Practice Activity 4

1. Make the correct stitch for the intended purpose, use the correct material for each stitch, make the correct stitch for the area you are stitching.
2. (a) True (b) False
3. The colour of the fabric

Practice Activity 5

1. (a) (i) crewel (ii) sharps
(b) sharps because they have a sharp point and thin diameter
2. Fabric, needle, thread, scissors
3. not to make the fabric dirty, to have a grip
4. Help to store pins and needles safely, prevent loss of pins and needle, prevent accidents.
5. On one edge of your piece of cloth, measure a hem from the edge, mark another line 0.5 cm from the edge, fold along the 0.5 cm line and hold it with

tacking stitch, fold again along the 2.5 cm line and tack, make a double stitch at the starting point, make hem stitch from right to left, repeat the process going forward to the end of the cloth.

6. over sewing stitch
7. help to finish the stitch, give professional looking, flattening and smoothing

Practice Activity 6

1. (a) Embroidery
(b) piece of cloth, thimble, needle, thread, pair of scissors
2. Draw the name on the uniform, sew the initials using chain stitch

Practice Activity 7

1. Work in a well-lit area to avoid accidents, keep your eye on the work, put the pins and the needle on the pincushion, leave enough space between you and the next person
2. a, b, d
3. To see how you are sewing and to avoid injuring yourself and others.

Practice Activity 8

1. (a) True (b) False
2. Prevent raw edges from fraying, makes clothes and articles attractive, give durability to clothes and articles
3. Assess and accept if correct.

Repair and Maintenance of Clothes

Practice Activity 1

1. A gaping seam is a section along a seam where the stitches have cut leaving a gap. A hanging hem is a section of the hem where the stitches holding the hem have cut.
2. Clothes look untidy, lose shape, expose body parts
3. (a) i
(b) Clothes look untidy, lose shape, expose body parts.
4. backstitch

- lose threads on the seam, wear unfitting clothes
- fold the hanging section to match the rest, pin the section and tack it, thread a sharp fine needle with single thread, fix the section using hemming stitches, press the work
- Clothes look untidy, lose shape

Practice Activity 2

- a, c
- The colour of the thread should match that of the garment, type of stitches used should match the original stitches C, use a thimble

Practice Activity 3

- Hemming stitch
- lower edge of the shirt or blouse
- thimble, needle, pins, scissors, pincushion
- (a) False (b) False (c) True (d) True
- pincushion, thread, needle, thimble

Practice Activity 4

- Work in a well lit area, use thimble to protect your finger, avoid using bent needle
- Put it in its sheath or box
- to avoid accidents
- inform an adult immediately.

Practice Activity 5

- to make clothes last longer, it saves money, makes clothes look neat, maintain correct size and shape of clothes
- a, c

Laundry Work

Practice Activity 1

- To remove dirt, to increase the life of the uniforms and documents, to give clothes good appearance
- C
- Remove sharp objects, any dirt
- To avoid further damage of the garment.

- Ensure perfect dryness, discourage growth of mildew

Practice Activity 2

- Animal fibre, plant fibre
- (a) Cotton (b) wool
- Natural: wool, cotton, linen
synthetic: acrylic, polyester
- Polyester, acrylic
- Natural are obtained from plants and animals, synthetic: are manufactured in industries using chemicals

Practice Activity 3

- Provide information on how to care for the cloth, provide cleaning procedures for the fabrics.
- Check the care label assess if correct (Refer to pages 143-146 of Spotlight Home Science Learner's Book)
- (a) Bleach the cloth
(b) Hang on the clothesline
(c) Do not dry clean
- Use chlorine bleach

Practice Activity 4

- Always iron on a steady ironing board, avoid ironing with kids around, don't leave the iron unattended.
- To brighten the colour.
- To know the procedure of cleaning.
- A
- To avoid injury.

Practice Activity 5

- Hot water, cold water, white shirt/ blouse
- Gather all materials needed, mend, empty the pockets, shake to remove dust, soak, remove and wash by rubbing, rinse in hot water, final rinse in cold water, wring the cloth, hang to dry in the sun and secure with pegs, iron when slightly damp, air the shirt or blouse.
- (a) A, B, C (b) C, A, B

Practice Activity 6

1. To brighten the colour.
2. To prevent shining of the fabric
3. (a) washing (b) ironing
4. remove all soap and dirt
5. (a) True (b) True (c) False
6. use the water to clean the shoes, house or car

Practice Activity 7

1. Wash the basins that you used for laundry work, put pegs, soap in storage cupboard, pick litter from the laundry work area, clean laundry area according to the material it is made of, buff to shine using a non-fluffy cloth, wipe to dry on a clean cloth.
2. (a) basin
(b) Wash and rinse basins properly, store the material safely, do not dry plastic basins in the sun.
3. To prevent damage, avoid accidents
4. To avoid leaving soap in water because it wastes the soap.
5. (a) Drying in the sun
(b) The clothes will fade colour

Practice Activity 8

1. Help to remove any bacteria, help reduce the incidence of infectious diseases
2. Preserves the material, garments stay wrinkle free.
3. Enhances freshness and help remove strong odours, remove moisture

End of Term 3 Assessment

1. Embroidery stitches are used for decorative purpose while joining stitches are used to hold together edges and faces of fabric
2. It is a science as it is based on application of scientific principles and techniques. It is an art since application requires the mastering of certain skills to produce pleasing results.
3. Backstitch, chain stitch, hemming stitch

4. (a) To see well when sewing
(b) Make stitches neat
(c) Not to spoil the fabric
(d) Give first aid
5. (a) hemming
(b) repairing a gaping seam
6. (a) hot iron
(b) clothing should not be wrung or drip dried
(c) do not bleach the clothing
(d) dry clean
7. Remove dust and reduce wrinkles
8. Cotton wool, polyester
9. Temporarily hold the fabric in place
10. Removed
11. Stitching lines
12. lose stitches, incorrect hemming
13. (a) soap, three basins, hot water, cold water, white cotton short
(b) gather all materials, mend the torn parts, empty the pockets, shake the short, soak in cold plain water, remove and place in hot water, wash by rubbing, rinse in hot water, final rinse in cold water, remove excess water, hang to dry, iron when slightly damp, air then fold
14. g
15. (a) False (b) True (c) True (d) True
16. loop stitch is for neatening and oversewing stitch are joining stitches
17. not show
18. Stitches are made correctly and neat, well reinforced at the beginning and end, correct stitch for the area of stitching, correct stitch for the intended purpose
19. pegs or clothline
20. embroidery
21. Discolouration, stains
22. White cotton clothes can seep colour from coloured cotton.
23. General sewing, embroidery work
24. (a) Pegs (b) hold clothes on a clothline

25. Cotton, linen, silk, linen
26. to remove dirt, to prevent skin infections, for proper hygiene, to give clothes a good appearance
27. To avoid fading
28. Put the iron down and press hard to reinforce the fold of hem/iron the mend section of the garment
29. Develop fine motor skills, improves focus and concentration, teaches patience and self control
30. Embroidery

End of Year Assessment

Assessment Paper 1

1. Increase in height and weight, hair grows in the arm pit, mood swings
2. Taking a bath, brushing teeth
3. a
4. Playing football, drawing, painting
5. To avoid impulse buying, prevent over spending
6. Checking the expiry date, avoiding impulse buying, making a shopping list
7. (a) duster, clean cloth, warm soapy water, cold water, scrubbing brush
(b) warm soapy water, cloth, duster, old newspaper.
(c) broom, floor cloth, warm soapy water, scrubbing brush
8. gunny sack, granary
9. a, c
10. a) fridge, cooking gas, *sufuria*, cooking spoon
b) wearing apron when cooking
11. Crewel
12. physical
13. Washing hands after visiting the toilet, use the toilets, urinals or latrine properly, keep environment clean, not sharing personal item
14. (a) Pincushion
(b) Store pins and needle safely, prevent loss of pins

15. Time, number of activities
16. (a) billboard
(b) posters, radios, television
17. C
18. Collect the cleaning materials and tools needed, close the windows and doors, sweep, open the window and doors, scrub the surface, rinse, dry the surface, clean and store tools and materials.
19. Sun drying, smoking, using preservative powder
20. sleeves, sides of garments
21. Silk
22. A
- 23 know new goods available in the market, compare prices of various goods
24. Reading story books, drawing, painting
25. Cooking stick
26. (a) protein (b) vitamin (c) protein
(d) vitamin (e) carbohydrate
(f) carbohydrate
27. pegs, soap, basin, water
28. respiratory
29. Constant headaches, blurred or cloudy vision, sensitivity to light
30. To avoid burn or scald

Assessment Paper 2

1. (a) ii)
(b) Use deodorant as needed, wear socks and inner wear every day, remember to wash your hair regular
2. Earns a pre-teen praise, look smart, feel good
3. comfort, size, cost, colour
4. Drinking a lot of water, eating varied diet, eat healthy snack, eating enough food
5. (a) soap, a piece of cloth
(b) water, soap, sponge and household bleach

- (c) scourer or steel wool, soap and sponge
6. steel wool
 7. fish, meat (*accept any other correct answer*)
 8. b, c, d
 9. Use oil that does not burn easily to produce smoke, avoid overloading the deep frying pan, never put wet food in the hot oil
 10. They are stitches made to hold layers of fabric together permanently
 11. Colour of the thread to match that of a garment, size of the needle, type of stitches used
 12. Make clothes last longer, save money, clothes look neat
 13. Soap, three basins, hot water, cold water, pegs, white cotton shirt
 14. Stem stitch, oversewing, satin, loop respectively
 15. (a) True (b) False (c) True
 16. a, b
 17. Double stitch
 18. Cotton plant, sheep, silk worm
 19. Drawing, dancing, visiting children's homes
 20. D
 21. Lemon, lime, oranges.
 22. (a) glass (b) warm water, soft cloth
 23. (a) goitre (b) eat iodised table salt
 24. soap, piece of cloth, warm water
 25. c
 26. To avoid fall
 27. (a) granary (b) pot
 28. (a) chopping board, storing container, paper towel
(b) trim excess fat from the meat, wash the meat and cut, put the meat in a cold non-stick pan, place the pan over heat until some fat run out, increase the heat and fry until golden brown, put off the source of heat, remove the meat from the pan, serve the meat

29. Prevent spoilage

30. a

Assessment Paper 3

1. Fish, potatoes, meat
2. Measles, chickenpox
3. Wash the basins that you used, use warm water and piece of cloth to remove dirt, put pegs, powder soap and vinegar in a storage cupboard, pick litter from laundry work area.
4. Check the expiry date, avoid impulse buying, compare prices of items, make a shopping list
5. (a) drip dry (b) use chlorine (c) dry clean
6. (a) wool (b) silk (c) polyester, Acrylic
7. Work in a well-lit area, keep your eye on the work, put pins and needles on the pincushion, leave enough space between you and the next person
8. Should be of the right size, indoor storage facilities should be placed in a dry and cool place, basket, drums and gourds should have well fitting lids.
9. scurvy, rickets, goitre, anaemia
10. (a) rickets (b) marasmus
11. Collect cleaning materials and tools, dust the surface from top to bottom, use warm soapy water and brush to scrub along the grain, rinse to remove all soap and dirt, final rinse with cold, dry the surface completely, clean material and tools
12. B
13. Assess the drawing if correct
14. Scourer, soap, sponge
15. Carbohydrate, protein
16. (A) Backstitch, oversewing (B) Hemming, loop (C) stem, satin, chain
17. Bucket, mop, broom, soap, warm water, dust pan, dustbin
18. Gather all materials, check torn part and mend, empty the pockets, shake, soak, wash, rinse, final rinse in cold

- water, wring the shirt, hang to dry in the sun, iron, air the shirt, fold
19. (a) c (b) b
20. Research, entertainment, online shopping
21. (a) Brush, water, cleaning detergents
(b) Wearing proper gloves, secure cleaning products away from reach of children.
22. (a) malaria
(b) chicken pox, measles, ringworm, scabies
23. (a) True (b) False (c) True (d) False
24. radio, television, posters, billboards
25. Avoid impulse buying, prevent overspending, get value of your money
26. (a) carbohydrate, vitamins, protein
27. sun drying, use of ash,
28. chopping board, rolling pin, cooking stick
29. So that we can reach easily, to avoid accidents
30. It is the fast way of cooking food, it improves the taste of food, makes food more tender

1 Track events

A Medium start in sprints

Practice Activity 1

- The legs are close together with the knee of the back leg placed about the opposite of the front leg. The head is facing forward with hands placed on the ground. Hands are placed on the ground shoulder width apart behind the starting line.
- 100 metres race
 - 400 metres race
- Remove dangerous objects from the running ground.
 - Avoid running on a slippery ground.
 - Wear right and safety sports kit.
 - Do not cross in front of each other.
- Her body should be in a crouch position with hands placed on the ground shoulder width apart. Place the front leg behind the starting line with the knee bent and the knee of the back leg beside the foot of the front leg.
 - Raise her hips to a position above the shoulders. Her shoulders should be in line with the spine.
 - Leave the starting line at top speed.
- True
- (d)
- 400 metres race – sprint
 - 4 x 100 metres race – relay
 - Shot put – field event
 - 10,000 metres race – Long distance
- on your lane

- False
- healthy

B Elongated start in races

Practice Activity 2

- Knee of the back leg is placed slightly behind the heel of the front foot.
- The bones become more strong and healthy.
 - Strengthens the lungs and heart.
 - Improves mental health.
- Do not cross in front of each other when running.
 - Use a flat running ground.
 - Remove any dangerous objects from the ground for example, stones.
- Place hands on the ground shoulder width apart and behind the starting line.
Place the knee of the back leg slightly behind the heel of the front foot.
Spread out the feet slightly wider than in the medium start.
 - Lift the knee of the back leg off the ground.
 - Leave the starting point at a maximum speed.
- Push up start
 - Squat stand
 - Pedal the bicycle
- | Elongated start | Medium start |
|---|---|
| Feet are slightly apart. | Feet are close together. |
| Knee of the back leg is slightly behind the heel of the front foot. | The knee of the back leg is placed about opposite of the front leg. |
- An athlete
- False

9. clapper
10. Being send to the shops, playing hide and seek games.
11. track

C Run through finish technique

Practice Activity 3

1. Continue running past the finish line.
2. (a) Shoulder shrug technique
(b) Drop finish technique
3. (a) Carry out enough warm-up activities.
(b) Ensure the ground is clear from dangerous objects.
(c) Avoid crossing in front of others when running.
(d) Wear the right sports kits.
4. (a) top (b) high
(c) harder (d) Continue
5. run past the finishing line
6. False
7. appropriate
8. sprinter
9. Helps one to gain confidence and to win against the competitors.

D Improvising a relay baton

Practice Activity 4

1. (a) Manila papers
(b) Old newspapers
(c) Strings
(d) glue
2. clean
3. (a) glue, scissors, newspaper a 30 centimetres string
(b) (i) Gather the required materials together.
(ii) Use a pair of scissors to cut the top parts of the bottles.
(iii) Join the bottles together.

- (iv) Put pieces of newspaper to fill the hollow part in order to add some weight.
 - (v) Use manilla paper to wrap the bottle and use glue to stick the manilla paper to the bottle.
 - (vi) Fold the end of the manilla paper and stick together using glue.
4. (a) Keep sharp equipment safely.
(b) Avoid overcrowding when working.
(c) Wash your hands after working.
 5. (a) 4 x 100 metres relay
(b) 4 x 200 metres relay
(c) 4 x 400 metres relay
 6. (d)
 7. close to
 8. True
 9. It is improvised using the locally available materials which are cheap and affordable.
 10. relay
 11. cylindrical

E Visual baton change

Practice Activity 5

1. Face the incoming athlete
2. Helps in relieving stress.
Helps to control body weight.
Strengthen the lungs.
Improves mental health.
3. alert
4. (a) Do not throw the baton to each other.
(b) Wear the appropriate sports attire.
(c) Ensure the running ground is flat and free from any dangerous objects.
5. One
6. Face

7. change over zone
8. 20
9. The runner receiving the baton should stretch his or her arm with the hand open ready to receive the relay baton.
10. (a) Promotes cooperation among the team.
(b) Promotes respect and unity among the team.
(c) Enhances team spirit.
(d) Boosts the team's performance.

F Hurdles: approach, take off, flight, hurdle clearance and landing

Practice Activity 6

1. (a) Approach
(b) Take-off
(c) Flight and hurdle clearance
(d) Landing
2. (a) Playing fairly.
(b) Jumping in turns.
(c) Appreciating each other.
3. (a) Body balance
(b) Body and mind coordination
(c) Flexibility
(d) Speed
(e) Power
4. (a) Do not raise hurdles above the height set by the teacher.
(b) Avoid congestion when running.
(c) Perform adequate warm-up activities before the hurdling race.
(d) Strictly follow the teacher's instructions.
5. (a), (b), (d)
6. third
7. hurdle
8. leading leg
9. boxes, ropes, sticks
10. organise

2 Field events

A Long jump

Practice Activity 1

1. (a) Long jump
(b) A – Run way
B – Take-off board
C – Landing pit
(c) Landing pit
(d) Sand
2. A tape measure
3. (c) 4. (a) 5. (b)
6. (a) Never leave anything on the runway and landing pit.
(b) Take turns to avoid falling on each other.
(c) Take the rake, shovel and spade back to the store after use to avoid injuries.
7. (a)
8. Run way
9. Level the sand or the material in the landing pit.
10. False 11. False

B Long jump technique

Practice Activity 2

1. (a)
2. (a) Flight
(b) Approach run, take-off, landing
- 3.

	A		B
Approach		Make long strides by running on the toes.	
Take-off		Make a strong spring forward from the take-off foot.	
Flight		Legs and hands reach far up and forward.	
Landing		Land on the heels of your feet.	

4. (a) True
(b) False
5. To increase the momentum in order to jump the farthest.
6. (a) Landing area should be safe for use.
(b) Take turns to jump to avoid injuries.
(c) Follow your teacher's instructions.
7. (a) 8. (b)
9. To determine where the athlete should take-off from.
10. To avoid disqualification.
11. (b)

C Standing discus

Practice Activity 3

1. (a) Discus throw
(b) Throwing arc (A)
(c) Landing area (B)
2. (a) Old newspaper, sisal, thread, nail, papier mache, two plastic plates
(b) 1 kilogram
(c) Dustbin
3. (a) Use sharp objects carefully.
(b) Dispose the waste at the right place immediately after working.
(c) Wash the hands with soap and water.
4. (a) True (b) False (c) True
5. tape measure, score cards and marking flags
6. (b) 7. (b)

D Standing discus technique; stance, grip, swing, release and recovery

Practice Activity 4

1. (a) Discus throw
(b) Swing
(c) Stance, grip, release and recovery.

2. To throw the farthest distance.
3. (a) legs (b) backward
(c) forward (d) Swing
4. Plates
5. Follow the teacher's instructions, do not walk across the landing sector during the throw and throw in turns.
6. Learn from each other.
To avoid injuries.
7. (a)
8. Tape measure, marking flags and score cards.
9. (b)
10. (a)

3 Rope work

A Straddle and straddle cross

Practice Activity 1

1. (a) Straddle
(b) Straddle cross
2. True 3. False
4. False 5. Open
6. (b)
7. (a) Wear suitable and comfortable sports kit.
(b) Perform skipping on a flat and smooth ground.
(c) Avoid skipping on slippery floor.
8. Sisal ropes, dried banana stems.
9. Jump over the rope and land with feet spread shoulder width apart.
10. Forward and backward
11. Matching, hop-scotch
12. (a) Grip (b) firmly
(c) fingers (d) swinging

B Skier

Practice Activity 2

1. Skier 3. False
2. True 4. True

5. (a) Choose an appropriate rope.
(b) Keep safe distance from each other.
(c) Wear appropriate shoes.
(d) Avoid skipping on slippery floor.
6. Right and left
7. In skier rope skipping technique, the feet remain together while in straddle feet can be apart.
8. (a) Arms are extended side ways.
(b) Small jumps but moving feet together side by side.
9. Songs or music
10. Polite and respectful language
11. Improve mental health, controls body weight.

C Heel taps

Practice Activity 3

1. (a) Heel taps
(b) The heel of the front foot is in contact with the ground and tapping while the rear foot is landing.
2. Swing the rope from behind the feet, jump up and down over the rope. Begin to tap the ground with the heel of one foot and then keep alternating the feet.
3. Heel
4. (a)
5. In skier rope skipping technique, both feet move together sideways while in heel taps rope skipping technique, you alternate the feet.
6. Keep safe distance from each other, skip rope on a smooth and safe ground, and use the correct rope length.
7. In single bounce jump, the rope and land with your feet together. In double

bounce jump, tap the ground with the heel of your right foot then with your left foot.

8. He jumped over rope and landed on the heel of the foot then kept on alternating the feet.

9. stationary

10. (b)

11.

A	B
Straddle	jumping and tapping the ground with the heel.
Heel tap	jumping while moving feet sideways when together.
Skier	skipping with legs apart.

12. (a) Helps to control body weight.
(b) Makes the bones stronger.
(c) Prevent the risk of cardiovascular heart diseases.
(d) Relieves stress.

4 Softball

A Field, equipment and choosing bat

Practice Activity 1

1. Softball
2. Home plate
3. Pitcher
4. 1st Base, 3rd Base and 2nd Base respectively.
5. Catcher's mitt, Softball ball, gloves, bat, helmet respectively.
6. Tapping the on ball in Softball game.
7. False
8. To protect the head from injuries.
9. Batters
10. Helmet

- (c) Head up, face the batter and stay alert eyes focused on the ball.
- 2. Legs apart and get the body low to the ground by squatting.
- 3. For easy movement forward, backward and side to side and for good stability.
- 4. Bending the body low to the ground.
- 5. Goalkeeping in football and handball.
- 6. any direction
- 7. apart 9. left
- 8. balls 10. True

E Throwing: overhand throw

Practice Activity 5

- 1. Overhand throw
- 2. Stand upright feet apart with the ball held in the throwing hand.
- 3. On the target.
- 4. (a) Always focus on the ball.
(b) Wear correct sports attire.
(c) Remove any dangerous objects from the playing ground.
- 5. Handball, Rugby, Netball
- 6. One hand 9. False
- 7. Sideways 10. True
- 8. True 10. apart

F Catching

Practice Activity 6

- 1. Glove
- 2. At the bottom edge of the glove.
- 3. Place the hand without the glove at the side of the glove.
- 4. Always eyes on the ball.
- 5. Discipline
- 6. To hold the ball firmly in the glove.
- 7. warm-up
- 8. communicate
- 9. without
- 10. True

G Batting: stance and grip

Practice Activity 7

- 1. Feet shoulder width apart and knees slightly bent forward.
- 2. For a good hit of the ball.
- 3. Grip the bat with both hands. One hand should be high up the handle while the other should be close to the handle. The bend parts of the fingers should be straight line.
- 4. To protect the head from hit injuries.
- 5. Rounders and Baseball
- 6. A cooking stick 9. False
- 7. hitting 10. True
- 8. True

H The swing technique

Practice Activity 8

- 1. Stand with feet apart, knees bent and toes facing the home plate.
- 2. To make it difficult for the fielders to catch it and hit it to the farthest distance.
- 3. Middle part of the barrel
- 4. Use the equipment under the guidance of the teacher. Maintain appropriate distance and avoid using the equipment as weapon.
- 5. When directed at the foul territory, it is considered to be out of play.
- 6. To avoid injuries. 9. True
- 7. barrel 10. False
- 8. True

I Base running and sliding

Practice Activity 9

- 1. At full speed and then suddenly falling to the ground towards the direction of the post.
- 2. To reach the next base and score.
- 3. 4

4. To get to the base faster and avoid being tagged.

5.

O	U	T	F	I	E	L	D	E	R
				N					E
P		G		F					H
I		L		I					C
T		O	H	E	L	M	E	T	T
C		V		L		I			A
H		E		D		T			C
E				E		T			
R				R		S			
	B	A	S	E	S		B	A	T
H	O	M	E	P	L	A	T	E	

5 Rounders

A Fielding: throwing, catching and stamping

Practice Activity 1

- Remove any dangerous objects from the ground, keep eyes on the ground to avoid being hit, wearing protective gear and following the teacher's instructions.
- Catching balls to prevent the batters from scoring a rounder.
- Stamping
 - To stamp out the batter and put out the batters.
 - Where the batter can be in contact with to avoid being put out.

4.

A	B
Over arm throw	Used to pass long balls to other teammates.
Under arm throw	Used to make short passes to a teammate
Stamping	Touching the post with the hand holding the ball

- Rounders
- To put out the batter.

- Catching their flying balls, stamping at a post they are heading to and being tagged while in between the posts.
- 9
- The post the running batter is running towards.
- Keep eyes on the ball throughout the play.

B Technical, tactical approaches and rules of the game

Practice Activity 2

- Technical approaches are the skills that players apply to ensure they win the game.
 - Tactical approaches are the methods that teams use to score more rounders.
- When a batter bats the ball and reaches the 4th post in one hit, a full rounder is scored.
- Overarm throw
 - Underarm throw
- Catching, throwing and stamping.
- True
- True
- True
- The player who throws a ball to the batter.
 - Fast, slow and spin.
- 9
- To avoid injuries accidents, for safety purpose.
- 4

6 Soccer passes

A Push pass

Practice Activity 1

- Firmly on the ground.
- 90 degrees
 - middle

3. Straight to the teammate
4. To the target.
5. Shoulders lean slightly back.
6. straight
7. in front
8. False
9. True
10. True

B Wall pass

Practice Activity 2

1. When two players of the same team want to pass the ball past the opponent.
2. 2
3. sprints
4. Wear suitable sports kit, ensure the ground is flat and free from any dangerous objects.
5. In push pass, the ball is passed direct to the teammate while in wall pass, the ball is passed into an open space.
6. sprinting
7. sports shoes
8. warm-up
9. communicate
10. True

C Outside of the foot pass

Practice Activity 3

1. Middle of the outside foot.
2. Turned inwards to face the non-kicking foot.
3. slightly bent
4. outside of the foot
5. (a) Perform adequate warm-up activities.
(b) Wear appropriate sports attire.
(c) Remove dangerous objects from the playground.
6. Playing Soccer.
7. community service
8. Community playground
9. True
10. False

End of Term 1 Assessment

1. next to
2. Elongated
3. C
4. B
5. D
6. True
7. A
8. Long jump
9. (a) Run on the run way.
(b) Land on the landing area.
(c) Should not run beyond the take-off board.
10. throwing sector
11. (a) True (b) False (c) True
12. skier
13. heel taps
14. i. gloves
ii. A helmet
iii. A bat
iv. Softball ball
15. 9
16. C
17. D
18. C
19. apart
20. D
21. both hands
22. True
23. True
24. inside
25. two

7 Volleyball

A Facility, equipment and positioning

Practice Activity 1

1. 18 metres long, 9 metres wide
2. Ball, net and two posts which support the net.
3. Six
4. Attack line
5. centre
6. Three
7. Three
8. two
9. True
10. True

B Improvising Volleyball equipment

Practice Activity 2

1. Making equipment using locally available materials.
2. sisal fibre, nylon strings or old pieces of clothes that are cut into thin pieces.

3. Long pieces of wood
4. Cut long branches from trees, use a panga to shape the branches into long poles, clear the waste material from the working area.
5. Gather sisal fibre or old pieces of clothes, twine them using nylon strings.
6. (a) Use sharp equipment carefully.
(b) Follow the steps carefully.
(c) Do not use dirty materials.
7. to save on cost, in case the equipment are not enough and there are no available resources.
8. cheaper to acquire
9. (a)
10. True

C Underarm serve

Practice Activity 3

1. Volleyball
2. Underarm serve
3. She is standing behind the service line with feet apart.
4. The girl is holding the ball with non-dominant hand slightly above the waist line and in front of the body.
5. By tossing the ball, swing the other hand backward and forward to hit the ball across the net.
6. behind the service line
7. non-dominant
8. True
9. True

D The dig

Practice Activity 4

1. The dig
2. Stand with feet shoulder apart with knees slightly bent for balance.
3. Put arms together and join the hands, locking the wrist and elbow joints.
4. When balls are below head level.
5. The part above the hands (the wrist).

6. apart
7. bent
8. together
9. below
10. on-coming ball

E The volley

Practice Activity 5

1. With legs apart with knees slightly bent.
2. Palms open, fingers facing up to contact the ball.
3. Fingers
4. ball
5. Equipment
6. Improvising
7. Under arm
8. Dig
9. Volley
10. True

8 Kabaddi

A Facility and position of players

Practice Activity 1

1. Draw accurately and label the parts well.
2. Kiberu's team is the attacking team. Hamisi's team is the defending team.
3. Raider
4. Tag rugby, khokho
5. (c) Jersey
(d) Sports shoes
6. 12.5 metres in length and 10 metres wide.
7. Sand, soil, ash
8. knee caps
9. Joel is the spokes person of the team. He also organises the team. He participates in the tossing of the coin
10. Speed, power, coordination, agility, strength, flexible.
11. seven

B Entry

Practice Activity 2

1. When a player or raider enters

Kabaddi court either right, left, or central zone.

2. Run into opponent court and escape after tagging one or more opponents to score points.
3. The act of a raider running into the opponents court and escaping after tagging one or more opponents.
4. Hands, legs
5. Defenders
6. quickly
7. legal
8. (a) The raider must cant “Kabaddi, Kabaddi” during entry and if he or she stop as out.
(b) If the raider is caught by opponent she or he is out.
(c) The raider should be done tagging the opponent in 30 seconds.
9. should
10. right, left, or central zone

C Footwork

Practice Activity 3

1. The movement of the foot of the players during the course of the game.
2. Each team should take turns running across the centre line.
Tag a member of the other team
Run back to your half-court.
Do not take more than 30 seconds during the cant process.
3. (a) (c) 7. True
4. True 8. (a)
5. (a) 9. True
6. (a) 10. balance

D Legal touches

Practice Activity 4

1. False
2. (a) running hand touch
(b) toe touch
(c) Dubki

(d) scorpion kick

(e) frog jump.

3. (a) perform enough warm-up and cool-down activities.
(b) clear dangerous objects from the ground.
(c) Wear appropriate sport attire.
4. False
5. frog jump, scorpion kick, dubki, running hand touch, toe touch
6. True
7. To differentiate the teams.
8. (a) For enjoyment.
(b) To master the skills.
(c) For fitness purposes.

E Cant

Practice Activity 5

1. The player chants the word “Kabaddi” as soon as they enter the defending zone. Continue chanting till you come back to your side by crossing the middle line.
2. “Kabaddi”, “Kabaddi”, “Kabaddi”
3. (a) Speed (e) Strength
(b) Power (f) Flexibility
(c) Agility (g) Endurance
4. You chant as you play.
5. (c)
6. Sand, ash or soil
7. (a) To make it easy to perform the activity.
(b) To avoid injuries.
8. During raiding
9. (a) To cool down the temperature of the body.
(b) To stretch and relax the muscles.
(b) To strengthen the muscles.
10. True

F Raiding

Practice Activity 6

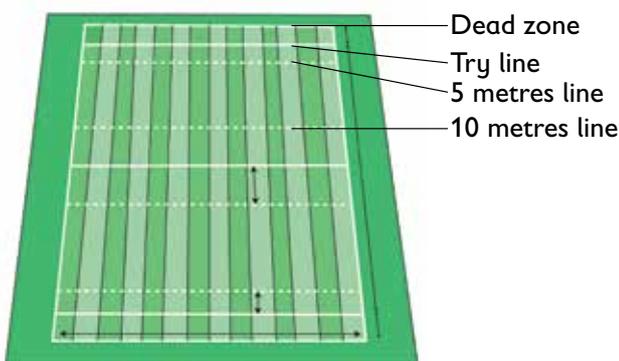
- Running into the opponent's court while chanting and trying to tag the opponents.
- One
- Chanting and tagging the opponents.
- (a) To escape from being caught by the opponents.
(b) To tag more opponents within 30 seconds.
- Players are likely to touch each other.
- Hands and legs
- an attacking
- (a) To avoid injuring themselves.
(b) To avoid injuring others.
(c) To maximise enjoyment while playing.
- 30
- (a) To avoid injuries among players.
(b) To maintain the playing area.
(c) To enjoy playing the game.

9 Tag Rugby

A Facility and Equipment

Practice Activity 1

1.



- Try line marks the end of the Tag rugby field of play. It is also used to score.
- 5 metre line and 10 metre line
- (a) Tag belt
(b) Rugby ball
(c) Training cones

(d) Sport shoes

- Touch rugby, Kabaddi.
- Handkerchiefs, pieces of cloth, ordinary belts
- True 8. True 9. True
- Forty minutes or two halves twenty minutes each
- By tagging them.
- a tag 13. dodge

B Passing and ball carriage

Practice Activity 2

- sideways, backward
- False 5. True
- False 6. lateral pass
- True
- (a) Perform enough warm-up and cool-down activities.
(b) Wear correct sports kit.
- one hand
- Abed
- Directing the ball – Passing the ball at chest level of the receiver.
Ball carriage – Holding the ball under the arm and moving with it.
Lateral passing – Passing the ball backwards to a player on either side of you.
- chest level
- Passing
- Mouth guard or a dental protector

C Running and ball carriage

Practice Activity 3

- (a) Running while his eyes are focusing forward.
(b) The ball is under the armpit of one hand.
(c) To avoid the player from being tagged.
- Running helps a player to avoid being tagged by opponents.

3. (a) Remove dangerous objects from the playing area.
(b) Run carefully to avoid falling.
(c) Wear correct sports kit.
4. To pass the ball to a teammate.
5. A try
6. (a) Running (b) sideways
(c) ahead (d) tagged
7. (b)
8. waist
9. (a) Running carefully.
(b) Have good controlled body movements when running.
10. Handing the ball to a teammate.
To pass the ball to a teammate who is ahead of the ball.

D Tagging and the offside rule

Practice Activity 4

1. The act of pulling out one of the two tags attached to the ball carrier's waist or belt.
2. When a ball carriers tag is removed.
3. (a) Remove dangerous objects from the ground.
(b) Run carefully to avoid falling.
(c) Avoid collision with other players
(d) Wear appropriate sports wear.
4. Player B
5. Take the tag and put it back.
6. (a) tagging (b) off-side (c) ball carrier (d) pass (e) teammate
7. True
8. False
9. False
10. Above the head
11. The ball carrier

E Scoring

Practice Activity 5

1. (b)
2. (a) Scoring a try

- (b) A
- (c) One point
3. Carry the ball over opponent's goal and place the ball on the ground.
4. Remove the ball carriers tag
5. x
6. x
7.
8. (a) Perform enough warm-up and cool down activities.
(b) Wear comfortable sports kit.
10. (a)

10 Frisbee

A Two handed catching

Practice Activity 1

1. A Two handed catch
2. (a) For throws that are just below the knees.
(b) For throws that are just above the head.
(c) For throws that are about a foot either side of the body.
3. (a) Avoiding slippery ground.
(b) Removing dangerous objects from the play ground.
(c) Throwing the disc to players who are looking at you.
(d) Avoiding collision with other players.
4. (a) Open the hands with thumbs facing up.
(b) Position the fingers to point towards the ground.
5. False
6. sportsman like
7. True
8. False
9. Catching balls, plucking fruits from a tree, passing objects over a long distance.
10. 100 metres

B Cutting in Frisbee

Practice Activity 2

- To change direction quickly.
 - To position themselves where they can receive the disc safely.
 - To confuse their opponents.
- Running, chase and tap
- Running and changing direction either to throw or to receive the frisbee disc safely.
- (b), (d)
- Take several quick steps in one direction.
 - Sprint in the direction you would like.
 - Throw or receive the Frisbee disc safely.
- Comfortable sports wear.
 - Not too loose or tight clothes.
 - Light sports shoes.
- False
- Run and stop, skipping, arm stretches
- quick and alert
- active

C Marking

Practice Activity 3

- It involves reacting to what the thrower is attempting to do so that you try to make the throw difficult.
- Netball
 - Basketball
 - Soccer
- Hide and seek
 - Chase and tap
 - Piggy in the middle
- (d)
- Team work
- very alert
- bent at the elbows and extended

- Remove dangerous objects from the ground.
 - Spacing the groups.
 - Follow the teachers' instructions.
- The disc
- Communication, respecting each other, fairplay and honesty.

D Pivoting in Frisbee

Practice Activity 4

- This is stable and balanced position helps in making a good throw to the teammates.
- (a)
- Netball
 - Basketball
 - Handball
- legs
- To get First Aid.
 - To prevent the injury from getting worse.
 - To avoid contaminating other players because blood can cause infections.
- Give him first aid by bandaging the hand to avoid further bleeding.
- True
- stable, balanced
- True

E Spirit of the game

Practice Activity 5

- Knowledge of the rules.
 - Fairness in case of a mistake, it is accepted and settled.
 - Safe play.
 - Space Awareness.
 - Clear and calm communication.
 - Positive and respectful attitude towards teammates, fans and opponents.
- B – Breath
E – Explain

C – Consider

A – Ask

L – Listen

M – Make a call

3. (a) So that others are fair to you.
(b) To protect the basic joy of the game.
(c) To exercise the spirit of the game.
(c) To enhance fair play.
4. honesty
5. (a), (d)
6. spirit of the game
7. (a) To mobilise body parts.
(b) To stretch the muscles.
8. When the player has mindful behaviour before, during and after the game because when there is no referee.
10. improvised

11 Swimming

A Breaststroke

Practice Activity 1

1. Facing down in water and in a streamlined position.
2. Form semi- circular movement.
3. Point the feet outwards from the body rotating the ankle. Bring the heels towards your bottom as you bend your ankles up toward the shin. Extend the knees slightly past the width of your shoulders. Push the legs straight back behind and bring them back together.
4. (a) Wear correct and clean swimming costumes.
(b) Do not get into pool when with open wounds.

(c) Follow the teacher's instructions.

(d) Swim under supervision.

5. Helps in floating on water.
6. A frog
7. streamlined
8. out of the water
9. Bubbling into the water
10. open

B Backstroke

Practice Activity 2

1. Body lies on back and in a streamlined position.
2. Alternately
3. Legs kick when close together and straight in water.
4. Free style
5. In backstroke, you lie on the back in water while in breaststroke the body faces down in the water.
6. supine position
7. halfway immersed
8. False
9. True
10. True

C Sidestroke

Practice Activity 3

1. Lying on one side in the water.
2. The leading arm forward in a straight line and the trailing arm with a backward sweep in a circular movement to rest on your side.
3. Make scissor kicks with your legs to move the body.
4. Sidestroke

B																			
A																			
C		S	T	R	E	A	M	L	I	N	E								
K																			
S	I	D	E	S	T	R	O	K	E										
T																			
R																			
O																			
K		B	R	E	A	T	H	I	N	G									
E																			

End of Term 2 Assessment

- 18 m long and 9 m wide.
- (a) Net 8. Raider
(b) Ball 9. False
(c) Two posts 10. True
- (c) 11. (d)
- waist high 12. True
- volley 13. (a)
- fingers 14. seven
- 11, 8
- Catching in Frisbee
- Throwing in Frisbee
- Pivoting in Frisbee
- (b)
- downwards
- True
- True
- True
- B. Breathe A. Ask
E. Explain L. Listen
C. Consider M. Make
- facing down 25. Sidestroke

12 Gymnastics

A Hand balance into split and hand walk

Practice Activity 1

- Hand walk 3. Bend elbow
- Hands 4. 30 minutes
- (a) Wear correct sports attire.
(b) Perform on a flat ground.
(c) Follow steps correctly.
(d) Perform adequate warm-up activities.
- (a) Balance
(b) Coordination
(c) Endurance
(d) Strength
-
-
- Hand balance is static while hand walk is moving or dynamic.
- False 11. False

B Shoulder roll

Practice Activity 2

- (a) Shoulder roll (b) Shoulder
- (a) Makes the bones stronger.
(b) Prevent lifestyle diseases.
(c) Improves mental health.
(d) Reduces stress.
- Use a mat, clear any dangerous objects from the area, follow the steps correctly.
- Kneel down on the ground with the legs apart.

5.	Part A	Part B
	During hand balance	There is movement of the body from one place to another
	During hand walk	There is no movement of the whole body from one place to another.

6. Tucked position
7. (a) Kneel down on the ground with feet apart.
(b) Bend knees and lean on one side of the shoulder.
(c) Push body forward while placing one arm diagonally across the body.
(d) Tilt the head to the side and tuck the chin.
(e) Roll over.
8. False 9. True 10. True

C Through vault into a forward roll

Practice Activity 3

1. (a) Through vault
(b) Hands are shoulder width apart while legs are together and extended.
2. Tucked up to the chest.
3. True 6. (a) legs
(b) arms
4. True (c) two
5. one
7. Chest width apart with fingers pointing forward.
8. With both feet.
9. Standing position.
10. (a) Be freely spaced to avoid collision.
(b) Avoid slippery grounds.
(c) Follow the steps correctly.
11. Hands

D Side vault

Practice Activity 4

1. (a) Side vault
(b) Both hands placed on one end of the obstacle.
2. together
3. both hands

4. vaulting box
5. hands, legs
6. In through vault, legs go through hands while side vault, legs are on one side.
7. Both use vaulting boxes, landing is by both feet, there is a short run, hold the obstacles with both hands.
8. (a) Make sure the landing area is safe.
(b) Follow the steps correctly.
9. The one closest to the legs.
10. True
11. True

E Cartwheel

Practice Activity 5

1. Cartwheel
2. Straight above the head.
3. (b)
4. Sideway
5. hands one after the other.
6. first
7. Follow the correct steps for performing cartwheel, be freely spaced and avoid performing on slippery ground.
8. fingers well-spread out
9. warm-up

F Round-off

Practice Activity 6

1. (a) (i) In cartwheel, when landing legs are apart while in round-off, legs are together.
(ii) In cartwheel, you finish in opposite direction you started while in round-off, you finish facing where you started from.
- (b) (i) Both start with arms straight above the head.
(ii) Both follow the same stages.
2. Round-off

3. The legs are apart
4. (a) Stretch hands above the head.
(b) Place one hand after the other on the ground.
(c) As the legs and hips come over the top do a quarter turn at the hips and snap the legs down to the floor together as the hands push off from the ground.
(d) Land with your feet together facing the opposite direction you started from.
(e) Finish in a standing position.
5. 6. 7.
8. Perform adequate warm-up before performing round-off, avoid slippery ground and follow your teacher's instructions.
9. Arms are stretched high above the head.
10. standing
11. Coordination, flexibility, balance, endurance and strength.

G Five actions sequence

Practice Activity 7

1. (a) Five action sequence
(b) Mat, vaulting box
(c) 5
2. The number of exercises or skills in each. The four action sequence has 4 exercises while five action sequence has 5 exercises or skills.
3. Perform adequate warm-up activities, clearing the dangerous objects from the playing area. Correctly follow the steps.
4. Connecting movements into smooth and flowing order without stopping.
5. Any sequence that has a smooth and flowing order e.g T-balance - through vault - forward roll - cartwheel - hands spring

6. balance
7. flowing
8. (a) Help improve blood circulation in the body.
(b) Improve coordination.
(c) Increases body strength.
(d) Improves flexibility.
(e) Improves balance.
9. one 10. False 11. True

13 Skill related fitness

A Balance

Practice Activity 1

1. balance
2. (a) Standing on one leg
(b) Head balance
(c) V-balance
(d) T-balance
(e) Hand stand
(f) Crab walk
(g) Crouch balance
(h) Wheelbarrow walk
3. Balance enables us to control our body's position so that we do not fall.
4. Fitness
5. To avoid injuries when performing balance activities.
6. Balance
7. without falling
8. True

B Agility

Practice Activity 2

1. Agility
2. (a) (b) (e)
3. (a) Running
(b) playing Soccer
(b) walking
4. warm-up, cool-down

5. Frisbee, Kabaddi, Tag rugby, Netball, Handball and Basketball
6. True
7. (a)
8. well-spaced
9. False
10. (a) To avoid injuring themselves.
(b) To avoid injuring other players.

C Reaction time

Practice Activity 3

1. The speed at which an athlete or player responds quickly to a stimulus.
2. (a) (d)
(c)
3. (a) Sprinting on commands.
(b) Standing up and sitting down on commands.
(c) Responding to bells.
4. True 7. good
5. False 8. respects
6. good
- 9 (a) Lucy
(b) Because she responded more quickly than Irene.
10. reaction time

D Sit and reach test

Practice Activity 4

1. (a) The lowerback
(b) hamstring muscles (muscles at the back of the thigh)
2. (a) sit on the floor.
(b) Position the legs straight and together with the toes pointing up.
(c) The palms should face downwards.
(d) Place one hand on top of the other or side by side.
(e) Reach forward along the measuring line as far as possible.

3. (a) Stretching exercises
(b) Splits in Gymnastics
4. (a), (c), (d)
5. (a) Perform enough warm-up activities.
(b) Remove dangerous objects from the playing ground.
(c) Avoid slippery ground.
(d) Space out well.
(e) Perform enough cool-down activities.
6. (a) Sit and reach test box
(b) Metre rule or tape measure
7. inexpensive
8. To prepare the muscles for the activity.
9. True
10. It helps us measure and improve flexibility.

14 Sports injuries

A Closed wound

Practice Activity 1

1. A closed wound
2. Being hit when he fell on the ground.
3. Tissue damage and bleeding under the skin.
4. Rest the wounded part.
Apply ice.
Compress the wound.
Raise the wounded part.
5. Wear gloves to avoid touching wound with bare hands.
Wash hands before and after dressing the wound.
Dispose the materials used correctly.
6. no bleeding
7. under 9. True
8. bruise 10. True

B Sprain

Practice Activity 2

1. A sprain
2. The thumb, wrist and ankle
3. Bruising, 'pop' sound swelling, pain, difficulty in movement, warmth and stiffness.
4. (a) Perform enough warm-up activities.
(b) Do not overdo an activity.
5. Use of RICE which stands for Rest, Ice, Compression, Elevation.
Avoid vigorous activities.
Crutches in case of a knee injury.
If sprain is serious, seek medical treatment.
6. Sprain
7. (a)
8. Ligaments

9. (c)

10. True

C Strain

Practice Activity 3

1. An overstretched, torn or twisted tendon or muscle in the body.
2. The lower leg muscles, thigh muscles, back muscles, arm muscles and feet muscles.
3. Pain, swelling, muscle cramping, muscle weakness, skin colour changes, difficulty in movement.
4. Protect injured muscles from further injury by use of RICE.
(i) Ask Mwende to rest.
(ii) Apply ice on the leg to reduce pain.
(iii) compress her leg.
(iv) Elevate her leg.
5. Sprain affects ligaments/joints while strain affects muscles.
6. (d)
7. (b)
8. reduce pain

9. (b)

10. (b)

D Two person-support method

Practice Activity 4

1. Two person-support method.
2. He placed his arms on the shoulders of the rescuers.
3. To avoid further injuries.
4. (a) The injured person might give important information to help the rescuers give best First Aid.
(b) It is easier to identify the part that is in pain.
5. R – Rest
I – Ice
C – Compression
E – Elevation
6. CLOSED
7. RICE
8. Sprain

9. Strain

10. Two

15 Outdoor activity

A Planning

Practice Activity 1

1. (a) Hiking in nearby hills.
(b) Nature walk in the forest.
(c) Visiting a game reserve.
2. (a), (b), (d)
3. Health measures
(a) Clean food packaging
(b) Packed boiled drinking water
(c) Sleeping in well ventilated place
(d) Avoid crowding.
(e) Washroom kept clean.
Safety measures
(a) Do not participate in an activity if you are sick.
(b) Have a well-equipped First Aid kit.
(c) Do not wander alone to avoid getting lost.
(d) Avoid areas of natural hazards.

4. To avoid time wastage.
To maximise on the activities.
For enjoyment.
5. False
6. It is the time when a person is not engaged at work or school.
7. (a) Play with friends.
(b) Playing a favourite game.
8. enjoyable
9. (a) For enjoyment or to avoid boredom.
(b) To use time well.
10. (a) Watching television.
(b) Playing video games.
(c) Crocheting or knitting.
(d) Listening to music.
(e) Playing indoor games.

B Tracking signs

Practice Activity 2

1. (a) Sticks (c) Leaves
(b) Stones
2. (a) Water this way
(b) Turn right
(c) Gone home
(d) Come together
(e) Follow the arrow
(f) Turn left
(g) Not this way
3. (a), (c), (d)
4. Home
Way to go
5. (a) thick bushes
(b) very steep land
(c) rocks that are difficult to navigate
(d) swampy area
(e) insect bites
6. natural
7. (a) To avoid getting lost.
(b) To avoid danger.

- (c) To find someone if they get lost.
- (d) To inform others you have arrived at the campsite.

8. enjoyable
9. False

C Roles and responsibilities

Practice Activity 3

1. (a) Cooking
(b) laying the tracks.
(c) pitching the tent.
(d) collecting firewood.
(e) washing utensils.
(f) Fetching water.
2. (a) Quick in thinking.
(b) A committed person.
(c) Readily inspires others.
(d) Has integrity.
(e) Creative
(f) A good decision maker.
(g) A good communicator.
(h) Disciplined
(i) Positive attitude towards others.
3. Identifying the place to pitch the tent.
Laying the footprint.
Laying the body of the tent.
Assemble the poles.
Attach poles to the tent.
4. dry
5. True
6. (a) Sharing work among the members.
(b) Helping resolve conflicts.
(c) Peer counsellor.
(d) Advising team members.
(d) Holding group members accountable.
7. Share
8. To avoid deforestation and destroying the environment.
9. Firewood, tinder, kindling, dry grass
10. Put it out with water or ash.

D Conflict resolution in outdoor activity

Practice Activity 4

- Poor communication.
 - Unfriendly relationships.
 - Lack of enough space for all group members.
 - Unwillingness to share resources.
 - Disagreements in power.
 - Lack of planning.
 - Poor selection of a leader.
 - Favouring some groups.
 - Lack of respect to other members.
- Misunderstanding among members.
 - Quarrels among members.
 - Frustration and anger.
 - Tension
 - Lack of support and criticism.
 - Disagreement
 - Failure to play and enjoy the stay.
- Encouraging members to speak openly about their feelings.
 - Asking members to listen to each other
 - Being fair to all members.
 - Encouraging members to seek forgiveness.
 - Discussing different solutions with the group.
 - Alternating duties to be fair to all members.
- Serious disagreements about something.
 - Ways of solving the disagreements.
- is not 8. normal
- spokes-person 9. False
- is 10. be calm

E Food preservation

Practice Activity 5

- The method of treating and handling food to stop or slow down spoilage.
- Ugali, githeri, rice, matoke, fish, milk and any other relevant answer.
- Githeri, rice, matoke, refrigeration
Milk –boiling/bottling
Fish- smoking
- To stop or slow down spoilage.
- Boiling, drying, smoking, canning and salting.
- spoilage
- Washing food like vegetables well.
 - Washing hands before and after handling food.
 - Using clean water to prepare food.
- True

End of Term 3 Assessment

- (c)
- Mouth, nose
- Toe touch- the raider touches the opponent's foot using the toes.
 - Running hand touch –The raider runs fast, stretches the hand to touch the opponent before running away.
- Raider (b) Raiding
- cartwheel
- lifted straight above the head
- True
- Handstand (b) Handwalk
 - T-balance (d) V-balance
- (d)
- Perform enough warm-up activities
 - Space out well.
 - Wear appropriate shoes and sport wear.
- flexibility 12. Fitness

13. under 14. sprain
15. (a) Lower leg muscles
(b) Thigh muscles
(c) Feet muscles
16. Sprain affects the ligaments and joints muscles while strain affects muscles.
17. (c) 18. (a)
19. message 20. team leaders
21. (c) 22. (b)
23. (c) 24. arrival
25. R – Rest
I – Ice
C – Compression
E – Elevate

End of Year Assessment Papers

Assessment Paper 1

- crouch
- approach, take-off, flight, landing
- (a) Straddle and straddle cross
(b) Skier
(c) Heel taps
- (d)
- Stamping is touching the post with the hand holding the ball.
- Inside part of the foot.
- Draw accurately and label the parts.
- 8 metres by 11 metres
- tag belt, ball, training cones
- Cutting
- Breaststroke
- Hand balance into split
- (c)
- ligaments
- Track signs
- False
- True
- True
- (a) Control far balls.
(b) Distance thrower.

- (c) Delivers the ball to the base.
(d) Back up other players.
20. 30
21. (a) Toe touch
(b) Running hand touch
(c) Frog jump
(d) Dubki
(e) Scorpion kick
22. a try
23. Marking
24. two
25. (c)

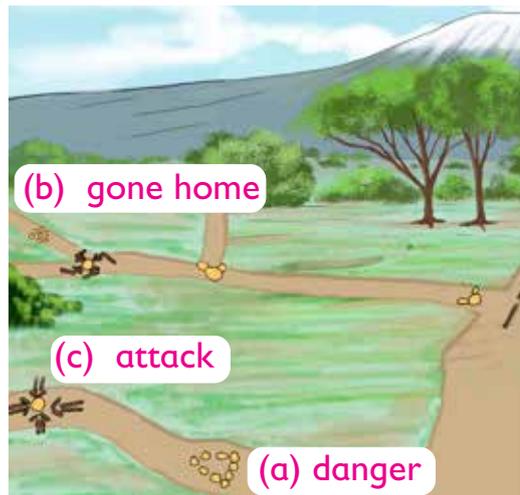
Assessment Paper 2

- (a) Disciplined
(b) Integrity
(c) Good in time keeping.
(d) Respectful and committed person.
(e) A good decision maker.
(f) Effective communication skills.
(g) Creative
(h) Have positive attitude towards others.
- strain
- (d)
- Balance
- Fitness, to avoid lifestyle diseases, to relieve stress, to strengthen heart and bones and to control body weight.
- (d)
- Flight
- (a) Breaststroke (b) Backstroke
(c) Sidestroke (c) Front crawl
(c) Butterfly
- Spirit of the game
- (a) belts
(b) handkerchiefs
(c) old clean pieces of cloth
- Raiding

12. Six
13. (a) Wall pass
(b) Push pass
(c) Outside of the footpass
14. 2
15. fielders
16. A – Knob B – Taper
C – End cap D – Barrel
E – Handle
17. In straddle rope work, jump and land with feet apart while in straddle cross you land alternate the right foot and the left foot in front and back.
18. (a) Tape measure
(b) Marking flags
(c) Score cards
19. approach, take-off, flight, hurdle clearance, landing
20. Food preservation
21. (a) Refrigeration
(b) Drying
(c) Smoking
(d) Salting
(e) Canning
22. Use the two-handed rim catch where the disc comes above the shoulder height or below the waist. The catcher should hold the leading edge of the disc. To catch the disc when it is above the shoulders, stretch your arms up and open your hands as thumbs face down. When catching below your waist, open your hands with thumbs facing up and fingers pointing towards the ground. Bend knees and catch it near the ground by its edge.
23. 7
24. 55 metres by 30 metres
25. True

Assessment Paper 3

1.



2. A person who is qualified to give first aid treatment in event of illness or injury.
3. Agility 4. coordination
5. Tagging
6. Sidestroke
7. B – Breathe
E – Explain
C – Consider
A – Ask
L – Listen
M – Make a call
8. 1
9. (a) Reassure the casualty.
(b) Give first aid to a casualty.
10. Old newspaper, sisal twine old mattresses, dry grass
11. 3
12. (a) To avoid a tag from the opponents.
(b) Prevent an injury.
(c) It is the quickest way to reach the base.
13. jump rope
14. (a) Stance
(b) Grip
(c) Swing
(d) Release and recovery

15. Hurdling
16. (a) Papier mache
(b) Sisal thread
17. Ready
18. (a) Encourages honesty in the game.
(b) To enhance teamwork and love.
(c) To promote the fun and enjoyment.
19. Dig
20. 1
21. 20
22. Pivoting
23. (a) Avoid running along the sides of the pool.
(b) Avoid pushing each other into the pool.
(c) Always swim under supervision.
24. V-balance
25. Flexibility

Assessment Paper 4

1. (a) To make work easier.
(b) To work faster.
(c) Encourage teamwork.
2. (a) Thigh muscles
(b) Lower leg muscles
(c) Feet muscles
3. (a) Improves balance.
(b) promotes coordination.
(c) develops muscles strength and endurance.
4. Backstroke
5. (a) Elongated sprint start
(b) Medium sprint start
(c) Bunch start
6. overarm and underarm
7. discus

8. field
9. 9
10. (a) Pitcher plate
(b) Home plate
(c) Catcher's box
11. Push pass
12. Volley
13. (a) Perform enough warm-up activities.
(b) Perform enough cool-down activities.
(c) Run carefully to avoid collision.
14. The method of carrying the ball under the armpit with one hand.
15. (a) Soccer (goalkeeper)
(b) Netball
(b) Handball
(b) Softball
(b) Basketball
16. Rugby ball
17. Rugby game
18. Running and changing directions on command, playing Soccer, playing Netball, gymnastic activities like crab walk.
19. Tape measure
20. no bleeding
21. (b)
22. waist
23. (d)
24. (c)
25. 6, one raider, "Kabaddi", "Kabaddi"

Social Studies

1. Natural and Built Environment

Elements of a Map

Practice Activity 1

- (a) Title (b) Frame
(c) Scale (d) Key
(e) Compass
- (a) Key (b) Title
(c) Frame (d) Compass
- Accept a well neatly drawn sketch map. Should have all elements of a map.
- Check learners responses.

Location and position of Kenya

Practice Activity 2

- (a) Accept a well-drawn map of Kenya and her neighbours.
(b) Learners to identify countries that share a boundary with Kenya.
- (a) Kenya borders Somalia to the **East**.
(b) Kenya borders Tanzania to the **South**.
(c) Kenya borders Uganda to the **West**.
(d) Kenya borders South Sudan to the **North west**.
(e) Kenya borders Ethiopia to the **North**.
- Learner 1:** Ethiopia
Learner 2: Tanzania
Learner 3: Somalia
Learner 4: Uganda

Main physical features in Kenya

Practice Activity 3

- (a) Physical features are the natural things found on the earth's surface.
(b) Relief features refers to the shape of the earth.
(c) Drainage features refers to physical features that have water in them.
- (a) Rivers (b) Mountains
(c) Lakes (d) Plains
(e) Swamp (f) Plateaus

- (g) Hills (h) Valleys
(i) Oceans

Relief features	Drainage features
Hills	Rivers
Valleys	Lakes
Mountains	Swamps
Plains	Oceans
Highlands	Seas
	Streams

Physical features in Kenya	Examples of physical features in Kenya
Plains	Indian
Lake	Tana
Mountain	Kerio
Swamp	Ngong
Valley	Lotikipi
Hill	Victoria
River	Elgon
Ocean	Lorian

- (a) Accept correct answers.
(b) Assess and accept correct answers.
- Accept a map of Kenya with correct location of the physical features.
- (a) True (b) False
(c) True

Weather and Climate

Practice Activity 4

- (a) Weather is the state of the atmosphere at a particular place.
(b) Climate is the weather conditions prevailing in an area over a long period.
- (a) Cloud cover (b) Rainfall
(c) Sunshine (d) Wind
(e) Temperature
- (a) Tuesday and Saturday
(b) Friday
(c) Monday, Friday and Sunday
(d) Friday

- (e) Monday
 - (f) Tuesday, Wednesday, Thursday, Saturday
4. Check the elements of weather circled.
 5. Rainy
 6. Accept correct responses.
 7. (a) **Temperature** – refers to the hotness or coldness of a place.
 - (b) **Rainfall** – refers to water droplets that fall from dark clouds.
 - (c) **Cloud cover** – refers to a situation when the clouds have covered the skies making it difficult to see the sun, moon or the stars.
- 8, 9, 10 Accept correct responses.
11. (a) Modified equatorial climate.
 - (b) Semi-desert climate.

Historical built environments in Kenya

Museums in Kenya

Practice Activity 1

1. (a) Museums
- (b) Monuments
- (c) Cultural Centres
- (d) Historical buildings
2. (a) Museum is a building where important things about history and science are kept.
- (b) Accept answers such as Nairobi National Museum, Fort Jesus Museum, Karen Blixen Museum, Hyrax Hill, Koobi Fora, Olorgesaille Museums among others.
3. (a) Accept answers such as artefacts, fossils, paintings.
- (b) Accept correct answers.
4. (a) Museums help preserve our culture.
- (b) Museums help in research programs.

Monuments in Kenya

Practice Activity 2

1. Monument is a building or statue constructed in remembrance of an

important person or historical event.

2. (a) (i) Jomo Kenyatta Monument.
- (ii) Independence Monument.
- (b) Accept answers such as Nyayo Monument, Independence Monument, Jomo Kenyatta Monument, Mombasa Tusks.

Cultural centres in Kenya

Practice Activity 3

1. Evans gave the correct answer.
2. Accept answers such as Bomas of Kenya, Nabongo Mumia Cultural centre, Swahili Port Hub, Kenya National Theatre, Koitalel Arap Samoei Cultural Centre.
3. (a) 1. Nabongo Mumia Cultural Centre.
2. Koitalel Arap Samoei Cultural Centre.
3. Bomas of Kenya.
- (b) Accept answers such as:
 - (i) They are important reference materials for research.
 - (ii) They provide a place for storing historical artefacts, objects and paintings that help preserve and promote our culture.
 - (iii) They are tourists attraction sites.

Historical Buildings in Kenya

Practice Activity 4

1. (a) Fort Jesus
- (b) Gedi Ruins
- (c) Lord Egerton Castle
2. Takwa Ruins, Mnarani, Jumba la Mtwana
3. (a) They are recreational centres.
- (b) They are tourists' attraction sites.
- (c) They are important for reference.

Importance of caring for the Historical Built Environment in Kenya

Practice Activity 5

- A. People cleaning a cultural centre.
B. Painting a monument.
- (i) Historic built environments are important reference materials for research.
(ii) They provide a place for storing historical artefacts and objects that help preserve and promote our culture.
(iii) Some historic built environments are recreational centres.
(iv) Some historic built environments attracts tourists such as Museums, Monuments and Historical buildings.

2. People and Population

Practice Activity 1

- (a) Cushites (b) Semites
(c) Bantus (d) Nilotes
- (a) language group
(b) largest
(c) Nilotes
- Accept answers such as:
Bantu, Nilotes, Cushites.

How different language groups depend on each other

Practice Activity 2

- (a) Alex Kini is giving Abdihakim Barre his cock in exchange for flour.
(b) Paul Njoroge is a fisherman. He is exchanging his fish for meat given by Hassan Ali.
(c) Faith Mellow is buying artefacts from Ole Satina.

Practice Activity 3

- Let the poster show benefits of interdependence.
- (a) True (b) False (c) True
(d) False (e) True

- (i) Interdependence promotes love for our country.
(ii) Interdependence promotes exchange of goods and services thus promoting peace among communities.
(iii) Interdependence also enables communities to exchange different language groups depending on each other.
(iv) When different language groups interact peace and unity is promoted.
(v) Interdependence of language groups promotes exchange of ideas among different communities.

Population Distribution in Kenya

Practice Activity 4

- (a) Accept a well-drawn map of Kenya showing areas of low and high population.
(b) Accept correct responses.
- Population in Kenya is uneven.
- The population of Kenya is 47,564,296 (as per 2019 population census).
- Population is the total number of people living in a certain area.
- Population distribution refers to the way people are spread over land.
- (a) Sparsely (b) Densely
(c) Uneven
- Population in Kenya is uneven because certain areas have very many people while others have few people.

Cultural and Social Organization

Practice Activity 5

- African Traditional Education is a form of learning practiced in the past.
- Instruction was done through stories, apprenticeship, proverbs, songs, observation.
- Story, poems, proverbs, songs.

4. (a) Riddle (b) Proverb
(c) Story (d) Song

Importance of African Traditional Education promoting values

Practice Activity 6

1. (a) Assess the relevance of the poster.

2.

Method of instruction	Meaning
(a) Stories	Statements or questions that are asked in a way that one should think critically.
(b) Riddles	
(c) Proverbs	Tells of past events.
(d) Narratives	A collection of related events that are true or fiction. Wise sayings with ridded meaning.

3. Accept answers such as:
(a) It promoted discipline among people.
(b) It promoted love among people.
(c) People were able to work together.
(d) Helped us maintain moral values.

School Administration

Practice Activity 7

1. (i) Head Teacher
(ii) Deputy Head Teacher
(iii) Board of Management
(iv) Class Representative
(v) Senior Teacher

2.

School leaders	Roles
(a) Deputy Head Teacher	Chairs staff meetings.
(b) Senior Teacher	Maintains discipline in school.
(c) Head Teacher	In charge of school resource centre.

Assess the relevance of the letter.
Check grammar and punctuation.

3. (i) **Duties of School Committee**
- Approves and monitors the budget for the school.
 - Write and maintain policies that guide the school.

- (ii) **Duties of Head Teacher**
- Chairs staff meetings.
 - He is in charge of the school.
 - He is the secretary to the board of management.

- (iii) **Duties of Deputy Head Teacher**
- Takes charge of the school when the head teacher is not around.
 - Report on the learner's progress.
 - Organises academic trips.

- (iv) **Duties of Senior Teacher**
- Check on learner's academic records.
 - Make follow up on teacher's welfare.

End of Term 1 Assessment Answers

1. Assess the sketch map drawn. Ensure it has the key elements of a map.
2. A – Ethiopia
B – Somalia
3. Assess the relief features drawn. Ensure learners correctly name it.

4.

Element	Importance
Scale	It shows features represented.
Key	Tells the area represented on a map.
Title	Tells the relationship between the distance on the map and the real distance on the map and the real distance on the ground.

5. • Physical features such as plains are good for pastrolism and ranching.
- Lakes provide water for use in homes and industries.They are also used for transport.
- Mountains are useful tourist attraction sites.
- Some mountains are used to mark boundaries.
- Features such as rivers are source of water for homes and industries.
6. (a) Sunshine
Activities can be swimming, washing clothes.
- (b) Wind
Activities can be flying kites.
7. Climate
8. Semi-desert climate.
9. Characteristic of Montane Climate:
 - (i) It has high rainfall between 1300 mm to 2250 mm per year.
 - (ii) Temperatures are low due to the high altitude.
 - (iii) It experiences cool and wet conditions.
10. (a) Jomo Kenyatta Monument at KICC.
- (b) True
11. (a) Historical buildings are structures that have been preserved because of their historic or artistic values.
- (b) Monument is a building or statue constructed in remembrance of an important person or historical event.
12. Assess posters designed.
13. Accept answers such as artefacts, cultural art.
14. (a) Educating people on the importance of caring for historic built environments.
- (b) Participating regularly in cleaning of the historic built environment.
- (c) Painting the historic built environments regularly to protect them from bad weather.
15. Assess information gathered.
16. Assess learners answers.
17. (a) Inter marriages, trading.
- (b) (i) Intermarriages among different language groups enriches each other's culture.
- (ii) When different language groups interact peace and unity is promoted.
18. Most urban centers are densely populated as many people migrate in search of job opportunities.
19. Assess the map drawn. Ensure high and low population areas are correctly located.
20. Assess the posters developed.
21. Assess answers given by learners.
22. (i) Board of Management
- (ii) Head Teacher
- (iii) Deputy Head Teacher
- (iv) Senior Teacher
- (v) Teachers
- (vi) Children's Government
23. Function of children's government include:
 - Represent other learners in school.
 - Help teachers on duty supervise duties in school.
24. Assess the posters developed.
25. (a) Monuments – Nyayo Monument, Independence Monument, Mombasa Tusks, Jomo Kenyatta International Convectional Centre among others.
- (b) Cultural centres – Bomas of Kenya, Nabongo Mumia Cultural Centre, Swahili Pot Hub.
- (c) Historical buildings – Takwa Ruins, Mnarani, Jumba la Mtwana, Lord Egerton Castle, Gedi Ruins among others.

26. Modern fishing methods	Traditional fishing methods
<ul style="list-style-type: none"> • Gill net • Hand nets 	<ul style="list-style-type: none"> • Spearing • Hook and line • Use of baskets and traps

3. Resources and Economic Activities

Resources found in Kenya

Practice Activity 1

- (a) Resources are things we use to create wealth that benefit us.
(b) Accept answers such as land, minerals, water, forests.
- (a) Water (b) Land
(c) Forest

Caring for resources within the school

Practice Activity 2

- We care for resources by:

Soil

- Planting cover crops to care for the soil.
- Planting trees to hold the soil together.
- Building terraces to prevent soil erosion.
- Building gabions to control soil erosion.

Trees

- Mulching them to retain water.
- Weeding young trees.
- Trimming and pruning.
- Watering them.
- Adding manure or fertilisers to young trees.
- Spraying to keep off pests from trees.

- Check relevance of the poem. It should focus on caring for resources around the school.

Agriculture

Farming methods

Practice Activity 3

- Agriculture** refers to the science and practice of farming including cultivation of the soil for the growing of crops and rearing of animals.
- Small scale farming.
- Subsistence farming** is where the farm produce is only used for family or domestic consumption. The farmer produces enough for the family and there is no surplus produce for sale. **Small scale farming** involves growing of crops and keeping of animals in a small piece of land. The farm produce is consumed by the farmer and the surplus is sold.
- (a) False (b) True
-

B	J	O	M	A	T	O	E	M
E	J	N	H	L	F	A	G	U
S	P	I	N	A	C	H	G	S
Q	G	O	S	I	V	S	P	H
C	J	N	U	P	E	Y	L	R
Z	J	S	C	L	H	E	A	O
A	I	K	A	L	E	S	N	O
N	K	K	N	F	M	I	T	M

Characteristics of subsistence farming

- Subsistence farming.
- Check the answers given such as:
 - Simple tools are used.
 - Family is the main source of labour.
 - Farm produce is mainly for domestic or family use.
 - Traditional crops are mainly grown.

Characteristics of small scale farming

Practice Activity 4

- (a) Mixed farming is practised.
- (b) Surplus produces is sold.
- (c) Labourers are hired.
- (d) Fertilisers and manure are used to improve soil fertility.

Importance of farming in Kenya

Practice Activity 5

1.
 - (a) Farming creates job opportunities for people.
 - (b) Farming provides most industries with raw materials.
 - (c) Farming is a source of food to our country.
 - (d) Farmers earn income when they sell farm produce.
 - (e) Farming improves infrastructure for instance roads. This ensures easy transportation of perishable farm products to the market.
 - (f) Farming has led to the growth of many urban centres due to trading of farm produce.
2. Assess relevance of the posters to include benefits of farming in Kenya.

Horticulture in Kenya

Practice Activity 6

1. Horticulture is the cultivation of fruits, vegetables, flowers and nuts.
2.
 - (b) A - Taita B - Machakos
 - C - Athi River D - Ngong
 - E - Kiambu F - Nyeri
 - G - Nyandarua H - Perkerra
 - I - Eldoret J - Moi's Bridge
 - K - Cherangany L - Mt Elgon
3. Maize (C)
4.
 - (a) Pic 1 – Flowers
 - (b) Pic 2 – Vegetables
5. (a) Horticulture earns the government foreign exchange when flowers are exported.

- (b) It has led to creation of employment opportunities in the flower farms.
- (c) Horticulture has led to the growth of industries.
- (d) Horticulture has improved the living standards of people as they earn income from the practice.

Dairy farming in Kenya

Practice Activity 7

1. Dairy farming is the keeping of animals for milk production.
2. Accept answers such as:
 - (a) High and reliable rainfall that result to plenty of grass for the dairy cows.
 - (b) Ready market for selling milk and milk products.
 - (c) Cool temperatures in the highlands.
 - (d) Good transport system that ensures faster movement of milk from farms to factories.
 - (e) Fertile volcanic soil.

Dairy farming areas in Kenya

Practice Activity 8

- | | |
|---------------|------------------|
| A - Meru | B - Embu |
| C - Murang'a | D - Kiambu |
| E - Nyeri | F - Naivasha |
| G - Nyahururu | H - Molo |
| I - Eldoret | J - Moi's Bridge |
| K - Kapsabet | L - Kericho |
| M - Kisii | N - Bungoma |
| O - Kitale | |

Benefits of dairy farming in Kenya

Practice Activity 9

1.
 - (a) Assess and accept correct responses.
 - (b)
 - (i) Dairy farming is a source of food for instance milk and milk products.
 - (ii) Provides us with manure which is useful in farms.

- (iii) Provides job opportunities for people living in the farming areas.

2. Assess relevance of search to include benefits of dairy farming.

Challenges facing Dairy farming in Kenya

Practice Activity 10

1. (a) Unpredictable weather pattern.
(b) High cost of animal feeds.
(c) Inadequate capital.
(d) Poor roads.
(e) Inadequate cooling and storage facilities.
(f) Frequent animal diseases.
2. B

Contribution of horticulture to the economy of Kenya

Practice Activity 11

1. (a) Improved living standards.
(b) Boosts income.
(c) Earns foreign exchange.
(d) Provides employment opportunities.
(e) Develops transport and communication network.
2. (a) Flowers are grown for beauty.
(b) Horticulture promotes growth of industries.
(c) People are employed in the horticultural farms.

Transport in Kenya

Modern forms of transport

Practice Activity 1

1. **Transport** is the movement of goods and people from one place to another.
2. (a) Railway transport.
(b) Road transport.
(c) Water transport.
(d) Air transport.

Causes of road accidents

Practice Activity 2

1. • Speeding.
• Overloading of vehicles.
• Careless road users.
• Driving under the influence of alcohol and drugs.
• Using mobile phones while driving.
• Bad weather conditions that affect visibility.
• Failure to observe traffic rules.
• Use of vehicles that are not worth to be on the road.
2. Check the poster developed.

Road signs

- 3 and 4. (a) Stop sign – means stop.
(b) Sharp bend sign – this means motorists approaches a sharp bend.

Reducing road accidents

Practice Activity 3

1. • Road users should be educated on how to use roads safety.
• Unroadworthy vehicles should not be allowed on the roads.
• Roads should be well maintained to avoid potholes which are likely to cause accidents.
• Drivers who do not observe traffic rules should be punished.
• Regular inspection of vehicles should be done to ensure vehicles are road worthy.
• Public vehicles should have speed governors to prevent speeding.
• Pedestrians should observe traffic rules such as using fly overs, pedestrian crossing.
2. B.
3. A - No entry sign.
B - Speed limit sign.

4.

Road sign	Meaning
(a)	No entry
(b)	Zebra crossing
(c)	Sharp bend
(d)	Speed limit
(e)	Roundabout

Wildlife and Tourism in Kenya

Practice Activity 4

- (a) Game Reserve
(b) National Park
- Game Reserve
(a) Managed by the County Government.
(b) Locals are allowed to graze their animals in game reserves.

National Park

- (a) Locals are not allowed to graze their animals in national parks.
(b) Managed by the Kenya Wildlife Service.
- Assess the traced map. Check locations to be accurate.

Importance of wildlife in Kenya

Practice Activity 5

- (a) Wildlife attracts tourists.
(b) Wildlife provides employment opportunities to people.
(c) Wildlife earn foreign exchange to our country.
(d) Wildlife helps in preserving our national and cultural heritage.
- Accept correct explanation.

Tourist attractions in Kenya

Practice Activity 6

- Check learner's responses.
- (a) Flamingoes in Lake Nakuru.
(b) Coastal Beaches.
(c) Geysers in Baringo.
(d) Uhuru Gardens.
(e) Scuba Diving in Watamu and Diani.

Contributions of tourism to the economy of Kenya

Practice Activity 7

- (a) Kenya earns foreign exchange through tourism.
(b) Tourism is a source of revenue to the government.
(c) Tourism provides job opportunities for many Kenyans.
(d) Tourism promotes trade.
- (a) Wildlife earns our country foreign exchange.
(b) Wildlife attracts tourists.
(c) People get employment opportunities.

Promoting tourism in Kenya

Practice Activity 8

- Lowering charges at the hotels.
 - Educating citizens on the importance of conserving wildlife.
 - Radio and television campaigns.
 - Promoting tourism through sports and athletes.
- (a) Lowering charges at the hotels attract tourists to visit.
(b) The citizens are aware of the tourist attraction sites and charges hence promoting domestic tourism.

Mining in Kenya

Minerals found in Kenya

Practice Activity 1

- (a) Mineral is a precious metal or substance dug from the ground.
(b) Mining is a process of removing minerals from the rocks in the ground.
- (a) Soda ash (b) Limestone
(c) Diatomite
- (a) Diatomite (b) Soda ash
(c) Limestone (d) Salt

Locating major minerals found in Kenya

Practice Activity 2

1. Assess the traced map. Ensure correct location of minerals.
A - limestone B - Salt C - Salt
D - flourspar E - petroleum
2. (a) (i) Lake Magadi – Soda ash
(ii) Kariandusi – Diatomite
(iii) Turkana – Petroleum
(iv) Bamburi – Limestone
(b) (i) Bamburi – Limestone
(ii) Kariandusi – Diatomite
(iii) Fundisa – Salt
(iv) Kerio Valley – Fluorspars
(v) Macalder – Gold

Importance of minerals

Practice Activity 3

1.
 - Minerals are used in making jewellery and decorations.
 - Minerals earn foreign exchange to the economy of Kenya.
 - Minerals are a source of raw materials to other industries.
 - Minerals have contributed to the development of other industries.
 - Mining of minerals at a place attracts the growth of urban centres.
 - Mining of minerals offers employment opportunities to many people in the country.
2.
 - Inadequate capital to mine minerals is a major problem.
 - Lack of skilled personnel to help in exploring and mining.
 - Poor transport system in some remote areas makes it impossible to mine minerals.

Communication in Kenya

Modern forms of communication

Practice Activity 4

1. Communication is the passing of

message from one person to another.

2. (a) Mobile phone (b) Newspaper
(c) Television
3. Radios, television, internet, mobile phones, newspapers.

Describing the modern means of communication

Practice Activity 5

1. Accept correct description.
2. (a) Radio (b) Mobile phone
(c) Newspaper (d) Television

Fishing in Kenya

Main inland fishing grounds in Kenya

Practice Activity 6

1. Fishing refers to harvesting of fish from water.
2. A – Hook and line B – Gill net
3. (a) Accept correct identification of the fishing grounds.
(b) Lake Victoria, Lake Baringo, lake Turkana, River Athi, River Tana, Lake Naivasha.
4. Assess the traced map and ensure learners correctly locate the main fishing grounds.
5. Accept correct responses.

Methods of inland fishing in Kenya

Practice Activity 7

1. (a) They include basket, spearing, hook and line, gill net fishing methods.
(b) Check the diagrams drawn.
2. **Traditional inland methods:**
 - Spearing • Hook and line**Modern inland methods:**
 - Gill net
 - Hand net fishing
3. Gavin gave the correct answer.

Contributions of fishing to the economy of Kenya

Practice Activity 8

1. (a) Fishing promotes trade through selling of fish in the market.

- (b) Fishing creates employment to the people living around the fishing grounds.
- (c) Fishing promotes development of local industries.

2. Assess the relevance of the poster.

End of Term Two Assessment Answers

1. Kariandusi
Bamburi
Lake Basin
Lake Magadi

2. (a) Forest
- (b) • Watering them.
 - Adding manure or fertilisers
 - Trimming and pruning them.
 - Spraying to keep off pests from the trees.
 - Weeding young trees.
 - Mulching them to retain water.

3. Game Reserve

4. Let the map show the location of the areas highlighted.

Resource	Economic activity
Land	Mining
Minerals	Fishing
Water	Lumbering
Forests	Farming

Rivers	Lakes
Sio	Jipe
Sondu	Baringo
Tana	Turkana
Kuja	Victoria

7. Check the diagrams drawn.

8. (a) and (b) (i) Stop (ii) No entry
(c)



9.	B
	Kales Strawberries Carnations Lilies

10. (c) Inland fishing is carried out in large masses of water such as the sea and ocean.

11. Ayoo, Hamisi and Kamau gave correct answers.

- 12. • A wall of net with spaces that only allow fish to enter its head is used.
- When the fish tries to swim back, the gills are trapped in the mesh.

13. C

- 14. • Simple tools are used.
- Family is the main source of labour.
- Farm produce is mainly for domestic use.
- Traditional crops are mainly grown.

15. A. Railway transport

B. Air transport

16. National Unity

17. (a) Indirect democracy

(b) Legislature, Executive, County

(c) Executive, Legislature, Judiciary

(d) Chief Justice

18. (a), (b), (c) Accept correct responses.

19. (i) By birth (ii) By registration

20. Accept correct answers.

22. (a) Farming improves infrastructure.

(b) Farming is a source of food.

(c) Farming is a source of employment.

23. (a) Air transport (b) Road/Rail transport

24. Accept correct responses.

25. Accept and guide accordingly correct answers.

4. Political Systems and Governance

Traditional Leaders in Kenya

Practice Activity 1

- (a) A traditional leader is a person who has special qualities to guide the community according to their traditional beliefs.
(b) Assess learner's findings.
- They help in solving problems in their communities.
 - They preside over traditional ceremonies.
- Assess relevance of their findings.
- (a) Kivoi wa Mwendwa – Akamba community.
(b) Mekatilili wa Menza – Agiriyama community.
- (a) **Kivoi wa Mwendwa**
 - Kivoi contributed to the growth of Voi town.
 - He protected and helped preserve the Kamba traditional culture.
- (b) **Mekatilili wa Menza**
 - Mekatilili contributed to the struggle for the Agiriyama independence.
 - She also protected the Giriama land, traditions and culture.

Difference and similarities between selected traditional leaders

Practice Activity 2

1. Mekatilili wa Menza	Kivoi wa Mwendwa
<ul style="list-style-type: none"> She was born in Kilifi county. 	<ul style="list-style-type: none"> He was born in Kitui county.
<ul style="list-style-type: none"> She was arrested by British. 	<ul style="list-style-type: none"> He collaborated with Europeans.
<ul style="list-style-type: none"> She was a Giriama leader. 	<ul style="list-style-type: none"> He was a Kamba leader.

<ul style="list-style-type: none"> She fought to protect Giriama land and culture. 	<ul style="list-style-type: none"> He was Akamba long distance trader and prophet.
<ul style="list-style-type: none"> She contributed in the struggle for our independence. 	<ul style="list-style-type: none"> He contributed to the growth of Voi town.
	<ul style="list-style-type: none"> He helped in the spread of Christianity to the village.

Early forms of government in Kenya

Practice Activity 3

- Council of elders is a governing body that consists of religious leaders, clan heads and family heads.
- Oloibon
- Religious leaders, clan heads and family heads.
- Council of elders maintain law and order.
 - They were responsible for making decisions about ceremonies such as marriage.
 - They also declared war and help solve problems.
- Maasai traditional leaders presided over religious ceremonies.
 - They advised the community on all religious matters.
 - They blessed warriors before they went to war.
- (a) Oloibon the Maasai spiritual leader.
(b) Oloibon presided over religious ceremonies.
Oloibon advised the community on all religious matters.
Oloibon blessed warriors before they went to war.
- (a) Njuri Ncheke is the supreme head of the Ameru.
(b) The Ameru were ruled by Njuri Ncheke.

8. • They preside over religious functions of the Ameru.
- They are responsible for making key decisions among the Ameru community.
- They help in resolving conflicts affecting members in the community.

Differences and similarities between the Maasai and the Ameru early form of government

Practice Activity 4

1. Maasai	Ameru
<ul style="list-style-type: none"> • Oloibon was their supreme leader. 	<ul style="list-style-type: none"> • Njuri Ncheke was supreme among the Ameru community.
<ul style="list-style-type: none"> • Leadership among the Maasai was hereditary. 	<ul style="list-style-type: none"> • Ameru exchanged leadership between two groups after every fourteen years.
<ul style="list-style-type: none"> • The council of elders kept law and order. 	<ul style="list-style-type: none"> • Njuri Ncheke kept law and order.
<ul style="list-style-type: none"> • Oloibon among the Maasai was a powerful spiritual leader. 	<ul style="list-style-type: none"> • The Ameru had no powerful spiritual leader.
<ul style="list-style-type: none"> • A special ceremony was conducted to graduate young elders. 	

2. i. They both had spiritual leaders.
- ii. They both had council of elders.

- iii. They both had a decentralized form of government.
 - iv. They were both organized based on clans.
 - v. They both had warriors to protect the community.
3. • Early forms of government promoted democracy.
 - Early forms of government promoted peace and unity among all citizens.
 - They promoted good ways of solving disputes among communities.
 - They also promoted respect among communities and their leaders.

Citizenship

Ways of becoming a Kenyan citizen

Practice Activity 5

1. (a) A citizen is a person who lives in a country and has rights by law to belong to that country or community.
 - b) Citizenship is the state of belonging to a country or community and enjoying full rights as a member of that country or community.
2. • By birth
 - By registration
3. (a) Birth – if one or both the parents are Kenyan citizens. If one is below 8 years old and his or her parents citizenship are not known.
 - (b) • By registration if one has lived in Kenya for more than seven years and applies for Kenyan citizenship.
 - If a person is married to a Kenyan citizen.
 - If a child from another country is adopted by a Kenyan citizen.

Ways in which one may lose Kenyan citizenship

Practice Activity 6

- If a citizen obtained his or her citizenship falsely.
 - If the parents are not citizens of Kenya.
 - If one has committed a crime after registration and he/she has been jailed for seven years.
 - If one acquires citizenship when he or she is more than eight years.
- Assess relevance of the letter. Check grammar and punctuations.
- Property.
 - Voting

Requirements for dual citizenship

Practice Activity 7

- The person applying for dual citizenship should be a law-abiding Kenyan citizen.
 - The country in which the person is applying for citizenship must also accept dual citizenship.
- Check their responses after discussion.

National Unity in Kenya

National Symbols in Kenya

Practice Activity 8

- Accept correct definitions.
- (a) Public Seal (b) Coat of Arms
(c) National Flag (d) National Anthem
- (a) Assess colouring of the flag. Should be in the correct order. Colour within margin.
(b) 4 (four colours)
(c) Black – people
White – peace
Red – blood
Green – our country's landscape
- Ensure the drawing and colouring show the national symbols.

- Kenya national anthem has three stanzas.

*Ee Mungu nguvu yetu,
Ilete baraka kwetu,
Haki iwe ngao na mlinzi,
Na tukae na undugu,
Amani na uhuru,
Raha tupate na ustawi.*

*Amkeni ndugu zetu,
Tufanye sote bidii,
Nasi tujitoe kwa nguvu,
Nchi yetu ya Kenya tunayoipenda,
Tuwe tayari kuilinda.*

*Natujenge taifa letu,
Ee ndio wajibu wetu,
Kenya istahili heshima,
Tuungane mikono pamoja kazini,
Kila siku tuwe na shukrani.*

Factors that promote national unity

Practice Activity 9

- National symbols such as the national flag, national anthem and coat of arms gives all Kenyans a sense of belonging to a nation.
 - Presidency** also promotes national unity. This is because we have one president who represents all Kenyans.
 - Kiswahili** being our national language unites all Kenyans of all groups.
 - The **Kenyan constitution** which gives Kenyans equal rights promotes equality amongst us all.
 - Celebrating **national days** also promotes unity amongst us all. Hence promoting the sense of patriotism.
- Mashujaa Day – This day reminds us about the heroes who fought for our independence.

Jamhuri Day – This day reminds us about the day Kenya gained independence.

Human rights

Practice Activity 10

- Human rights are benefits enjoyed by every person regardless of their race, gender, tribe, faith or any other status in the society.
- Right to life.
 - Right to education.
 - Right to health care.
 - Right to information.
 - Right to safe and clean environment.
 - Right to fair trial.
- Picture A shows the right to education. Picture B show the right to health care.
- Right to fair trial ensures that every accused person remains innocent until proven guilty.
 - Right to information enables us to know what is happening within and outside the world.
 - Right to life is important because no one should take away another person's life.
 - Right to safe and clean environment is important because it helps us protect the environment for our own good.

Governance in Kenya

Democracy in society

Practice Activity 1

- Democracy refers to the form of government where political decisions are directly in the hands of the people being governed.
- Indirect democracy.
- Direct democracy is where by citizens are directly involved in representatives who make decisions on their behalf.

Benefits of democracy in society

Practice Activity 1

- Picture of a parliament in session.
 - A debate session by members of parliament is ongoing.
 - They help in making decisions in representing the citizens.
 - They make laws for our nation.
- True
 - False
 - True
 - True
- Giving learners an opportunity to make decisions such as class roles.
 - Giving learners an opportunity to choose their own leaders.
- Check and assess learner findings to match the correct benefits of democracy in society.

Electoral process in Kenya

Importance of voting

Practice Activity 1

- Voting is an activity of electing or choosing someone to a leadership position in an election.
- Voting promotes democracy.
 - Citizens are able to choose leaders they want.
 - It enables citizens to participate.

Steps of voting in Kenya

Practice Activity 2

- Check and assess learner's findings to match the following:
 - A voter entering a polling station.
 - A voter is identified by the registration system.
 - A voter is issued with six stamped ballot papers.
 - A voter marking ballot papers in a booth.
 - A voter's casting the six ballot papers on six ballot boxes.
 - A voter's left finger is marked by permanent ink.

- vii. A voter leaving for home after completing voting process.

National Government in Kenya

Practice Activity 3

- The Executive.
 - The Judiciary.
 - The Legislature.
- Assess the correctness of the structure. Ensure learners are able to capture the composition of the arms of the National Government.
- (a) **Legislature**
 - Makes and amend laws.
 - Control government spending.
 - Determines allocation of national revenue in different arms of the government.
 - Approves or disapproves appointment of presidential appointees.
 - Forms of committee to investigate national issues.

Executive

- Implements laws passed by the National Assembly.
- Formulates government policies.

Judiciary

- Helps in interpreting laws passed by the National Assembly.
- Helps in settling disputes in courts.

- (b) 47 elected senators, 16 women nominated by political parties, speaker, 2 members representing people with disability.

4.

V	O	T	I	N	G	Q	P	B	O	O	T	H
E	L	I	M	O	U	R	F	C	L	P	R	S
A	N	W	A	R	D	S	T	A	M	P	T	F
E	A	M	P	O	L	L	I	N	G	K	I	G
S	O	L	I	V	Q	R	I	J	P	Z	I	V
B	A	L	L	O	T	B	O	X	R	C	N	J

- Check and assess the correct answer.
- Check correct answers.

End of Term 3 Assessment Answers

- Obeying rules of the country.
 - Buying taxes.
 - Conserving and protecting the environment.
 - By being loyal to the country.
 - By exercising their democratic rights to vote in general elections.
- A citizen
- They help solve disputes in the community.
 - They advise the community on issues concerning them.
- Democracy refers to the form of government where political decisions are directly in the hands of the people being governed.
- (a) Citizenship – is the state of being a citizen of a particular country.
(b) Dual citizenship – refers to being a citizen of two countries at the same time.
- National unity brings people together.
 - It promotes peace among people in the country.
- If one used false documents for registration.
 - If one was registered years after he or she commits an offence and he or she is jailed for seven years.

- If one was registered as a Kenyan citizen but his or her parents are not Kenyan citizens.

8. Assess the symbol drawn. Accept the correct national symbol.

9.

Leaders	Communities
Njuri Ncheke	Maasai
Oloibon	Abawanga
Nabongo Mumia	Ameru

10. Judiciary, Executive, Legislature.

11. (a) False (b) False
(c) True (d) True
(e) True

12. President, Deputy President, Cabinet secretaries, Attorney General

13. (a) Both had spiritual leaders.
(b) Both had council of elders.
(c) They both had a decentralized form of government.
(d) They both were organised based on clans.
(e) They both had warriors to protect the community.

15. IEBC, Chairperson, Commissioners, President.

Answers to End Year Assessment Papers

Assessment Paper 1

1.

A	T	C	G	D	F	E
U	I	V	Y	S	C	B
W	T	X	Z	C	O	C
A	L	F	R	A	M	E
K	E	Y	T	L	P	D
Q	O	N	E	E	A	G
P	M	L	J	I	S	F
R	S	L	K	K	S	H

2.

Symbols of weather	Elements of weather
a) Cloudy	Temperature
b) Rainy	Wind
c) Sunny	Cloud
d) Windy	Sunshine
e) Temperature	Rainfall

3. (a) Zuhura Area.
(b) Accept correct answers.
(c) Accept any three correct economic activities.
(d) Accept correct answers according to the economic activities produced in the area.
(e) Road transport.
4. Kenya
5. (i) 582, 646 km²
(ii) Mombasa County (shade)
(iii) Marsabit County (shade)
6. Accept correct examples of each of the physical features shown.
7. Maize

8.

Maasai forms of government	Ameru forms of government
<ul style="list-style-type: none"> Oloibon was their supreme leader. Leadership was hereditary. Oloibon was a powerful spiritual leader. The council of elders kept law and order. 	<ul style="list-style-type: none"> Njuri Ncheke was the supreme leader. Njuri Ncheke solved conflicts. Njuri Ncheke served as a court of appeal. Ameru had no powerful spiritual leader. Njuri Ncheke kept law and order.

9. Small scale farming	Subsistence farming
The farm produce is consumed by the farmer.	The produce is only used for family or domestic consumption.
There is surplus produce for sale.	There is no surplus produce for sale.

10. (a) Rainy season (b) Hot season
(c) Cold season

11. (a) (i) Weather – Is the daily atmospheric changes or conditions of a place.
(ii) Climate – The average weather conditions of a place over a long time.

(b) Cool and wet conditions are experienced in the highlands, Mount Kenya and Elgon regions, Mau/ Aberdare Ranges.

12. (a) Fencing around the historic built environment to protect them against destruction by animals and people.

(b) Educating people on the importance of caring for historic built environment.

(c) Participating in regular cleaning of the historic built environment.

(d) Renovating and repairing the historic built environment to ensure that they are in good condition all the time.

(e) Planting the historic built environment regularly to protect them from bad weather conditions.

13. (a) and (b) Guide the learner appropriately.

14. Accept correct proverbs.

15. (i) Stop sign – tells pedestrians to stop and not cross the road.

(ii) Bumps ahead – indicates that there are bumps ahead.

(iii) Traffic light sign – traffic lights help control vehicles and pedestrian movement on the road.

16. Accept the map of Kenya with shades of low and high population.

17. Resources

18. (a) Inadequate cooling and storage facilities that lead to farmers making losses.

(b) Animal diseases that are expensive to treat.

(c) The cost of transporting milk from the farm to the market is high.

(d) Payment of milk per liter is low and delays thus discourage dairy farmers.

(e) Poor roads which become muddy during the wet season. This prevents easy transportation of milk by the farmers.

19. (a) Agriculture, dairy farming, horticulture, mining, fishing.

20. Accept correct answers.

21. (i) Soil

(a) Planting trees to hold the soil together.

(b) Building gabions to control soil erosion.

(c) Building terraces to prevent soil erosion.

(d) Planting cover crops to care for the soil.

(ii) Forests

(a) Fencing forests.

(b) Protecting forests by preventing deforestation as they are an important resource to us.

(c) Planting more trees.

22. (i) Subsistence farming is where the farm produce is only used for family use.
 (ii) Farmers grow crops mainly for consumption.
 (iii) Traditional crops are mainly grown.
 (iv) Cash crops.
23. (a) True (b) True
 (c) False (d) True
24. (a) Accept answers such as milk, meat, and cheese among others.
 (b) Milk

Assessment Paper 2

1. Accept correct answers.

2.

Relief features	Drainage features
Awara Plains	Lake Magadi
Chyulu Hills	Lorian Swamp
Rift Valley	
Mount Kenya	

3. (a) Mombasa tusks.
 (b) It is found in Mombasa.
4. (a) Lord Egerton Castle.
 (b) The historic building helps us know about our history.

5.

Human rights	Importance
(a) Right to life	Every person is able to access health care services when in need.
(b) Right to education	Ensures that every accused person remains innocent until proven guilty.
(c) Right to fair trial	No one should take away another person's life.
(d) Right to health care	Ensures every child should get basic education.

6. (a) Somali, Abakuria, Maasai, Dahalo, Kipsigis, Pokomo, Arabs, Aembu.
 (b)

Cushites	Semites	Nilotes	Bantu
Dahalo Somali	Arabs	Kipsigis Maasai	Abakuria Aembu Pokomo

7. (a) Interdependence promotes exchange of ideas among different communities.
 (b) Interdependence promotes love for our country and unity among all citizens.
 (c) Interdependence promotes exchange of trade thus promoting peace among communities.
 (d) Interdependence promotes peace and unity among communities.
8. Check the location of densely populated areas such as major towns, highlands, mountain regions.
9. Small stones
10. (a) Fertile volcanic soils for growing pastures thus animals will have enough feeds.
 (b) High and reliable rainfall that will grow thus having enough feeds making the cattle produce more milk.
 (c) Readily available market – will enable farmers sell their milk and earn income.
11. (a) Fishing creates employment.
 (b) Fishing promotes trade.
 (c) Fishing leads to development of transport and communication networks.
 (d) Fishing earns revenue for the government.
 (e) Fishing promotes development of local industries.

12. (a) Accept correct identification.

Fruits	Vegetables	Flowers
Mangoes	Kales	Lilies
Guavas	Tomatoes	Rose

13. Diatomite

14. (a) By making sure national parks and game reserves are fenced.

(b) Educating citizens on the importance of conserving wildlife.

15. Accept correct drawing of any modern means of communication.

16. Mekatilili wa Menza:

(a) She fought to protect Giriama land and its culture.

(b) She contributed in the struggle for Giriama independence.

17. How to become a Kenyan citizen.

By birth	By registration
One becomes a Kenyan citizen by birth if one or both parents are Kenyan citizens.	If one has lived in Kenya for more than seven years and applies for Kenyan citizenship.
If one is below 8 years old and his or her parent's citizenship is not known.	If a person is married to a Kenyan citizen.
	If a child from another country is adopted by Kenyan citizen.

18. Accept correctly drawn symbols of the national unity. Ensure it is well named.

19. Indirect democracy

20. (a) The judiciary helps in settling disputes in court.

(b) It helps in interpreting laws passed by the national assembly.

Assessment Paper 3

1. (a) Road users should be educated on how to use roads safely.

(b) Public vehicle should have speed governors to prevent speeding.

(c) Unroadworthy vehicles should not be allowed on the roads.

(d) Regular inspection of vehicles should be done to ensure vehicles are roadworthy.

(e) Drivers who do not observe traffic rules should be punished.

(f) Roads should be well maintained to avoid potholes which are likely to cause accidents.

2. (a) Resources

(b) Accept answers such as mining, farming among others.

3.

Elements of a map	Functions
(a) Key	They use me to give the distance between two parts.
(b) Compass	I represent the area covered on the map.
(c) Scale	I enclose the area represented by a map.
(d) Title	I give meaning to all symbols on the map.
(e) Frame	I give direction from one place to another.

4. (a) Lwala Area

(b) Accept correct and accurate answers.

(c) Accept correct answers.

5. (a) K – Kenya

N – Somalia

(b) Tanzania

(c) M – Ethiopia

6. Accept a well-drawn map of Kenya.

Mark correct size of Kenya as 582,646 km².

7. Assess the sketch drawn. Ensure all key elements of a map are indicated.

8. (a)

Relief	Drainage
Plain	Lake
Hill	River
Plateau	Stream

(b) Relief features refer to the shape of the earth, whereas drainage features show the way surface water finds itself in various water bodies.

9. (i) **A** - Lake Victoria **B** - Lake Turkana
C - Mt. Elgon **D** - Mt. Marsabit
E - Mt. Kenya **F** - Ewaso Njoro
G - River Tana
H - River Athi (Sabaki)
I - Lorian Swamp

(ii) Accept correct importance of the features marked **C** and **D** (mountains).

10. **A.** Rainfall **B.** Sunshine
C. Wind

11. (i) Jomo Kenyatta Monument.

- (ii)
- By participating in regular cleaning of the historic built environment.
 - By fencing around the historic built environment to protect them against destruction by animals and people.
 - By painting them regularly to protect them from bad weather conditions.
 - By renovating and repairing the historic built environment to ensure that they are in good condition all the time.

12. (a) Culture

(b) Dressing, food, songs and dances.

(c) Accept correct answers. They may vary from one community to another.

13. Accept correct answers.

14.

Communities	Language group
(a) Arabs	Nilotes
(b) Agikuyu	Cushites
(c) Luos	Bantus
(d) Borana	Semites

15. soda ash, diatomite, limestone, salt and petroleum.

16. (iv) Good transport system. This will enable the milk product reach many people.

17. Check areas with high and low population.

18. Reading

19. Arriana because Bomas of Kenya is a cultural centre.

20. Accept answers such as obeying and respecting the law, participating in elections. A good Kenyan citizen should participate in paying taxes.

21. (a) Legislature

(i) Makes and amends law.

(ii) Approves and disapproves appointment of presidential appointees.

(iii) Controls government spending.

(iv) Determines allocation of national revenue in different arms of government.

(v) Forms a committee to investigate national unity.

(b) Judiciary

(i) Helps in interpreting laws passed by the national assembly.

(ii) Helps in settling disputes in courts.

(c) Executive

(i) Formulates government policies.

(ii) Implements law passed by the national assembly.

22. (a) • Locals got employment opportunities.
- Through employment people would earn income.
 - It improved their living standards.
- (b) • It will attract the growth of urban centers.
- It will lead to development of other industries.
 - The industry will create employment opportunities.

23. County governments, National days.

24. (a) Table A

- (b) Accept answers such as cultural dance, dressing, houses among others.

25. (a) They are all modern means of communication.

(b) **A. Radio:**

- They help people get information.
- They are important for advertisement purposes.

B. Newspaper:

- People read to get information.
- Used for advertisement.

C. Television:

- Broadcast news to people.
- Useful for advertisements.

D. Mobile phone:

- Connect people as they can communicate when they are away.

26. UEBM – Embu.

REIVRIHAT – Athi River.

IHSAAVNA – Naivasha.

MTIAU – Timau.

UKIMBA – Kiambu.

SAHKAOCM - Machakos.

21. (a) Assess the map drawn. Ensure the horticultural areas are correctly located.

(b) Assess the drawn map. Ensure the fishing grounds and fish farms are correctly located.

Assessment Paper 4

- (a) Communication is the passing of messages from one person to another.
 - (b) • Television transmits news, documentaries and sports. People can watch and hear from it.
 - Newspapers transmits news to people who read it. It also has pictures and writings that are printed on it for communication purposes.
 - Mobile phone is a wireless gadget that is used by people for communication purposes.
- Accept correct answers.
- Somalia
- Assess the map drawn. Ensure any two drainage features are correctly located.

Monuments	Historical buildings
• Mombasa Tusks	• Lord Egerton Castle
• Nyayo Monuments	• Gedi Ruins
• Dedan Kimathi Statue	• Jumba la Mtwana
• Mombasa Tusks	• Takwa Ruins
	• Kipande House

- It provides a rich source of the Coastal history. It also attracts tourists.
- Historic built environments are fenced to protect them against destruction by animals and people.
- Farmers sell their farm produce to traders who later sell them in the market. Therefore, they depend on each other.

9. (a) Manage the day-to-day activities in school.
 (b) Supervise development within the school.
 (c) Ensure all money collected in the school are spent appropriately.
 (d) Work together with the head teacher to ensure learning takes place.
10. (a) Mashujaa Day (b) Jamhuri Day
 (c) Madaraka Day (d) Huduma Day.
11. One would be denied property access to business, freedom of movement, right to vote.
12. (a) The Kenyan constitution which gives all Kenyans equal rights promotes equality amongst all.
 (b) Presidency also promotes national unity. This is because we have one president who represents all Kenyans.
 (c) National symbols such as National flag, National anthem gives all Kenyans a sense of belonging to a nation.
13. • Practical skills such as cooking, carving, pottery and backsmithing.
 • Listening skills
14. (a) Admits new learners.
 (b) He is the head of the school.
 (c) He is the secretary to the school committee.
 (d) Assign duties to other teachers.
 (e) Chairs staff meetings among others.
15. • Creating job opportunities for many Kenyans.
 • It is a source of revenue to the government.
 • It earns the government foreign exchange.
 • Promotes trade among others.

16.

S	O	I	L	A	F	N
E	B	S	D	E	G	M
E	M	A	N	U	R	E
D	C	C	H	I	O	P
L	J	K	W	B	V	L
I	Q	R	K	X	N	D
N	P	A	N	G	A	K
G	S	T	Z	Y	W	V
S	T	O	N	E	S	W

17. • They have fertile volcanic soils that enable growth of pasture for animal feeds.
 • They have cool temperatures that favor dairy farming.
 • High and reliable rainfall as well as readily available market.
18. • Horticulture has promoted creation of employment opportunities.
 • Horticulture has also led to the growth of industries.
 • Horticulture earns the government foreign exchange.
 • It also leads to development of infrastructure such as roads.
19. Check the tourist attraction sites to explore.
20. Spearing, Gill net, Hook and Line, Basket, Hand net fishing.
21. Assess and accept the message written.
22. (a) and (b) Assess and accept a correctly drawn means of transport.
23. • Speeding.
 • Failure to observe traffic rules.
 • Use of vehicles that are not worthy to be on the road.
 • Bad weather conditions that affect visibility.
 • Using mobile phones while driving.
 • Careless road users among others.
24. Kiswahili is our national language.

Therefore it unites us since we are able to understand each other and communicate easily.

25. To remember or for remembrance of the heroes and heroines who fought for the country's independence.

26. By respecting others, ensuring that our environment is safe and clean, by respecting the right to fair trial.

27. • To exercise his or her democratic rights.

• To elect leaders of their choice.

Christian Religious Education

1 Creation

A My purpose

Practice Activity 1

- A talent is an ability/natural skill/special ability given to us by God.
 - An ability is a skill to do something.
- gymnastics/aerobics
 - dancing/drumming
 - playing soccer/football
 - drawing/art work
- plans for prosperity and bright/good/prosperous future/the future we hope for.
 - caring/kind/Good/protector
- meaningful life is a life with purpose, fulfilment and satisfaction.
- We live a meaningful life by knowing our purpose, living the life that God wants us to live and using our gifts, talents and abilities well.

Practice Activity 2

- To use them according to their abilities.
- third
- He was pleased/happy with two servants but disappointed by the last servant.
- God
 - Talents
 - Us/people
- Home - doing the household chores, leading in family fellowship and prayer sessions. (Write any activity that shows the use of talents at home.)
 - School - playing musical instruments, reading the Bible during devotions, caring for the

plants and animals in the school compound, taking part in sports/music, drama festivals (Write any activity that portrays the use of talents in school).

- Church - dancing, singing, playing musical instruments; leading in the prayers and worship, collecting the offering reading the Bible. (Write any activity that portrays the use of talents).
 - Community - Helping the needy; taking care of the environment; teaching people to live holy lives that please God, pointing out the social injustice (Write any activity that portray the use of talent in the community).
- God expects us to use our talents well.
 - God has given us our talents according to our abilities.
 - God is happy and rewards us when we use our talents well.
 - God will punish us if we do not use our talents well.

God given talents

Practice Activity 3

- Playing the kayamba, soloist and singing, acting.
- Hard work, responsibility, courage, obedience, honesty.
- To use his talent well since it's God-given.
- Join in raising the money for her by holding a funds drive/Harambee or getting someone/well-wisher to sponsor her.
- Use our talents in a responsible way.
 - Be honest when using our talent.
 - Keep working hard to develop our talents in serving God and others.

6. Use them to serve God and others.
7. Any talent that the learner writes.
8. The first or the second because they used their talents well.

B Human beings as co-workers with God

Practice Activity 4

1. A (c) Take them to a vet when they fall sick.
(d) Keep them in safe and warm places/shelters.
B (d) Spray the plants to keep them healthy.
(d) Weeding
C (b) Give them water.
(c) Provide good shelter for them.
(d) Call a vet when they fall sick.
D (c) Fence it.
(d) Cut the grass if it is tall.
2. Use the furniture well, repair the broken furniture, use the school books in a responsible way (Write any other activities)
3. (a) Cultivate it and guard it.
(b) They were created in the image and likeness of God.
4. A. Church – Collecting offerings, cleaning the church, reading the Bible, singing, dancing (Writes any that is done in the church).
B. Classroom – Doing the classwork, cleaning, arranging the desks, sweeping the classroom, taking care of the nature corner, rubbing the chalkboard (Writes any done in the classroom).
C. Home – Sweeping, cooking, taking care of siblings, feeding the pets, working on the farm, fetching water.
5. To feed the chicken then bath later.
6. (a) brooms, twig broom, water, soap, dustpan, mop (Write any material

for cleaning.)

- (b) Your friends, relatives, church members.
7. Collect the litter and clean the compound.
8. Cleaning the compound, planting trees, watering plants.

Causes and effects of child labour

Practice Activity 5

1. Any form of work that hinders a child from attending school deemed dangerous and causes harm to the child's health.
2. By enrolling her to a school and buying her the required materials.
3. Right to education, right to socialize, right to play, right to be loved and cared for.
4. She is working in order to take care of her siblings.
5. Poverty
6. (a) (b)
(c) (d)
(e) (f)
(g)
7. Neglect of child by parents and guardians, peer pressure, lack of access to quality education.
8. (a) No, it was a responsibility and work done at home.
(b) The task becomes easy to accomplish, you learn from one another, brings unity, peace, joy and harmony among the family members.
(c) True
9. Children feel sad because they do not go to school, they get tired and fall sick for working for long hours, they are denied time to play with others, have no time to play with others.

10. Teachers, church leaders, police, relatives, government leaders/chief, village elder.

11. (a) (b) (c)

12. (a) Educate parents on the importance of protecting their children.

(b) Encourage parents to take children to school.

(c) Encourage parents to be more attentive and pay attention to their children.

C The fall of human beings

Practice Activity 6

1. To cultivate it and guard it.

2. The snake.

3. Their eyes were opened and they saw themselves naked.

4. They feared to be seen by God while naked/They were guilty/they were afraid.

5. God

6. False

7. Disobedience

8. Adam and Eve wanted to be like God/ They were tricked by the snake/ They disobeyed.

9. (a) (b)

(c) (d)

Obedience

Practice Activity 7

1. obedient

2. Yes, he obeyed his parents.

3. They make Him happy.

4. (a) Simon was disobedient and refusing to clean the classroom was wrong.

(b) He disobeyed instructions given by his teacher.

D Family unity

Practice Activity 8

1. Write all members of your family.

2. (a) Listening to stories.

(b) sharing a meal.

(c) working on the farm.

(d) playing

(e) praying

Write any other correct activity.

3. (a) It brings peace and harmony.

(b) It brings family members together.

(c) Sharing responsibilities makes the work easier.

(d) Family members help one another in times of need.

(e) Members of the family feel loved and cared for.

4.

(a)	True
(b)	True
(c)	True
(d)	True
(e)	False
(f)	False
(g)	True
(h)	True
(i)	True

5. Quarrels, fights, misunderstanding, drug abuse, lack of respect

Challenges faced by families

Practice Activity 9

1. Lack of food, shelter and clothing, money, sickness, hatred, jealousy, lack of love, peace, care and protection

2. (a) Lack of money for school fees, food and other basic needs.

(b) Father is a guard and mother is a casual labourer.

(c) Lack of school fees.

(d) Lack of clothing, balanced food due to lack of enough money.

3. By talking about the challenges honestly, praying together as a family, sharing responsibilities, seeking solutions to the challenges.

Ways of contributing to a happy family

Practice Activity 10

1. Beatrice
2. Pray together with my family members, respect them, listen to them, forgive them, appreciate them, help with household chores, ask for forgiveness when I make a mistake.
3. (c) - Parents should not favour one child but should treat them equally.
4. No. His parents should teach him the value of honesty; his parents should take him to Sunday school to learn positive family values.
5. (a), (b), (c) and (f)

2 The Bible

A The Bible as a guide

Practice Activity 1

1. (a) To know how to relate well with others, to love God, to take care of the environment, to do what is right and avoid wrong deeds.
(b) Joshua 1:8,
(iii) To read the Bible always.
(iv) To obey the teachings of the Bible.
(v) 2 Timothy 3:16- gives instructions for right living.
2. It is a guide in their daily lives and teaches them how to live holy lives.

Benefits of using the Bible as a daily guide

Practice Activity 2

1. a, b and d

2. Write any correct answer about the Bible as a guide.
3. School, church, courts, parliament, homes, crusades, meetings (Write any relevant place.)
4. Exodus 20:12, 'Respect your father and your mother, so that you may live a long time in the land that I am giving you.'

Benefits: If children respect their parents they shall live long.

Ephesians 4:26, 'If you become angry, do not let your anger lead you into sin, and do not stay angry all day.'

Benefits: If we learn to control our anger, we will be able to prevent trouble from happening.

5. Read to them Ephesians 4:26 that talks about anger and help them to reconcile.
6. Help her to practise reading the Bible while with you, then to a smaller group then finally during the morning devotion.
7. (a) Show the sample of a Bible and Bible verses to a parent or guardian.
(b) Honesty, courage, kindness, social justice, love, wisdom, knowledge.

Values acquired from using the Bible as a guide

Practice Activity 3

1. (a) Honesty
(b) Obedience
(c) Tolerance
(d) Holiness
(e) Contentment/grateful
(f) Kindness/generosity
(g) Cooperation/collaboration

2.

P	G	R	A	T	E	F	U	L	O
A	E	W	P	O	E	U	E	O	B
T	H	Y	T	S	E	N	O	H	E
I	R	N	L	S	P	E	P	R	D
E	S	S	E	N	D	N	I	K	I
N	O	L	E	P	E	I	L	P	E
T	O	L	E	R	A	N	C	E	N
H	O	L	I	N	E	S	S	O	T

B Bible stories

Courage

Practice Activity 4

- To pray
- False
- Sad/ annoyed/unhappy
- Shaking their hands, saying thank you, telling people what God had done.
- Lameness
 - They said that they preached and healed by the power of the risen Christ.
 - They preached about the risen Christ.
 - They were filled with the Holy Spirit.
 - To stand for our faith.
 - Boldness, courage and faithful.
 - Stand by the truth and forgive them.

Importance of courage

Practice Activity 5

- He corrected (Jesse and Nathan) their behaviour.
- Yes, by correcting his friends he was able to help them.
- True, they changed their behaviour and started living good lives.
- Ruth

- With courage we can face problems/ challenges.

Reasons why Christians should stand firm in spiritual matters

Practice Activity 6

- By preaching boldly about the risen Christ.
- -
 -
- To overcome daily challenges in their lives.

Wisdom

Practice Activity 7

- By asking both the learners to do the exercise on the board.
 - To be honest.
- -
 - To be honest, to always stand your ground and be courageous on your truth.
- Quarrels, fights, blame game, theft and disobedience.
- Solve the disputes peacefully, seeking the guidance of the teacher, accepting the wrong and asking for forgiveness.
- God is the source of wisdom.
 - Wisdom helps us to make wise decisions and bring justice among people.
 - Wisdom helps us to settle disputes and brings harmony in the community.
 - We should be ready to learn and be corrected.
- Wisdom

Values the Christians acquire from the story of how King Solomon solved a dispute

Practice Activity 8

- Boldness
 - Patience
 - Honesty
 - Care/love/concern

2. patience, love, kindness, justice and fairness.
3. (a) Honesty and fairness.
(b) No, fairness helps one to maintain peace among people.

Respect for the elderly

The story of Noah and his sons

Practice Activity 9

1. Respect
2. Grandmother, grandfather, uncle and aunt (Write other elder person you know).
3. Listen to them, greet them politely, be patient with them, not being rude to them, not talking back at them, not rejecting and ignoring the pieces of advice.
4. Give her his seat.

Practice Activity 10

1. Shem, Japheth and Ham
2. They covered his nakedness without looking at him.
3. Ham. Because he laughed at his nakedness.
4. To have respect for elders.
5. Respect, care and concern.
6. We should take care of our parents or guardians, we should respect the elderly in the community, we should have positive attitude towards the elderly.
7. Honour your father and mother so that you may live in the land that the Lord your God is giving you.
8. One may not get the blessings as promised.

Ways of showing respect to the elderly

Practice Activity 11

1. By helping them carry their luggage, by listening to their advice, by giving them seats, by being kind to them.

2. Listen to them, greet them politely, be patient with them, not to be rude to them, not to talk back at them, not to reject their pieces of advice.
3. You get blessing from them, you make them happy, you make God happy.

God loves humility

The story of a hand that writes on the wall

Practice Activity 12

1. (a) Belshazzar
(b) silver
(c) Nebuchadnezzar
(d) pale
(e) wizards
(f) wisdom
(g) days
(h) light
(i) division
(j) Persians
2. Cups and bowls.
3. They were frightened.
4. He had good sense, wisdom and knowledge.
5. (a) God had numbered the days of King Belshazzar.
(b) King Belshazzar had been weighed and found too light.
(c) The kingdom had been divided up and given to the Medes and Persians.
6. He disrespected the temple vessels.
7. We learn to respect the temple vessels, we learn to have good sense, wisdom and knowledge when settling matters, not to be proud.
8. Learner's own drawing.

Skills and values that Daniel demonstrated before King Belshazzar

Practice Activity 13

1. Interpreting the writing on the wall.

2. Giving my best in everything I do while at home, in school and in the community.
3. (a) Humility
(b) I would advise her not to be proud but always be humble.

Benefits of humility to Christians

Practice Activity 14

1. (a) You will be loved and respected by many.
(b) You will treat others with respect and love.
2. By treating them with love and respect.
3. Always have good sense, use wisdom and knowledge in whatever you do.

Worship of true God

Practice Activity 15

1. True. She visited a magician for help instead of trusting and praying to the true God.
2. She visited a magician.
3. To get power and also to be famous.

The contest at Mount Carmel by Prophet Elijah

Practice Activity 16

1. False prophets
2. Carmel
3. To prove that Yahweh is the true God and that He answers prayers.
4. By sending fire from heaven.
5. They were false prophets.
6. Continue praying.
7. They threw themselves on the ground and exclaimed that The Lord is God, the Lord alone is God.
8. Picture of a bull.
9. By sending fire from heaven.
10. Elijah is having the contest with the prophets of Baal.
11. Yahweh is the only true God and should be worshipped alone.

12. Drug abuse, corruption, immorality, social injustice. (Write any other evil that you know)
13. By always speaking the truth and worshipping the true God.
14. To avoid falling into trouble, because it is the right thing to do.

The difference between true God and false gods

Practice Activity 17

1. (a) True (c) True (e) True
(b) True (d) True
2. True God – Listens to prayers and answers them.
False gods – Demand payment to answer prayers.
3. (a) Continue praying.
(b) False
(c) Yes, God will answer their prayers when the time is right.
(d) They prayed and gave their offerings.

God's protection

The story of the birth of Moses

Practice Activity 18

1. (a) By providing them with basic needs.
(b) By protected them from harm and danger.
(c) By educating them.
2. Report the matter to the relevant authority and request to take care of the baby.
3. (a) Jochebed (g) daughter
(b) boy (h) servants
(c) three (i) nurse
(d) Egypt (j) mother
(e) basket (k) water
(f) tar
4. C

5. Made a basket, put Moses inside then placed it in the tall grass at the edge of the river.
6. Pharaoh's daughter.
7. She saw a baby boy crying and felt sorry for him.
8. His real mother, Jochebed.
9. Love, care, concern, kindness, goodness.
10. (a) God protected Moses from the cruel hands of Pharaoh.
(b) He protected him from drowning in the river.

Lessons learnt from the story of Moses

Practice Activity 19

1. (a) (d)
(b) (e)
(c)
2. (a) We should face challenges with boldness.
(b) We should make correct decisions in life/We should practise the skill of decision making.
3. Sharing what we have with them.
4. They will feel loved, accepted and valued.
5. Write any experience you have of God rescuing you.

Values which Christians learn from Pharaoh's daughter

Practice Activity 20

1. (a) She was kind and caring.
(b) She loved her son and protected him.
(c) She was concerned about her brother.
2. (a) She provided shelter for Moses in the palace.
(b) She took Moses to the palace and lived with him.
(c) She felt sorry for Moses and saved him.

- (d) She rescued and protected Moses from danger.

Service to God

Practice Activity 21

1. (a) face
(b) people
(c) king
(d) rescue
(e) milk
(f) slavery
2. (a) Taking care of Jethro's flock.
(b) Mount Sinai.
(c) A burning bush.
(d) He moved closer to see what was happening.
3. (a) Moses (c) God
(b) God
4. He was afraid to look at God.
5. Obedience, faithfulness, trust and courage.

Lessons learnt about God from the call of Moses

Practice Activity 22

1. He was standing on a Holy ground.
2. (a) Holy (d) respect
(b) obey (e) All-knowing
(c) powerful (f) answers
3. (a) God helps those in need.
(b) God answers prayers.
(c) God loves his people.
(d) God is all-knowing.
(c) God is Holy.
(c) God is powerful.

How leaders should obey God's instructions

Practice Activity 23

1. Teachers, headteacher, cooks, drivers, parents or guardians, pastors, priests, church elders.
2. (a)

3. Respect
4. By obeying God's commands, leading people in the right way, correcting people with love and respect.

End of Term 1 Assessment

1. God
2. Jeremiah
3. B
4. The third servant
5. A
6. Planting trees, watering plants, controlling soil erosion, collecting and burning litter.
7. True
8. Eden
9. Snake
10. Obey and follow/sin leads us to death.
11. Obey their parents, help in household work, do well in school.
12. B
13. D
14. Hatred and envy.
15. Courage, assertive, love, faithful, persistent, peaceful.
16. Solomon
17. David
18. B
19. (a) Reverence (b) stupid
(c) respect (d) wisdom
20. Shem, Japheth and Ham
21. Covered their father's nakedness.
22. Daniel
23. True
24. B, D, A, C, E
25. Taking care of Jethro's flock.
26. A
27. Sadducees and the officer in charge of the temple guards.
28. Gold and silvers cups and bowls.
29. The real mother
30. Group D

3 The life of Jesus Christ

A Preparation for the coming of Jesus Christ

John the Baptism

Practice Activity 1

1. Sins and be baptised.
2. (a) iii (b) i (c) ii
3. (a) help (b) satisfied/content
(c) accuse (d) steal
4. Andrew
5. (a) By living holy lives.
(b) By repenting sins.
6. The tree that does not bear good fruits.
7. Repentance
8. Whoever has two shirts must give one to the man who has none and whoever has food must share it.
9. Forgive the employer and look for another job.
10. (a) Don't collect more than is legal.
(b) Honesty
11. (a) Do not take money from anyone by force.
(b) Do not accuse anyone falsely.
(c) Be content/satisfied with what you have.
12. (a) Report the matter/Tell the two to practise honesty.
(b) To practise honesty and fairness.
13. (a) To be content with what we have.
(a) Not to accuse others falsely.
(a) To practise kindness and sharing.
(a) To care for the needy.
14. (a) Treating people unfairly in the society.
(b) bribery, corruption, mob justice.
(c) Not to give or take bribes, to report corruption matters, not to take law into our hands but to take suspects to the police station.

Values taught by John the Baptist

Practice Activity 2

- (a) Kindness (c) contentment
(b) honesty (d) fairness
- (a) Kindness (d) contentment
(b) sharing (e) justice
(c) honesty (f) respect
- Kindness/goodness/sharing
- (a) Honesty
(b) Yes, to practise the value of honesty.

Baptism of Jesus Christ

Practice Activity 3

- (a) Praying (b) heaven
(c) opened (d) Son
(e) dove (f) pleased
- (a) Heavens opened.
(b) The Holy Spirit came down in the form of a dove.
(c) A voice was heard from heaven.
- (d), (c), (b), (a)
- Humility
- By obeying God's command.
- By being humble.
- (a) True (b) False

Importance of baptism in the life of a Christian

Practice Activity 4

- Baptised
- obedience
- David
- (a) Shows one has left sinful ways.
(b) Shows the beginning a new life in Jesus.
- (a) Repent
(b) sinned
(c) Reconciliation

God's Power over nature

Practice Activity 5

- (a) A storm is a very bad weather with heavy rain, strong winds often thunder and lightning.
(b) To go to the other side of Lake Galilee.
(c) Strong wind blew and waves began to spill over the boat.
(d) He commanded the wind to be quiet and the waves to be still.
(e) They were frightened and woke Jesus up.
(f) Why are you frightened? Do you still have no faith?
- (a) Jesus has power over nature.
(b) Jesus has compassion.
(c) Christians should have courage and faith during difficult times.

- Faith
- (b) False

Ways through which Christians strive to overcome challenges

Practice Activity 6

- A hardship/difficult situation.
- Sickness, death of relatives, lack of basic needs (Write any other challenge you have faced).
- Penninah

Compassion for the needy

The story of feeding the 4000 men

Practice Activity 7

- (a) He educated orphans, provided for the widows, organised seminars for the youth.
(b) Drug and substance abuse, irresponsible living.
(c) Educated orphans, provided for the widows and organised seminars for the youth.
- (a) They were hungry and had nothing to eat.

- (b) 3 days.
 - (c) He multiplied 7 loaves and few small fish to feed the crowd.
 - (d) He gave thanks to God.
 - (e) 4000 men.
3. (a) We should conserve the environment.
 - (b) We should not litter the environment.
 - (c) We learnt that it is good manners to pick litter ourselves.
4. (a) Jesus (c) Jesus
 - (b) Disciples (d) The disciples
5. By feeding them.
 6. By giving them donations, food, clothing, paying hospital bills for them.
 7. Jesus is caring, kind and loving. We should share what we have with the needy, we should thank God for what He has provided for us.

Ways through which Christians show compassion for the needy

Practice Activity 8

1. (a) Dig boreholes, provide relief for food.
- (b) Continue praying.
2. (a) Providing basic needs.
- (b) Funding medical bills.
- (Write any other correct answer.)
3. Nature
4. Compassion, generosity, empathy.
5. It is a Christian's duty, to please God, to make them happy.
6. Giving donations, sharing what they have, visiting the sick, helping the elderly
7. (a) Right (b) Wrong

Power of Jesus over life

The healing of the paralysed man

Practice Activity 9

1. Go to the hospital.

2. (a) Capernaum
 - (b) Many people had come to listen to the teachings of Jesus.
 - (c) His friends
 - (d) A
 - (e) Made a hole in the roof and lifted him to Jesus.
 - (f) He forgave his sins.
3. A 4. A
 5. A 6. B
 7. The man stood up and took his mat and walked home. People were completely amazed and praised God.

Lessons that Christians learn from the healing of the paralysed man

Practice Activity 10

1.

Q	J	C	F	B	I	E
E	O	O	A	Y	E	V
O	M	P	Y	T	Y	O
E	F	H	T	I	A	L
H	T	I	A	F	N	O
I	L	A	P	E	R	Y
H	O	P	E	L	N	B

2. (a) life (b) sins
3. (a) Jesus has power over life
- (b) Jesus has the power to forgive sins/ we should have faith/ we should show compassion to the needy in the community.

B Teachings of Jesus Christ

(i) Recovery of the lost sheep

The parable of the lost sheep

Practice Activity 11

1. Jesus
2. Takes care of the sheep.
3. One of them got lost.
4. 10
5. Looked for it.
6. Called his friends to celebrate.
7. (a) God

- (b) The sinners.
- (c) The followers of Christ/Christians.

Lessons Christians learn from the parable of the lost sheep.

Practice Activity 12

1. To bring back for people to the church/
God is happy when we bring more people to the church.
2. (a) He provides my needs.
(a) He answers my prayers.
(a) He guides and protects me.
(Write any other correct answer)
3. The act of finding the lost Christians.
4. (a)
5. (a) True. (c) True.
(b) False. (d) False
6. (a) By preaching the word of God to them.
(b) By praying with them.
(c) By doing good deeds.
(d) By living holy lives for them to follow.
7. To change their lives and bring them back to the church, it is our responsibility as Christians.

(ii) Responsible living

The virtues that Jesus taught in the sermon on the Mountain

Practice Activity 13

1. (a) Merciful (b) see
(c) children
2. Good moral values.
3. Humility, peace, mercy, purity and holiness.

Demonstrating the virtues taught by Jesus

Practice Activity 14

1. (a) Forgiveness (c) Peace
(b) Love

2. (a) Being merciful – means feeling sorry and forgiving others for their mistakes. We practise this by forgiving others their mistakes.
(b) Being peaceful – Means to be in a state of calmness or absence of war. We practise this by living in peace with others.
(b) Being pure in heart – Means living a holy life. We practise this by living a life that please God.
3. (a) Humility
(b) Peace
4. (a) Those who work for peace.
(b) They will receive what God has promised.
4. By avoiding conflicts.

Benefits of observing the moral teachings of Jesus Christ

Practice Activity 15

1. (a) Will live well with others.
(b) Will have good thoughts about others.
(b) Will live in peace and harmony with others.
2. (a) True (c) False
(b) True (d) True
3. (a) To avoid conflicts/quarrels.
(b) So that God can also forgive us.
4. Kindness, goodness, care, concern.

Empowering the needy

The story of the rich young man

Practice Activity 16

1. C
2. Everlasting
3. B
4. A
5. Walked away sad.
6. (b), (c), (d), (e), (f) and (g)

Relevance of teachings of Jesus in the story of the rich young man to the society

Practice Activity 17

- We should obey God's commandments.
 - We should use what we have to help the poor.
 - We should not let material things stop us from receiving eternal life.
- Sharing
 - not value
- By using what we have to help the poor and for the kingdom of God.
- They will be happy and it pleases God.
- These are trials that test our faith in God.
 - Holding onto material things.
 - Worshipping other gods not the true God.
(Write any correct answer)
 - Seek God's guidance
 - Ask for advice from other people.
 - Read the Bible and follow what it says about the issues one is facing.

Material resources	Spiritual resources
Money	Love
Food	Joy
Clothing	Peace
Toys	Happiness
Cars	

How Christians apply the teachings of the story of the rich young man

Practice Activity 18

- Empowering A, helping B.
- To empower is to make someone capable of doing something.

- Teaching them basic skills.
 - Drilling water to ensure they use the water in their farms.
 - Teaching them on how to improve their farming methods.
- Pay school fees for him.
 - Provide the materials required for school such as uniform, books and shoes.

(iv) Persistent in prayer

The story of the friend at midnight.

Practice Activity 19

- Three, locked, children and I, get up,
- He kept on asking.
- The friend did not give up but continued asking.
- A needy person.
 - Those who are not ready to help the needy people.
 - Our needs.
- receive
 - find
 - be opened for you.
- God answer prayers.
 - We should be persistent in our prayers.
 - We should pray all the time.
 - We should help those in need.
 - We should pray for those in need.

The value of friendship from the story of a friend at midnight

Practice Activity 20

- Kind, loving, caring, persistent.
- He did not want his visitor to sleep hungry.
- He was not ashamed of asking for a long time.
- Caring, honest and prayerful.
- To assist you in many ways in good times and in bad times.

6. (a) Prayer strengthens our relationship with God.
(b) Through prayer, we ask God for guidance.
(c) Prayers shows our faith in God.
(d) Through prayer, we thank God for what He has provided for us.

End of Term 2 Assessment

1. repent
2. Zachariah and Elizabeth
3. (a) Whoever has two shirts must give one to the man who has none.
(b) To collect only what is legal.
(c) Not to take anything by force, not to accuse anyone falsely and to be content with their pay.
4. (a) Love (d) Justice
(b) Compassion (e) Kindness
(c) Honesty
5. She should not accuse anyone falsely and not using force to take money from anyone.
6. (a) (iii) (b) (i) (c) (ii)
7. dove
8. (b), (c), (d), (a)
9. He wanted to fulfill the will of God.
10. Humility
11. He commanded the winds to be quiet and the waves to be still.
12. Sickness, death of relatives, separation of parents, lack of school fees (Write any other correct challenge).
13. B
14. (a) Yes (d) Yes
(b) Yes (e) Yes
(c) No
15. 7 loaves and a few fish.
16. Giving donations, visiting the sick, the aged and the orphans, paying school fees for the orphans, providing job opportunities.

17. (a) Your sins are forgiven.
(b) Faith
18. (c)
19. (a) Jesus (b) sinners
20. (a) Precious (c) joy
(b) church (c) love
21. God looks in our heart not our clothes.
22. see God.
23. (a) Kindness (c) pure
(b) Peace
24. eternal
25. Friend at midnight.
26. (a) loyal/honest (c) kind/caring
(b) faithful
27. 7 baskets
28. God shall call them His children.
29. (a) Lack of money/job/school fees.
(b) Raising money to provide them with basic needs and pay their school fees.
30. To help the needy in the society.

4 The Church

A The early church

Unity of believers

Practice Activity 1

1. (a) Unity is oneness of people.
(b) Believers are people who believe in the truth about something.
(c) Unity of believers is the oneness of those who have faith in Jesus Christ.
2. (a) i, iii, iv, v,
(b) unity
3. (a) They lived in unity.
(a) They had great faith.
4. They shared the money according to each person's needs.

Strategies used to promote unity among Christians

Practice Activity 2

- Worship together.
 - Crusading and praying together.
 - Visiting children's homes.
 - Holding fund drives/harambees.
 - Reading and studying the Bible together.
 - Good thoughts and good feelings.
- Praying together and helping the needy among them.
- Doing duties together, solving disputes peacefully, giving advice to one another.
- (d)
- Giving donations to the orphans.
 - Helping the needy.
 - Visiting the sick.
- Strengthens Christians and they achieve more together.
 - When people are united, they help each other.
 - When united we enjoy a peaceful environment.
 - Unity helps us to care for one another.

B The Lord's supper

Events that took place during the Last Supper

Practice Activity 3

- (c), (d), (a), (e), (b).
- (d) Take the cup and share it among themselves.
(d) Do this in memory of me.
- Jesus died on the cross for our sins.
- Jesus taught them how to serve each other.

- Write a correct description.
- True

Significance of the Lord's supper to Christians today

Practice Activity 4

- Eucharist, Lord's table, Holy communion, Breaking of bread, Lord's meal
- To remember the death and resurrection of Jesus Christ.
 - To unite Christians and strengthens their faith.
- It's a sign of obedience to Christ's command.
 - It reminds Christians the death and resurrection of Christ.
 - Unites Christians with Christ and strengthens their faith in Him.
 - Reminds them the blood that was shed for the forgiveness of their sins.
 - Christians get into a covenant relationship with Christ.

Values required during the celebration of the Lord's supper

Practice Activity 5

- humility, care, concern, honesty.
- (a), (c), (e) and (f)
- Joy, unity, happiness, thankfulness, peace, patience, humility, kindness.

C The Role of the Holy Spirit

Practice Activity 6

- (c)
- Working miracles, speaking in tongues, preaching, healing, prophecy, interpretation of tongues, discerning spirit.

3.	(a)	(vi)
	(b)	(iv)
	(c)	(i)
	(d)	(ii)
	(e)	(v)
	(f)	(iii)

4. Prophecy
5. Learner's own explanation.
6. Gift of faith
7. He used the gift of wisdom to judge a case.
8. (d) Guides Christians to make the right decisions.
(d) Enables Christians to trust in God.
(d) Enables Christians to perform miracles and heal all kinds of diseases.
(d) Enables Christians to preach the word of God.
(d) Enables Christians to understand and interpret the strange languages.

How the fruits of the Holy Spirit helps in promoting God's work

Practice Activity 7

1. Love, joy, peace, patience, kindness, goodness, faithfulness, humility.
2. Righteousness and honour.
3. (a) Joy (e) Joy
(b) Patience (f) Peace
(c) Love (g) Self-control
(d) Kindness
4. (a) True (c) True
(b) True (d) False
5. (a)
6. (b)
7. (a) Humility helps Christians to ask God for forgiveness.
(b) Joy enables Christians to spread happiness to others.

- (c) Peace enables Christians to promote harmony in the community.
- (d) Kindness enables the support of the needy in the community.
- (e) Patience helps Christians to understand and tolerate others.
- (f) Goodness enables Christians to serve others without expecting anything in return.
- (g) Faithfulness enables Christians to remain committed and loyal to our faith.
- (h) Self-control enables Christians to avoid sin and become good role models.

Values learnt from the gifts and fruits of Holy Spirit

Practice Activity 8

1. Love, joy, kindness, goodness, faith, peace
2. Wisdom, knowledge, faithfulness, patience, humility.
3. (a) Humility helps Christians to ask God for forgiveness.
(b) Joy enables Christians to spread happiness to others.
(c) Peace enables Christians to promote harmony in the community.
(d) Kindness enables the support of the needy in the community.
(e) Patience helps Christians to understand and tolerate others.
(f) Goodness enables Christians to serve others without expecting anything in return.
(g) Faithfulness enables us to remain committed and loyal to our faith.
(h) Self-control enables Christians to avoid sin and become good role models.

(Write any other explanation)

D The power of Intercessory Prayer

The story of Peter's miraculous rescue

Practice Activity 9

- (a) An apostle of Jesus.

(b) Peter was arrested for preaching about the risen Christ.

(c) 16 soldiers.

(d) Praying earnestly to God to help Peter.

(e) An Angel came to rescue him.

(f) To the house of Mary.

(g) Intercessory
- (a), (b), (c), (d) and (e)
- (a) There is power in praying for others.

(b) We should trust in God's protection.

(c) We should show concern for others by praying for them.

(d) We should trust in God even when life situations are bad.
- Standing firm in our faith in God.

Ways of demonstrating faith in God

Practice Activity 10

- Faith
- Following the angel and doing as he was told to do.
- By believing and praying for Peter continuously.
- (a) Helping others.

(b) Praying for others, reading the Bible and telling others about God, obeying God's commands and living righteously to set a good example to others.

5 Christian living

A Friendship formation

Practice Activity 1

- Learner's explanation of why they value their friends.
- (a) encourage, help

(b) burdens, obey
- We should help one another and help to carry each other's burden. By doing this, we shall be obeying the law of Christ.
- (a) True (c) True

(b) True (d) False
- Honesty, responsible, patient, caring, open, loyal, considerate and encouraging.

Values useful in maintaining good friendships

Practice Activity 2

- (a), (c) and (d)
- Good friends will influence you positively and bad ones will influence you negatively.
- Good friends influence one to do good things.
- Confidence, courage, responsibility, truthfulness, honesty, caring, love, respect (Write any other positive value).
- (a) True

(b) No, she broke Agnes and Carol's friendship.

(c) (iii)

(d) Solve the problem and continue being good friends.

(e) (i) They help us to know and to do what is right and wrong.

(ii) Help us to avoid negative peer pressure and peer influence.

Causes of poor choice of friends

Practice Activity 3

- Disobedience to our parents and our elders, negative peer influence, lack of proper guidance from elders, low self-esteem, loneliness, need to become popular, material needs, lack of confidence.
- (a) popular (d) material
(b) guidance (e) thinking
(c) character (f) peer, self
- (c)
- Smoking secretly, doing the bad thing in the wrong place.
- You will always do what pleases God.

B Human sexuality

Changes associated with Adolescence

Practice Activity 4

- | Changes in boys | Changes in girls |
|---------------------|-------------------------|
| Wet dreams | Hips widen |
| Voice deepens | Breasts enlarge |
| Muscles grow bigger | Monthly periods |
| Shoulders broadens | Pimples on the forehead |
- (c)
- Teachers, parents, church elders, elder siblings. (Write any reliable person with the right information)
- Shield her and take her to a convenient place to change.
- Mood swing, shyness, worry of what is happening in their bodies, attraction towards a person of the opposite sex.
- (a), (b) and (c)

How to cope with changes in our bodies

Practice Activity 5

- Pimples on the forehead, hair on the

armpits and pubic areas, increase in weight and height, mood swings and shyness

- To accept the changes and overcome her shyness.
- Give her several chances to lead and encourage her that she can do it.
- (a)

Healthy and unhealthy boy-girl relationships

Practice Activity 6

- (a) immorality, guilty, body, temple
(b) (i) Engaging in sexual immorality is sin
(ii) The body is the temple of the Holy Spirit.
(c) Holy Spirit
- Sins against his own body
- Playing safe games together, studying together, praying together, doing research work together, participating in church activities together, doing exercises together, doing charity work together.
- Poor performance in school, taking drugs and alcohol, sexual immorality.
- (a) bad/sad.
(b) Yes, unhealthy relationships could have affected her performance in school.
(c) Assertiveness
(d) iv

Effects of unhealthy boy-girl relationship

Practice Activity 7

- (a) True (e) True
(b) False (f) True
(c) True (g) True
(d) True
- (d)
- (d)

4. (a) Pray for God's guidance.
(b) Ask for guidance from teachers and parents.
(c) Encourage friends to have healthy relationships.
5. (a) Stop and tell him it is wrong.
(b) Report him to the teacher.
6. (a) True (b) True
(c) True (d) False

C God's the source of life

Christian teachings on God as the source of life

Practice Activity 8

1. (a) God
(b) He will be killed by others.
(c) Sacred
2. (a), (b), (d) and (e)
3. Murder
4. Almighty, refuge

Causes of violation of the right to life

Practice Activity 9

1. None
2. Murder, abortion, suicide, burning people alive, mob justice.
3. (a) Suicide
(b) Mob justice.
(c) Domestic violence.
(d) Abortion
(e) Drug abuse
4. Report the matter to the teacher.
5. Tell the teacher and her guardian to talk to her.

Coping with emotions and stress to protect human life

Practice Activity 10

1. (e)
2. Sadness, revenge, anger, jealousy
3. True
4. Praying, seeking for help, reading the

Bible, identifying the things that make you sad and avoid them, avoiding people and situations that bring negative emotions.

D Good health practices

Practice Activity 11

1. Alcohol
2. Those who are in misery and those who are dying.
3. Holy Spirit
4. B
5. By educating them on the dangers of drug and substance abuse.

Reasons why young people engage in drug and substance use

Practice Activity 12

- | | |
|---------|----------|
| 1. True | 5. True |
| 2. True | 6. True |
| 3. True | 7. False |
| 4. True | |

Effects of alcohol and substance use to the body

Practice Activity 13

1. Poor performance in school, school drop outs, fights and disagreements, addiction, causes diseases like cancer.
2. (i) Loud, foolish and stupid.
(ii) True
(iii) Alcohol will ruin someone's life.
3. (d)
4. Family break-ups, divorce. (Write any other correct answer)

D Appropriate use of social media

Practice Activity 14

1. Computers (Write any other correct answer)
2. (a) (ii) (c) (iv)
(b) (v) (d) (i)

- (e) (iii)
- 3. Youtube, Facebook, Twitter.
- 4. To do research, watch videos, record skits.
- 5. Youtube

Effects of appropriate and inappropriate use of social media

Practice Activity 15

- 1. (d)
- 2. To do research, watch educational videos, record skits, send homework.
- 3. Watching bad movies, sending bad messages to people, sending your photos to strangers, bullying.
- 4. Report cases of bullying, don't share your password, close the social media platform that has wrong information, choose friends on social media carefully.
- 5. To use the social media correctly
- 6. Educate them on the correct use of social media
- 7. Cyber bullying
- 8. (b)
- 9. So that we do not to get into trouble with others.

End of Term 3 Assessment

- 1. Church
- 2. D
- 3. (a) Worship together.
(b) Holding crusades and prayer meetings.
(c) Visiting Children's homes.
(d) Holding fund drives.
- 4. Peter
- 5. Bread
- 6. Peter and John
- 7. Blood of Jesus
- 8. Eucharist, Lord's table, Holy communion, Breaking of bread, Lord's meal.

- 9. (a) True (c) True
(b) True (d) False
- 10. Joy, unity, happiness, thankfulness, peace, patience, humility, kindness.
- 11. Corinthians
- 12. Wisdom
- 13. Peace
- 14. healing
- 15. B
- 16. Kindness
- 17. Love, joy, kindness, goodness, faith, peace, wisdom, knowledge, faithfulness, patience, humility.
- 18. Intercessory
- 19. An Angel of God.
- 20. A
- 21. C
- 22. Honesty, responsible, patient, caring, open, loyal, considerate, encouraging.
- 23. Tell them that it is wrong and make friends with them.
- 24. Honesty, responsible, patient, caring, loyal, encouraging.
- 25. Wet dreams, voice deepens, muscles grow bigger, shoulders broaden.
- 26. C
- 27. (a) Tell them the dangers of alcohol.
(b) Leave the group.
(c) Report them to the teacher.
- 28. Zoom, kahoot, WhatsApp, signal, messenger, Facebook, You tube.
- 29. It is important to go church
- 30. True

Assessment paper 1

- 1. Jeremiah
- 2. To use our talents and abilities well, so that God can give us more.
- 3. Sun
- 4. B
- 5. Managers

6. Help in the household work is not child labour.
7. A
8. D
9. They were teaching people that Jesus had risen from the dead.
10. A
11. (a) God had numbered the days of the kingdom.
(b) Had been weighed and found too light.
(c) The kingdom had been divided up and given to the Medes and the Persians.
12. Nebuchadnezzar
13. Humility
14. A
15. Corruption and bribery
16. Jochabed
17. He was standing on a holy ground.
18. B
19. Drawn from the river
20. A and B
21. C and D
22. The soldier
23. Heaven was opened and the Holy Spirit came down upon Him in form of a dove.
24. (a) Diseases, deaths, household items will be carried away, lack of shelter, lack of clothes, coldness, lack of food.
(b) Pray to God for help.
25. prophecy
26. pride
27. B
28. Parents, teachers, elder siblings, church elders.
29. John
30. B

Assessment paper 2

1. God

2. C
3. Disrespecting the elders.
4. Elijah
5. 4000 men
6. Collect them and keep the place clean.
7. Honesty
8. B
9. Care/Love/Concern/responsibility.
10. Courage
11. Be comforted.
12. Growth of the kingdom of God.
13. B
14. D
15. By asking for a sword to cut the baby into two.
16. B
17. Lucy
18. Intercessory
19. Abigail
20. Worshipped together, had meals together, prayed together, shared their belongings, shared money according to each person's needs.
21. Wisdom
22. 7
23. They are the most superior/greatest among all creation.
24. Advise and educate her about the dangers of alcohol and substance abuse.
25. Tell your friend that it is not right/ Not to take them.
26. Anabelle
27. A
28. Collect it and apologise.
29. B
- 30.

Gifts	Fruits
Healing	Joy
Prophecy	Faithfulness
Wisdom	Goodness

Assessment paper 3

1. To use our talents well.
2. Do the work and take a shower later.
3. Allan
4. B
5. House of Mary
6. They shall receive what God has promised.
7. Cain
8. Matthew, Mark, Luke John.
9. 39 and 27
10. D

11. (a) Peter	advised us to be good managers of our talents.
(b) Solomon	asked wisdom from God.
(c) Daniel	Interpreted the writing on the wall.
(d) Elijah	had a contest with the prophets of Baal.

Love, faith, respect, patience, compassion.

13. Showing humility
14. Not to go beyond the parents' permission.
15. B
16. Honesty

17. D
18. Thankfulness
19. (a) Keeping the right friends.
(b) Praying for God's guidance.
(c) Following instructions given by parents, teachers and guardians.
20. Disobedience
21. A
22. (b) Doing research together.
(b) Doing work together.
(b) Cleaning the compound together.
(b) Settling disputes peacefully.

23. C

24. Caring

25. Group of people	Teaching
Tax collectors	Do not collect more money than is expected.
Crowd	Repent your sins.
Soldiers	Do not take anything by force.

26. Do research, watch videos, record skits, sending homework.
27. A
28. D
29. B
30. Last supper

1.0 Qur'an

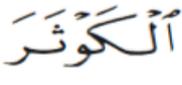
(a) Surah Al-Maun

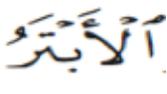
Reading Surah Al-Kauthar

Practice Activity 1

1. Find a *Mus'haf*, open *Surah Al-Kauthar* and practise reciting it.

2. *Surah Al-Kauthar*

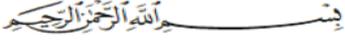
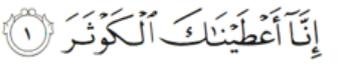
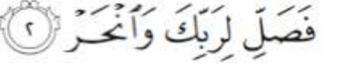
3. (a) 

(b) 

Meaning of Surah Al-Kauthar

Practice Activity 2

1.

In the name of Allah, the Most Gracious the Most Merciful.	
Surely, Oh Muhammad (S.A.W), we have given you <i>Al-Kauthar</i> .	
So, turn in prayer to your Lord and sacrifice.	
For, he who makes you angry, will be cut-off from any good things in this world and hereafter.	

- A river in Paradise or a lot of goodness.
- (c) The orphans
- Allah (S.W.T) would not be pleased with anyone who mocks His messenger.

Lessons and teachings from Surah Al-Kauthar

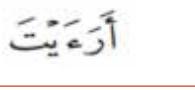
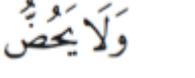
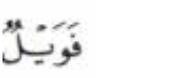
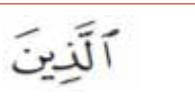
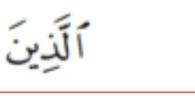
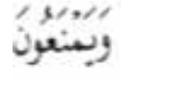
Practice Activity 3

- Any act that shows respect towards the Prophet (S.A.W) for example; praying for him, following his teachings and *sunnah*.
- Offering sacrifice for the sake of Allah (S.W.T).
- (a) Offering prayers.
(b) Group A

(b) Surah Al-Maun

Reading Surah Al-Maun

Practice Activity 4

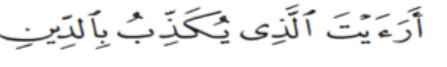
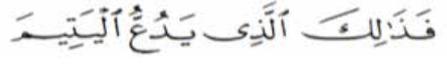
1.	
	
	
	
	
	
	

2. Read the whole *Surah*.

Basic meaning of Surah Al-Maun

Practice Activity 5

1.

Verses	True	False
 Have you seen the one who denies the Day of Judgement?	✓	
 For that is the one who drives away the orphan.	✓	

وَلَا يَحْضُرُ عَلَى طَعَامِ الْمِسْكِينِ So woe to those who pray.	✓
فَوَيْلٌ لِلْمُصَلِّينَ And does not encourage the feeding of the poor.	✓
الَّذِينَ هُمْ عَنْ صَلَاتِهِمْ سَاهُونَ (But) who are neglectful of their prayer.	✓
الَّذِينَ هُمْ يُرَاءُونَ Those who make show (of their deeds)	✓
وَيَمْنَعُونَ الْمَاعُونَ And hold back (simple) assistance.	✓

2. The orphans and the poor.

Lessons and teachings from Surah Al-Maun

Practice Activity 6

1.

The good habits we should do.	The bad habits we should avoid.
Praying	Denying the Day of Judgement.
Feeding the poor.	Driving away the orphan.
Offering small favours to others.	Being neglectful of the prayers.
Observing your prayers.	Showing off.

2. (a) Feeding the poor.
(b) Caring for the orphans.
(c) Feel happy.
(d) 5 times a day

(e) Allah (S.W.T) dislikes it.

3. (a) Lending them a pen.
(b) Sharing snacks.
(c) Lending them a book.

(c) Surah Al-Quraysh

Reading Surah Al-Quraysh

Practice Activity 7

1. إِيَّاكَ فَهُمْ رِحْلَةَ الْشِّتَاءِ وَالصَّيْفِ
2. Practise reciting Surah Al-Quraysh.

Basic meaning of Surah Al-Quraysh

Practice Activity 8

1. (a) quraysh (c) winter
(b) summer (d) Lord
2. (a) The Kaabah
(b) Worshipping Allah (S.W.T) alone.
3. The Quraysh
4. The house

Lessons and teachings from Surah Al-Quraysh

Practice Activity 9

1. Worship Allah (S.W.T).
2. Provision of sustenance and protection.
3. Kassim
4. Praying

(d) Surah Al-Fil

Reading Surah Al-Fil

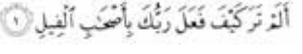
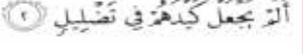
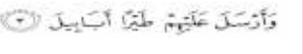
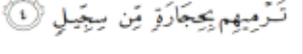
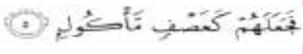
Practice Activity 10

1. (a) رَبُّكَ
(b) كَيْدَهُمْ
(c) عَلَيْهِمْ
(d) بِجَارِقَةٍ
(e) كَعَصْفٍ

Basic meaning of Surah Al- Fil

Practice Activity 11

1.

(a) In the name of Allah, the Most Gracious, the Most Merciful.	
(b) Have you not seen (thought about) how your Lord dealt with the Army of the Elephant?	
(c) Did He not cause their plots(evil plan) to flop?	
(d) And He sent against them birds in flock,	
(e) Striking them with stones of hard clay.	
(f) And He made them like chewed grass.	

Lessons and teachings from Surah Al-Fil

Practice Activity 12

1. It was the year when Abraha came with his army of Elephant wanting to destroy the Kaabah.
2. Abraha and his army were all destroyed.
3. Yemen
4. He wanted the pilgrims to go worship in his big church in Yemen.
5. Allah (S.W.T) sent down the birds with pebbles on their beaks and pelted them on Abraha's army.
6. Al-Qadir

Importance of the Holy Qur'an

Practice Activity 3

1. (a) Qur'an (b) Muhammad (S.A.W)
(c) unwell (d) reward
(e) faith (f) status
2. (a) True (c) False
(b) True

2.0 Hadith

Hadith on good behaviour

Practice Activity 1

1. (a) Allah (S.W.T) (b) a bad deed (c) a good deed (d) well (e) other people
2. Fearing of Allah (S.W.T), doing good deeds and behaving well towards other people.
3. They should reconcile and forgive each other.
4. Be kind.

Significance of the hadith on good behaviour

Practice Activity 2

1. (a) Greeting them.
(b) Sharing what you have with them.
(c) Helping them when in need.
2. (a) It makes us behave well towards other people.
(b) Relating well with others promotes love and peace.
3. (a) School
Cleaning the school compound.
Sharing the knowledge.
(b) Home
Helping with the house chores.
Being kind to the neighbours.

Hadith on greetings

Practice Activity 3

1. The prophet (S.A.W) said, "You will not enter Paradise until you have faith and you will not have faith until you love each other. Shall I show you something that, if you did, you would love each other? Say *Salaams* amongst yourselves. (Sahih Muslim)

- In order to enter Paradise we should have (a) faith (b) love each other (c) say *salaams*.

Importance of Islamic greetings

Practice Activity 4

- (a) Saying *salaam* is a way of wishing others peace.
- Passing *salaam* to each other.
- It is a form of *dua*.
- (a) Say the *salaam* to every Muslim promotes unity.
(b) When the young greets the elder, it promotes respect.
(c) We get to check on each other when we greet, this promotes love.
(d) Greeting others with kindness helps softens hard feelings and reduces the chance of unknowingly hurting someone's feelings.

Hadith on knowledge

Practice Activity 5

- (a) Qur'an (c) Masjid
(b) Madrassa
- The messenger of Allah (S.W.T) said, "Seeking **knowledge** is obligatory upon every **Muslim**" Narrated by Ibn Majah.
- To seek Knowledge.
- Every Muslim.

Importance of seeking knowledge for a Muslim

Practice Activity 6

- (a) PARADISE (b) REWARDS
(c) JOBS (d) BLESSINGS
(e) TAQWA
- (a) We can get knowledge from the teachers.
(b) The doctors treat us when sick.
(c) We get food planted by the farmers.
- Allah (S.W.T) rewards those who seek knowledge or seeking knowledge makes us fear Allah (S.W.T).

Hadith on responsible living

Practice Activity 7

- The prophet (S.A.W) said, "The son of Adam will not be dismissed from Allah (S.W.T) on the Day of Resurrection until he is questioned about five issues: his life how he lived it, his youth and how he used it, his wealth and how he earned and spent it, and how he acted on his knowledge." At-Tirmidhi.
- How one lived his life.
How one used his youth.
How one earned his wealth.
How one spent his wealth.
How one acted on his knowledge.
- (a) Ensuring that you study well.
(b) Memorise most part of the Qur'an.
- (a) Teaching beneficial knowledge.
(b) Doing *halal* business.

Lessons learnt from the hadith on responsible living

Practise Activity 8

1.

(a) Seeking for wealth lawfully.	(b) Sharing what you have earned by giving out charity.
(c) Gaining knowledge.	(d) Sharing the knowledge you have with others.

2.

Responsible living.		
(a) Praying	(b) Helping at home	(c) Offering charity
Irresponsible living.		
(a) Using intoxicants	(b) Stealing	(c) Lying

3.0 Pillars of Iman

Attributes of Allah (S.W.T)

Attributes of Allah (S.W.T) and their meaning

Practice Activity 1

- (a) The Forgiver
(b) The One
(c) The Protector
(d) The Judge
(e) The All Knowing
(f) The Ever Living
- (a) *Al-Ghaffaar* (d) *Al-Hakam*
(b) *Al-Aliim* (e) *Al-Hayyuu*
(c) *Al-Hafeedh* (f) *Al-Waahid*
- Allah (S.W.T) is one and can not be compared with any one or anything.

Teachings of the attributes of Allah (S.W.T)

Practice Activity 2

- Merciful
- Allah (S.W.T) is *Al-Aliim*, He knows all that we do and what is hidden in our hearts.
- (a) *Ya Aliim* grant me knowledge.
(b) *Ya Hafeedh* protect me from any harm.

Practice Activity 3

- Write the attributes below on a piece of paper.
Al-Ghaffaar, Al-Hafeedh, Al-Aliim

2.

<i>Al-Aliim</i> The All Knowing	<i>Al-Ghaffaar</i> The forgiver	<i>Al-Hafeedh</i> The protector
---------------------------------------	------------------------------------	---------------------------------------

- (a) *Al-Hafeedh* (c) *Al-Waahid*
(b) *Al-Ghaffaar*

Belief in angels

Characteristics of angels

Practice Activity 4

- Belief in angels.
- (a) False (c) True
(b) True (d) True

- (e) True (f) False

- They never disobey Allah (S.W.T).
- They have feelings.
- They are created from light.

The significance of belief in angels

Practice Activity 5

- (a) Avoiding the evil and doing good.
(b) There are two angels who record every thing we do.
(c) Knowing that the angel of death will one day take my soul makes me be humble and not look down upon anyone.
(d) By being righteous.
- (a) Allah (S.W.T) has placed the guardian angels who protect us from any danger.
(b) Knowing that all our deeds are recorded by the angels should make us avoid evil and do good always.
(c) We should always obey Allah (S.W.T)'s commands.

Obedience to Allah (S.W.T)'s commands

Practise Activity 6

1.

Allah (S.W.T)	By offering swalah.
Parents	Listening to them.
Teachers	Following their advise.

- (a) Following the command of Allah (S.W.T) by worshipping Him alone.
(b) Angels obey Allah (S.W.T).
- (a) Allah (S.W.T) will reward us.
(b) Allah (S.W.T) will protect us from the punishment of hell fire.

Difference between angels and human beings

Practise Activity 7

- (a) True (c) True
(b) True (d) True
- Angels are created from Light while human beings are created from clay.

3. Human beings

Belief in Prophets

Qualities of Prophets

Practice Activity 8

1. Muhammad (S.A.W)
Issa (A.S) (Or any other prophets mentioned in the Qur'an)

2.

(a) Hardworking	They worked to earn a living.
(b) Generous	They used to share whatever they were blessed with.
(c) Humble	They treated everyone equally. They were not arrogant nor proud.
(d) Knowledgeable	They spread the knowledge of Tawheed to other human kind.
(e) Peaceful	They always resolved conflicts and brought peace.

3. (a) Honest (b) Kind
4. Maasumeen
5. Trustworthy
6. People will like you more if you are trustworthy.

Practice Activity 9

1. Brave, patient and relied on Allah (S.W.T).
2. Jealousy
3. The passers-by picked him up from the well.
4. They threw Yusuf (A.S) in a well.
5. Patience
6. Forgive them and pray to Allah (S.W.T) to guide them.

Miracles of prophets

The miracles of prophet Nuh (A.S)

Practice Activity 10

1. (a) Mesopotamia
(b) Idol
(c) 950 years
(d) believed
(e) ark
(f) pairs of animal
(g) believers
(h) Canaan
(i) flood
2. (a) 950 years
(b) Idol worshipping
(c) They entered the ark.
(d) They were drowned by the flood.
(e) We should obey Allah (S.W.T)'s command.
(f) We should listen and follow the advises being given by our parents.

Lessons learnt from the miracles of prophet Nuh (A.S)

Practice Activity 11

1. Allah (S.W.T) will punish them.
2. Not following Allah (S.W.T)'s command or Not worshipping Allah or praying.
3. They were saved by staying in the Nuh (A.S)'s ark.
4. Listening to the advise they give.
5. Patience
6. Be patient and don't stop doing the good acts.

The miracles of prophet Musa (A.S)

Practice Activity 12

1. Splitting the sea and turning his stick into a snake and also miraculously being saved by Firaun's wife when he was a baby.
2. Firaun and his soldiers were drowned in the sea.
3. Musa (A.S) could not speak well.
4. Allah (S.W.T)
5. Tawheed (Oneness of Allah (S.W.T)).

- They were surprised and believed in Musa (A.S).

Lessons learnt from the miracles of Prophet Musa (A.S)

Practice Activity 13

- Al-Qadir
- He was saved by Firaun's wife and brought up in the house of Firaun.
- They escaped by crossing the Red Sea.
- Trust in Allah (S.W.T) and seek His protection.
- Try to avoid getting closer to the animal.
- Allah (S.W.T) is the most powerful.
 - Allah (S.W.T) protect those who obey Him.
 - We should show obedience to Allah (S.W.T).

The miracles of prophet Issa (A.S)

Practice Activity 14

- Prophet Issa (A.S) was born miraculously without a father. Allah (S.W.T) sent down angel Jibreel (A.S) to the mother informing her that she will get a child. After Maryam (A.S) giving birth to Issa (A.S), people started accusing her of fornication. Allah (S.W.T) made Issa (A.S) to speak while still a baby in order to defend his mother from the accusation.
- Maryam (A.S)
- Spoke while an infant
- He healed a man with leprosy.
 - A crippled man
 - A blind man

End of Term 1 Assessment

- Surah Al-Kauthar
- A river in paradise
 - Small kindness
 - Elephant
- Showing off
- Generosity
- Trade

- "So, turn in prayer to your Lord and sacrifice."

The Attribute of Allah (S.W.T)	Meaning
<i>Al-Qadir</i>	All-Powerful
<i>Al-Hafeedh</i>	The Protector

- Allah (S.W.T) will always protect His things.
- A bad deed, a good one, other people
- Doing good deeds.
- Cooking, cleaning the compound or helping your sibling with the school work.
- Assalamu aleykum warahmatullahi wabarakatu*
- Pass greetings
- Madrassa
 - Qur'an
 - Teachers
- Every Muslim.
- D
- His childhood
- Behaving well towards others.
- Selling vegetables, teaching or doing any lawful business.
- Al-Hafeedh*
- D. *Al-Aliim* - The All hearing
- Al-Ghaffar*
- The Ever-Living
- Neither male nor female (Gender).
 - Created from light (Light).
 - Obeys Allah's command (Obeys).
- Atid*
- Angels are created from light while human beings are created from clay.
- b) Nuh (A.S)
- D. Ibrahim (A.S) was a farmer.
- Nuh (A.S)
- Stick

4.0 Devotional Acts

Nullifiers of *swalah*

Practice Activity 1

- (a) Excessive movements during *swalah*.
(b) Not facing *qiblah*.
(c) Talking while praying.
(d) Not covering the nakedness.
- (a) No, because excess movement during *swalah* nullify *swalah*.
(b) Pray again.
- Break your *swalah*, have *wudhu* then pray again.

Performing *swalah* correctly

Practice Activity 2

- Have *wudhu*, cover the nakedness, pray on time and also to face *qiblah*.

2.	<i>Niyyat</i>	1
	<i>Sujuud</i>	7
	<i>Qiyaam</i>	2
	<i>Rukuu</i>	5
	<i>Takbiratul Ihram</i>	3
	<i>Itidal</i>	6
	First <i>Tashahud</i>	9
	Saying second <i>Tashahud</i>	10
	Reciting <i>Surah Al-Fatiha</i>	4
	<i>Jalsa</i>	8
	<i>Taslim</i>	11

- Yes, one can pray in any position if they are sick or unwell.
- Surah Al-Fatiha*.
- Two

Nullifiers of *swalah* and *wudhu*

Practice Activity 3

1.	Nullifiers of <i>swalah</i>	Nullifiers of <i>wudhu</i>
	Talking	Passing wind
	Turning away from <i>qiblah</i>	Bleeding
	Drinking	Going for a short call

- (a) No
(b) Sleeping nullifiers *wudhu* and praying without *wudhu* nullifiers prayers.
- Saum* should have her *wudhu* before praying.

Sunnah (Optional) prayers

Qabliyah and Ba'diyah

The significance of performing sunnah prayers

Practice Activity 4

1.	Fardh prayers	Sunnah prayers	
		Qabliyah	Ba'adiyah
	<i>Fajr</i>	2 rakaat	No rakaat
	<i>Dhuhr</i>	4 rakaat	2 rakaat
	<i>Asr</i>	2 rakaat	No rakaat
	<i>Maghrib</i>	No rakaat	2 rakaat
	<i>Ishai</i>	No rakaat	2 rakaat

- (a) Qabliyah prayer
(c) Two rakaats
- To get more rewards.
- Dhuhr* Prayer

Taraweh and Witr

Procedure for performing *swalatul Taraweh* and *Witr*

Practice Activity 5

- Taraweh*
- (b) Not true

3.	<i>Sawalatul taraweh</i>	<i>Swalatul witr</i>
	I can be performed after <i>Ishai</i> before <i>fajr</i> . It has odd number of rakaat.	Only performed after <i>Ishai</i> during the month of Ramadhan. We pray 11 or 20 rakaat. There is <i>salaam</i> after two rakaat.

4. Step 1: Pray two *rakaats*.
Step 2: Starts a new *swalah* for one *rakaat*.
Step 3: Supplication of *qunoot*.
Step 4: Finish with *taslim*.
5. Eight or twenty *rakaats*
6. Three *rakaats*

The significance of performing taraweh and witr prayers

Practice Activity 6

1.	Importance of taraweh prayer	Importance of witr prayer
(a)	It improves the memorisation of the holy Qur'an through continuous recitation of Qur'an during <i>swalah</i> .	(a) It is witnessed by angels at night.
(b)	It brings unity.	(b) Makes our <i>dua</i> accepted.

Swadaqa

Forms of swadaqa

Practice Activity 7

1. Smiling with a friend, donating books, sharing snacks and helping with house chores.
2. (a) Remove it
(b) Pass *salaam*
(c) Visit your sick friend or make *dua* for him or her.
3. Give the cat some water.
4. Treat them with respect and humility.

Benefits of practising acts of swadaqah

Practice Activity 8

1. (a) Donating exercise books, text books, food and clothes.
(b) Generosity and kindness.
(c) It promotes love and also ease the burden of the one being given.
2. When we help those who are in need Allah (S.W.T) will also help us when we are in need.
3. Promotes love.

Saum

Reasons for observing saum

Practice Activity 9

1. Saum
2. (a) True (d) True
(b) False (e) False
(c) True (f) True
3. (a) Makes our faith stronger.
(b) It is a command of Allah (S.W.T).
(c) We get a lot of rewards.
4. Ramadhan
5. When you fast you avoid all evil things, this act as a shield against doing bad things.

Conditions for saum

Practice Activity 10

1. Being faithful
2. (a) MUSLIM (e) HEALTHY
(b) NIYYAH (f) SANE
(c) FREE (g) MATURE
(d) PURE
3. (a) Generosity (c) Honesty
(b) Piety (d) Piety
4. (a) Patience
(b) Generosity
- 5.

I can;	I cannot;
(a) Recite Qur'an	(a) Eat
(b) Play	(b) Drink
(c) Sleep	(c) Take oral medicine

Nullifiers of saum

Practice Activity 11

1. Eating, drinking
2. Taking oral medication and vomiting intentionally.
3. Eating
4. (a) Eating and drinking.
(b) Talking, breaking wind, excessive movement.

Rules and regulations of saum

Practice Activity 12

- (a) *Suhur* - A pre-dawn meal.
(b) *Iftar* - Meal eaten at the time of breaking the fast after sunset.
- (a) Lying
(b) Using bad language or doing anything that displeases Allah (S.W.T).

Things I will do while fasting	Tick (✓)
Playing video games.	
Reading Qur'an.	✓
Missing my prayers.	
Taking <i>suhur</i> .	✓
Taking <i>iftar</i> .	✓
Showing off.	

- In order to show obedience to Allah (S.W.T).

End of Term 2 Assessment

- Nakedness
- (b)
- Sabir's prayer is not valid because eating or drinking while praying nullifies *swalah*.
- North
- Taslim*
- Omar should stop praying, go have his *wudhu* and pray again.

Nullifiers of <i>wudhu</i>	Nullifiers of <i>swalah</i>
Sleeping	Constant movement
Breaking wind	Not facing Qiblah

- (a) *Qabliyah* - *Sunnah* prayer performed before *fardh swalah*.

- (b) *Ba'diyah* - *Sunnah* prayer performed after *fardh swalah*.

- Dhuhr* prayer
- Taraweh*
- Iftar*
- Witr*
- Our *duas* are accepted.
- d) Muadh watched the television.
- Sharing knowledge
- Saum*/Fasting
- Yes, the injection is one of the nullifiers of fast.
- Maasumeen*
- (a) True (b) True
- Suhur*
- Lying, fighting or using abusive words.
- One shouldn't show off when fasting because it is only Allah (S.W.T) who rewards us for our fast.
- Sharing food.
- No, because one of the condition for *saum's* is that, one has to be a Muslim.
- Sunnah* prayers
- Tolerance
- Be a Muslim, be sane, be free, be mature, be healthy and be ritually pure.
- It is a command from Allah (S.W.T)
- Ramadhan*
- Sujuud*

5.0 Akhlaq (Moral values)

Virtues

Sabr (Patience)

Practice Activity 1

- (a) *Akhlaq* means good manners.
(b) *Sabr* means patience.
- Patience.
- You will stay in the queue be patient until it's your turn to get the food.
- C

Practice Activity 2

1. “A Muslim who mixes with **people** and is patient with their **annoyance** is better than the Muslim who does not mix with people and has no **patience** over their annoyance.”
2. The *hadith* encourages us on practising patience.
3. We should be patient with their annoyance and correct them in a polite way.
4. When we practise patience we can interact well with people around and relate well.
5. Allah (S.W.T) will reward those who are patient, bless and grant them success in this life.
6. (a) Our sins are wiped out.
(b) We get a lot of rewards.

Effects of social media

Ways of using social media responsibly to facilitate learning.

Practice Activity 3

1. (a) Facebook, twitter, Instagram
2. (b) Bullying other.
3. Encouraging each other in doing things that pleases Allah (SWT).
4. (a) Use social media for educational purposes.
(b) Only post things that are allowed in Islam.

Using social media in learning and benefitting others

Practice Activity 4

1. (a) By posting the photographs on Facebook, Twitter and Instagram.
(b) Most people responded by donating a lot of food to the orphans.
(c) By posting Islamic quotes, *hadith* and verses of Qur'an.
2. By raising awareness.

3. By using a visual audio clip that teaches word to word recitation of the *Surahs*.
4. (a) *Nasheed* (b) False
(b) Qur'an (c) False
5. (a) True (d) True

Positive effects and negative effects of social media

Practice Activity 5

1. Social media is good when used correctly.

Positive effects	Negative effects
Sharing knowledge.	Waste of time
Communication.	Addiction
Getting latest news easily.	Lack of sleep

3. Learning new things, doing research and watching Islamic lectures.
4. Competing posting their lifestyle.

Vices

The evils of gambling

Practice Activity 6

1. (a) *Haraam*
2. Gambling
3. *Qamar*
4. Playing cards and betting online.
5. (a) Drug abuse (b) Stealing
(c) Hatred - One may get angry if they lose their money.
(d) Greediness - If one wins he or she would be curious to gain more and more.

Dua (Supplications)

Dua on increase in knowledge

Practice Activity 7

1. Making *dua* before we start anything brings us closer to Allah (S.W.T).
2. “Oh Allah (S.W.T), **make** what you **teach** me beneficial, teach what is **beneficial** and **increase me** in knowledge.”

3. Give us beneficial knowledge and increase in us knowledge.
4. Share a beneficial knowledge.”
5. (a)
6. Hopelessness
7. Anything new from the subjects learnt e.g. *dua* on increase in knowledge.
8. (c)
9. When we make *dua* it gets us closer to Allah (S.W.T) this promotes fear of Allah (S.W.T).

6.0 Muamalat

Etiquette of Islamic wedding celebrations

Practice Activity 1

1. (a) Jamal noticed that there was a recitation of the verses of the Qur’an, the Kadhi gave out a speech and then officiated the nikaah. The people around feasted (*walimah*) while some gifted the bride and the bridegroom.
 - (b) *Nikaah* is a legal union between a man and a woman.
 - (c) There was a recitation of verses of the Qur’an.
 - (d) *Walimah*
2. (a) Ibrahim stopped Muadh from throwing food because it is *Israaf* (extravagance).
 - (b) Give it to the poor or needy people.
3. It is a form of wastefulness and a sign of ungratefulness.
4. Thwalib should advise his elder brother not to overspend since that would be considered wastefulness.
5. People enjoy more when everyone gets to feast during a wedding celebrations.

Unislamic activities that take place during wedding celebrations

Practice Activity 2

1. (a) Playing music, free mixing of men and women and dancing.

- (b) Wearing our best clothes, sharing gifts and feasting.
2. The Un-Islamic activity includes; most of the women never covered the hair or wore *hijab*.
3. Biriani, pilau, rice, juice, cake and soda.
4. We should serve food enough for us to finish.

Rights of neighbours

Practice Activity 3

1. A neighbour is a person whose house falls within a range of forty houses around us.
2. 40
3. (a) Wrong throwing litters next to her neighbour’s door would annoy him or her.
 - (b) Collect the litters and throw them in the dustbin.
4. Visiting them when sick.
5. Pass greetings to them.
6. Respond to the invitation by going for *iftar*.
7. “Whoever believes in Allah (S.W.T) and the last day should **not annoy** his or her **neighbour**”.

Importance of treating neighbours well

Practice Activity 4

1. Using polite words when talking to them.
2. Visit them when sick.
3. It shows care and love.
4. (a) Making your neighbour not to feel safe from your evil.
 - (b) We should make them feel safe.
 - (c) Seek apology when you wrong them.
5. Nassir will be rewarded for following the *sunnah* and teachings of the Prophet (S.A.W).

Islamic rules of buying and selling

Practice Activity 5

1. (a) Vegetables (c) Furniture
 - (b) Livestock

- Yusuf should give the shopkeeper the 10 shillings excess amount given to him.
- Adding more water so that the amount of milk would be more is a haram act known as *Ghush* (cheating).
- (a) Alcohol
(b) Because the earning would come from the unlawful things.
(c) Selling intoxicants.
- In case of any disputes or for reference.

Benefits of observing the Islamic rules on buying and selling

Practice Activity 6

- (a) Change it and give him the one which is not faulty.
(b) The earnings should be unlawful.
- There would be some transparency and no one would feel exploited.
- (a) Honesty
(b) The virtue mentioned would help one to gain more trust.
- Being keen when weighing.
- Prophet Muhammad (S.A.W) said, "May Allah (S.W.T) have mercy upon the man who is generous while selling, buying and making a demand of his dues from people"
- The seller should make a huge profit from the items sold.
- The rich

7.0 History of Islam

Prophet (S.A.W)'s journey to Taif.

Practice Activity 1

- (a) Prophethood
(b) *A'amul Huzn*
(c) Khadijah (R.A)
(d) *Banu Thaqif*
(e) *Taif*
(f) Zaid bin Harith
(g) *Jibril*
(h) Mercy

- He wanted to get help from the people of *Taif*.
- Patience, tolerance and determination.
- (a) True (c) True
(b) False

Virtues demonstrated by the Prophet (S.A.W) in his journey to Taif

Practice Activity 2

- Mercy, tolerance, patience
- By being tolerant with others, showing them mercy and being patient in all that we face in life.
- Be patient and keep doing what is right.

(a)	(ii)
(b)	(iii)
(c)	(i)

- Aggressiveness
- People forgiving each other allows them to live peacefully.

Pledges of Aqabah

The 1st pledge of Aqabah

Practice Activity 3

- They wanted the Prophet (S.A.W) to be their mediator.
- (a) Not to worship anyone except Allah (S.W.T) alone.
(b) Not to disobey the Prophet (S.A.W) and perform good deeds.
(c) Not to steal.
(d) Not to commit adultery or bury their daughters alive.
(e) Not to backbite.

- Mus'ab Ibn Umeir

(a)	(iii)
(b)	(iv)
(c)	(ii)
(d)	(i)

- (a) Madinah
(b) *Aqabah*
(c) During *Hajj* season

- (d) Auz and Khazraj
- (e) Mediator
- (f) Six people
- (g) Twelve people

The 2nd pledge of Aqabah

Practice Activity 4

1. (a) True (d) False
(b) False (e) False
(c) True
2. Abbas (R.A)
3. To ask the Prophet (S.A.W) to go to Madina.
4. (a) To protect Prophet Muhammad (S.A.W).
(b) To listen and obey his directives.
(c) To defend Prophet Muhammad (S.A.W).
(d) Not to fear anyone but Allah (S.W.T).
(e) To spend in the way of Allah (S.W.T).
(f) To do good and avoid evil.

Importance of the pledges of Aqabah to the Muslims

Practice Activity 5

1. The terms of the pledges of Aqabah created love, peace and harmony among the tribe of Aus and Khazraj.
2. When we are united we will love each other and this will promote brotherhood in a community.
3. Allah (S.W.T) will reward them with Jannah.
- 4.

Things I should do as a Muslim.	Things I should avoid as a Muslim.
Promoting peace in the community.	Backbiting
Spreading the religion of Islam to everyone.	Stealing other people's property

Showing respect to our beloved Prophet (S.A.W).

Disobeying the rules

5. The points noted should show some of the Islamic verse, *hadith* or showing politeness when inviting people to Islam.

7.3 Hijra to Madina

Events that took place during the Prophet (S.A.W)'s journey to Madina

Practice Activity 6

1. (a) The Quraysh plotted to kill Prophet Muhammad (S.A.W).
(b) He never did anything unless instructed by Allah (S.W.T).
(c) Trust
(d) 100 camels
(e) Allah (S.W.T) never wanted the Prophet (S.A.W) to be caught.
(f) Cave Thaur.
2. In order to return the *amanah* (the belongings of other people).
3. Migration
4. (a) True (c) False
(b) True

Prophet Muhammad (S.A.W) arrives in Madina

Practice Activity 7

1. With so much joy and excitement.
2. Abu Ayub Al-Ansary
3. Pray for him.
4. (a) Muhajirun - Migrators
(b) Answar - Helpers

Significance of Prophet Muhammad (S.A.W)'s journey to Madina

Practice Activity 8

1. It resulted to the Madinan constitution.
2. Muslim got peace, time to preach and interact well with the Madinians.
3. A believer should always have **hope** that even in a **difficult** situation, Allah (S.W.T) will always provide for us **ease**.

- They helped each other and gave most of their belongings to make the *Muhajirun* feel comfortable.

7.4 Unity between the *Muhajirun* and the *Answar*

Practice Activity 9

- Help him with a pen.
- (a) Offer them food.
(b) Be kind to them.
- With happiness and joy.
- He showed them how to live as brothers.
- To help them.
- (a) *Muhajirun*
(b) *Answar*
(c) Help your friend with one.

Role played by the *Answar* in settlement of *Muhajirun* in *Madina*

Practice Activity 10

- Food, house and livestock.
- We would feel loved when we share.
- By giving them capital to start business.

(a) The <i>Answar</i>	(b) The <i>Muhajirun</i>
They were helpers.	They were the migrators.
They lived in <i>Madinah</i> .	They came from <i>Makkah</i> .
They shared all they had.	They showed love and appreciation.

Lessons learnt from the spirit of brotherhood

Practice Activity 11

- | | |
|-----|-------|
| (a) | (iv) |
| (b) | (iii) |
| (c) | (ii) |
| (d) | (i) |
- Offering them help.

- The paragraph should show the kindness and the goodness between the *Answar* and the *Muhajirun*.
- To be peaceful and caring.

End of Term 3 Assessment Paper

- When sick, when you lose something.
- Tolerance
- People, patient
- Allah (S.W.T) will bless them and make them successful.
- Patience
- Reading, listening to Qur'an and Islamic lectures.
- A
- Leads to drug abuse, jealousy, loss of jobs and idleness.
- C
- Ridhwan should pray to Allah (S.W.T) to ease for him the understanding and memorising of the Qur'an.
- "Oh Allah (S.W.T), make what you teach me **beneficial**, teach me what is beneficial and **increase** in the knowledge."
- C
- A neighbour is a person living in the range of 40 houses around us.
- Being kind, sharing food with them and visiting them when sick.
- C
- More *barkah* in his business.
- (a) Generous when weighing.
(b) Kind when demanding.
(c) Honest
- Khadija (R.A) and Abu Talib
- B. *Banu Thaqif*
- Tolerance
- Makkah*
- (a) Not to worship anyone except Allah (S.W.T) alone.
(b) Not to disobey the Prophet (S.A.W) and perform good deeds.
(c) Not to steal.

(d) Not to commit adultery or bury their daughters alive.

(e) Not to backbite.

23.

The pledges of Aqabah	Number of people present
1st pledge of Aqabah	Six
2nd pledge of Aqabah	Twelve

24. (a) Auz (b) Khazraj

25. Abbas (R.A)

26. The believers listened and obeyed the Prophet (S.A.W).

27. Mus'ab Ibn Umeir

28. Suraqah bin Malik

29. Answar were the helpers while Muhajirun were the migrators.

30. Resolve the conflicts or disputes.

End of Year Assessment Papers

Assessment Paper 1

- | | | |
|-------|-------|-------|
| 1. A | 11. C | 21. B |
| 2. A | 12. D | 22. B |
| 3. D | 13. C | 23. D |
| 4. C | 14. B | 24. B |
| 5. B | 15. D | 25. D |
| 6. B | 16. C | 26. B |
| 7. D | 17. C | 27. C |
| 8. C | 18. C | 28. B |
| 9. D | 19. A | 29. C |
| 10. D | 20. B | 30. D |

Assessment Paper 2

- | | | |
|-------|-------|-------|
| 1. A | 11. D | 21. A |
| 2. C | 12. A | 22. A |
| 3. D | 13. D | 23. B |
| 4. A | 14. A | 24. A |
| 5. C | 15. A | 25. D |
| 6. B | 16. C | 26. D |
| 7. A | 17. B | 27. B |
| 8. D | 18. B | 28. A |
| 9. C | 19. B | 29. C |
| 10. B | 20. A | 30. A |

Art and Craft

Term 1

1 Picture making techniques

1.1 Drawing

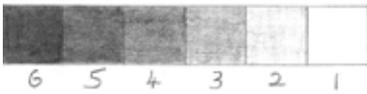
A. Still-life drawing

Practice Activity 1

- (a) Banana, Orange and Apple
(b) The drawing is a still-life drawing because the composition is of non-living objects.

(c) Smudging technique

- Pencil and charcoal



- A - portrait format; B - landscape format
 - A portrait format has a vertical paper layout. A landscape format has a horizontal paper layout.

- Match as follows:
 - with Line
 - with Form
 - with Texture
 - with Value
- dry media such as pencil
 - line

Principles of art

Practice Activity 2

- Principles of art are
 - Balance
 - Proportion
 - Rhythm and movement
 - Unity and harmony
- The principles of art used are
 - Balance – The objects are well distributed.
 - Proportion – The size of objects are proportional.

(iii) Overlapping/rhythm and movement – The objects are partially covering each other.

- Balance – Ensures that the objects in a composition are well distributed.
 - Proportion – This is important in still life since it is the comparison of the actual size of one object to the other.
 - Overlapping- This helps in arranging many objects in a drawing paper.

(c) Vertical/portrait format.

- Balance
 - Proportion
 - Overlapping

4.

L	B	O	M	F	F	T	G	S	P
P	R	A	O	H	M	G	E	N	R
E	L	R	L	M	T	N	P	D	O
C	M	Z	M	A	I	Y	C	E	P
I	P	F	H	L	N	W	H	R	O
V	A	L	U	E	Q	C	L	R	R
A	E	M	O	V	E	M	E	N	T
T	E	X	T	U	R	E	N	P	I
Q	V	R	Y	I	M	S	I	L	O
B	R	H	Y	T	H	M	B	K	N

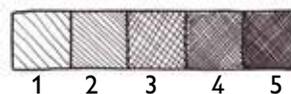
Project Task

Present your still life drawing to any family member and describe the principles and elements of art you applied when drawing.

B. Cross hatching technique

Practice Activity 1

- Cross hatching technique
 - Cross hatching technique is done by drawing crossing lines in different variations to create light



- Balancing the forms on the paper layout.

- (b) Use the overlapping effect to arrange the objects on the paper.
- 4. (a) A – Ball pen; B – Pencil
- (b) A pencil is best for cross hatching technique since it's a dry media.
- 5. (a) Arrangement was done by use of balance and overlapping effect.
- (b) When lines cross each other...
 - (i) closely, they create the dark effect.
 - (ii) sparsely, they create the light effect.

Practice Activity 2

1. (a) Drawing A was created using the overlapping effect.
- (b) Overlapping is achieved by partially placing some objects in front of others.
- (c) Practise drawing still-life drawings with objects that are overlapping.
2. (a) (iv), (v) .
- (b) Show your drawing to the classmate for assessment:
3. The artist considers the following when using cross hatching technique:
 - (a) Use of space – Size of the forms should not be too big or too small in comparison to the space within it. It helps in creating balance.
 - (b) Proportion of forms – This requires the various objects in the drawing to relate in such a way that they are pleasing to look at.
 - (c) Variation of lines – When drawing and shading using cross hatching technique, one should vary the lines. This is done by use of thick, thin straight or curved lines and moving them diagonally, horizontally or vertically. This factor also helps in creating light and dark effects.

Project Task

Present your still-life drawing to any family member and describe the principles and elements of art you applied when drawing. Use the statements in (3) to assess yourself.

Check your progress

1. Still-life drawing is drawing of non-living objects.
2. Four elements of art applied when drawing are
 - (i) Line
 - (ii) Shape
 - (iii) Value
 - (iv) Form
 - (v) Texture
3. Rhythm and movement is created by repeating lines, shapes, texture, and forms.
4. Smudge technique involves smearing and blending a dry media using a finger, fabric or sponge to create shading; While cross hatching techniques uses crossing lines to shade a drawing.
5. What do you understand by the following terms?
 - (a) Balance – This is the correct distribution of objects in a composition. For example forms or objects should not be crowded in one place.
 - (b) Proportion – This is the composition of the actual size of one object to another in a still life drawing.
 - (c) Rhythm and movement – This is created by repetition of lines, shapes, texture, value and forms.
6. Tools used in drawing include:-
 - (i) Pencils
 - (ii) Crayons
 - (iii) Charcoal
 - (iv) Chalk

1.2 Crayon etching

A. Making wax crayons

Practice Activity 1

- Crayon etching
 - Bright
 - Black Indian ink
 - Thick (hard, stiff) or scratch resistant
- Crayons
 - Colouring the base layer surface
 - Two types of wax used in making crayons are:
 - Beeswax
 - paraffin wax
- A – bottle tops/moulds
B – Powder colours (pigment)
C – Stove/heat source
D – Double containers
 - A – Bottle tops are used as moulds to give the crayons shape.
B – Powder colours are used as pigments to give the crayons colour.
C – Stove is used as a source of heat for melting the wax.
D – Double container is used when melting wax.
- Melt the wax in a double container. Stir the melting wax to prevent formation of air bubbles.
 - Wax mixture is stirred when melting to mix well with the soap and remove air bubbles.
- By gently stirring the melting wax mixture using a stick.
 - By separating and mixing the melted wax with different pigments.
- Moulds are small, thin and long containers where wax mixture is

put in after melting it. They hold the wax mixture used for colouring until it is completely dry.

- Mould items:
 - Thin plastic containers
 - Bottle tops
 - Rolled stiff paper sealed at the bottom.
- Where an apron to protect your clothes from getting discoloured by the pigments.
 - Use gloves to avoid injury (burning your hands).
 - First step is:
 - Grated or chop beeswax or paraffin wax and put it in a container.Last step is:
 - Pour the mixture into the bottle tops carefully. Allow it to dry.
 - To prevent the wax mixture from sticking onto the mould.

B. Pictorial composition

Practice Activity 2

- A. Paintbrush
B. Crayons
C. Sticks / scratching tools / toothpicks
D. Black Indian ink
 - A. Paintbrush – Used for applying ink to make the coating.
B. Crayons – Used for colouring the background surface to be etched.
C. Sticks – Used for scratching the black ink coating.
D. Black Indian ink – Applied on the surface covered with bright crayons to create the coating.
- Texture makes an artwork look more real.

- (b) Texture can be created in crayon etching by scratching out the image making deeper groves, by use of cross hatching technique and varied lines.
- 3. (a) Depth in crayon etching is created by the use of space between objects.
- (b) Depth in crayon etching creates an illusion of three dimensional (3D) and makes the artwork to look real.
- 4. Examples of each tool:
 - (a) Scratching tools – Stick, nail, toothpicks, nails.
 - (b) Coating ink – Black Indian ink
 - (c) Crayons – Bright coloured wax crayons
 - (d) Scratch resistance paper – Manilla or stiff paper.
- 5. They will be absorbed by the Black Indian ink
- 6. (b) Oil based paint
- 7. (a) See sample:



- (b) Types of crayons used – Brightly coloured wax crayons
- (c) Brightly coloured wax crayons are not absorbed by the black Indian ink.
- 8. “Overlay” in crayon etching is the application of a layer of black ink on top of a layer of crayons.
- 9. Crayon etching should not be done or placed in a hot environment since it will melt because of the wax crayons.

Project Task

Present your artwork to any family member for assessment.

Check your progress

1. Crayon etching is a picture making technique that involves scratching off a black ink coating from a crayon coloured surface to create an image.
2. Scratch artwork
3. (i) Crayons
(ii) Scratching tool
(iii) Black ink
(iv) Stiff paper
4. A sharp scratching object for example needle, thorn or nail.
5. Wax crayons can also be used for drawing or colouring objects.

1.3 Painting

Colour classification

Practice Activity 1

1. A. Paintbrush B. Palette
2. (a) Colour wheel
(b) A – Yellow B – Red
C – Blue
(c) Primary colours
3. (a) secondary colours include: A-green, C - violet and E - orange
(b)

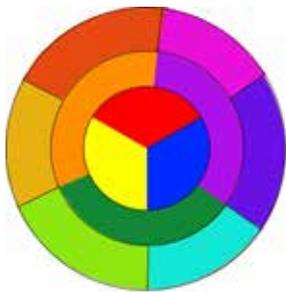
Primary Colours	Secondary Colours
D - Red	A - Green
B - Blue	C - Violet (Purple)
F - Yellow	E - Orange

4. (a) (i) Secondary colours are created by mixing equal amounts of two primary colours.
(ii) Intermediate colours are created by mixing equal amounts of a primary colour and a secondary colour.

- (b) equal
- (c) When you mix the colours in equal portions you get the right colour you need.
5. (a) Red and Yellow
(b) Blue and Yellow
(c) Red and Blue
6. (a) Red + Orange = Red-orange
(b) Yellow + Green = Yellow-green
(c) Red + Violet = Red-violet
(d) Yellow + Orange = Yellow-orange
(e) Blue + Violet = Blue-violet
(f) Red + Green = Red-green

Project Task

1-2



2. A colour wheel helps in understanding how colours are related. It also shows which colours can be combined to create another colour.

Check your progress

1. A colour wheel is a circular drawing divided into sections showing the relationship of colours to each other.
2. Classification of colours – Primary colours, Secondary colours and Tertiary colours.
3. Primary colours are colours you cannot get by mixing other colours. (They are naturally formed.)
4. We can make secondary colours by mixing two primary colours.
5. Tertiary colours are colours created by mixing a primary and a secondary colour together in equal portions.

6. Tertiary colours should be named starting with the name of the primary colour and secondary colour.

1.4 Collage

Pictorial composition

Practice Activity 1

1. (a) B
(b) It is showing the physical features of a particular land.

2.

A. Sticks	B. Leaves
C. Bark of a tree	D. Inedible seeds

3. (a) Beads
(b) Newspapers
(c) Buttons
(d) Shells (Accept any other correct materials.)

4. (a)

A. Pair of scissors	B. Adhesive
C. Stiff surface	D. Pencil

- (b) A. Pair of scissors – Used for cutting the materials to size.
B. Glue – Used for sticking the materials together.
C. Stiff surface – Used as a support where the collage materials are glued.
D. Pencil- Used to draw an outline to guide the placing of materials.
- (c) Types of glue:
(i) liquid glue
(ii) tape glue
(iii) spray glue

Practice Activity 2

1. (a) Landscape, home, farm (accept any correct theme)
(b) sticks, dry grass, tree bark, cut-out pictures

- By sketching an outline of the landscape on the surface before sticking the materials.
- Sketching helps in getting the correct position to paste the materials.
- To decorate houses or classrooms.

Project Task

Present your artwork to any family member and describe the theme, materials and tools used to make it.

Check your progress

- A landscape collage is an artwork that shows the composition of objects on a physical surface.
- The size, type and weight of the materials to be used.
 - The weight of materials to be used.
- Accept any correct landscape making materials.

2 Indigenous Kenyan craft

2.1 Weaving

Plain and twine techniques

Practice Activity 1

- A) Plain B) twine
 - fiber wool or yarn
 - rugs, carpets, floor mats, table mats and baskets.
- A. sweater B. Mat
- (a)

A. Bamboo	B. Banana fibre
C. Sisal fibre	D. Palm leaves

b)

Flexible Material	Stiff Materials
Banana fibre	Palm Leaves
Sisal fiber	Bamboo stems

- (a) dyeing

- Material used to change other colours
- Commercial dyes
- Natural dyes (beetroot, turmeric, flowers)

- See sample of a loom below:



- Comb
- We can use weaving skills to make an income and promote our culture.

Practice Activity 2

- Stiff materials are prepared by splitting, stripping and cutting. They can also be soaked to make them soft for weaving.
- Flexible materials are prepared by
 - Splitting
 - Cutting
 - Twisting
- Soaking stiff materials in water can help to soften them.

Project Task

- List any material available in your environment.
- Make a loom.
- Present your woven floor mat to any family member or classmates for assessment.
- Tie the final strands tightly.
 - Cut out any extra materials.

Check your progress

- A loom is a device or tool used to hold the warp threads during the weaving process.
- Tools used in weaving are
 - Loom
 - Shuttle
 - Comb

3. Reeds, raffia, banana fibre, sisal fibre.
4. The difference between plain and twine techniques is that
 - (a) In plain technique, the left threads interface over one warp and continue under the next warp across the width of the fabric.
 - (b) While twine technique forms chains in which the two weft threads cross the warp threads and intertwine.

2.2 Leatherwork

Thonging method

Practice Activity 1

1. (a) leather material
(b) Thonging technique/stitching technique
(c) The items are used to keep pencils, pens and other small objects.
2. B.
3. Thonging technique involves joining two pieces of leather using long thin strips of leather called thongs.
4. (a) Thong
(b) The thong is used for joining two pieces of leather together.
5. A. Skiving/leather knife is used for cutting leather.
B. Rolling punch is used for punching holes in leather.
C. A mallet is used for hitting nails or leather punch while making holes in leather.
D. A pair of scissors is used for cutting pieces of leather into desirable sizes.
6. Water is used for washing old used leather to remove impurities or dirt.

7. bags, purses, wallets, shoes, clothes, belts, wristband among others.

Practice Activity 2

1. (a)
 - (i) Pair of scissors
 - (ii) Revolving punch, chisel and nails
 - (iii) Marker pen
 - (v) Mallet
 - (vi) Sewing needles
- (b)
 - (i) Pair of scissors – used for cutting leather.
 - (ii) Chisel and revolving punch – used for punching holes on leather.
 - (iii) Marker pen – used for marking the outline of the design.
 - (iv) Mallet – used for hitting the chisel or nails when making holes on leather.
 - (v) Sewing needles – used for joining the pieces of leather together using strings. Used for stitching as well.
3. beading technique
4. Other methods of decorating leather are
 - (a) Stitching
 - (b) Stamping
 - (c) Painting

Check your progress

1. So that they fit through the punched holes
2. Even tension ensures that there are no gaps left between the pieces of leather joined.
3. To make it neat and have good tension.
4. By tightening the tension; by tying the thongs together to make a strong knot.

End of Term 1 Assessment

1. A. Smudge technique B. Cross hatching technique
2. (a)-(b) Show the drawing to any family member.
c) Pencil is the best dry media for smudging.
3. Principles of art are:
 - (a) Balance
 - (b) Proportion
 - (c) Rhythm
 - (d) Movement
4. (a) Texture is created using lines, light and dark effect.
(b) Other elements of arts are
 - (i) Line
 - (ii) Shape
 - (iii) Value
 - (iv) Form
5. Cross hatching technique involves using crossing lines to shade a drawing. They can be closely together or sparsely together to create light or dark effect.
6. crayon etching
7. Functions of a colour wheel:
 - (a) To show the classification of colours.
 - (b) To understand how colours relate to each other.



9.

Primary colours	Secondary colours	Tertiary colours
Red	Orange	Red-Orange
Blue	Violet	Blue-Violet
Yellow	Green	Yellow-Green

10. Tertiary colours are colours made by

mixing a primary and a secondary colour together.

11. Secondary colours are created by mixing two primary colours equally.
12. Plain and twine technique
13. Tools and materials used to create a mixed media collage are :

Materials

Pebbles, stones, beads shells, leaves buttons, glue, and paints

Tools

Brushes, pencils, cutting tools (scissors, knives)

14. (a) A loom.
(b) A loom is used for holding the warp threads during the weaving process.
15. The tool is a comb. It is used for strengthening the tension of threads in weaving.

Term 2

2.3 Pottery

Coil technique

Practice Activity 1

1. B
2. (a) Pot (b) Clay
(c) The item can be used for storing water or as a plant vase.
- 3 a) A. Rolling pin B. Sponge
b) (i) A rolling pin is used for kneading clay.
(ii) A sponge is used for wiping out unnecessary clay and smoothening the walls of the clay item.
4. (a) scoring
(b) Scoring helps to firmly link or join the coils used to make a clay item.
5. By using a longer or shorter coil than the rest.

6. (a) Hands rolling coils.
(b) Using even tension when making each coils can ensure they are of even thickness.
- 7 (a) Slip
(b) A slip is used for joining the coils together to ensure no gaps are left.
8. (ii), (iii), (vi), (v), (i), (viii), (vii), (iv)

Practice Activity 2

1. A. stamping
B. incising/piercing
C. embedding D. stamping
2. A. Stamping
B. Embedding and incising
3. (a) Incising (b) Embedding
4. (a) A. Incising B. Piercing
(b) Incising is the method where you use a sharp tool to **curve** out clay patterns. Piercing **cuts out** some parts of the clay item to make decorating techniques.
5. (a) To make them look beautiful and attractive.
(b) To increase their price value.
6. You should be careful not to damage or change the shape of the clay item.
7. Draw a decorated pot use incising method picture and show any family member.

Project Task

Present your artwork to any family member and describe the decorating technique.

Check your progress

1. Incising, stamping, printing, embedding.
2. Using slip and scoring technique
3. Rolling them using equal pressure or force or tension.
4. The base of the pot. The size of the coils.

5. A decorating technique is based on the function of the clay item.

2.4 Sculpture

Carving

Practice Activity 1

1. (a) Carving
(b) Ladle or wooden cooking stick
(c) Wood
(d) Sculpture is the art of creating objects out of materials such as wood metal or stone (Sculpturing is carving.)
2. (a) Hand carving a spoon from a piece of wood.
(b) Softwood
(c) Softwood is easier to carve out since it is soft.
3. (a) A. Wood carving knives
B. Mallet D. Gouge
C. Chisel
(b)
A. Wood carving knives are specialised knives used to pare, cut, and smoothen wood.
B. Mallet is used for tapping a chisel or gouge when carving.
C. Chisel is a cutting tool with a sharpened edge at the end of a metal blade. It is used in shaping wood to make an item.
D. Gouge is a tool with a curved cutting edge used for carving hollow, round and sweeping curves.
4. A chisel has a straight sharpened edge at the end of a metal blade, while a gouge has a curved cutting edge at the end of the metal blade.
5. (a) A - Gloves B - Apron
(b) A - Gloves are worn on hands to prevent cut injuries when carving;

B - Apron is worn to protect clothes from getting dirty.

Practice Activity 1

1. A. Texturing C. Smoking
 B. Incising D. Polishing
2. A - Smoking B - Burning
3. A decorating technique is determined by the function of the ladle.

Project Task

1.



2. (b), (e), (a), (c), (f), (d)
3. Present your artwork to any family member for assessment.
4. Show your ladle to any family member for assessment.

Check your progress

1. Carving is making a form by chopping off parts of a given material.
2. (a) Wood (b) Stone
3. (a) Chisel (b) Gouge
 (c) Mallet (d) Carving knife
4. Rasp file, Sandpaper
5. Polishing, Smoking, Texturing, Incising and Burning

3 Design, mixed media and technology

3.1 Graphic Design

Letter construction

Practice Activity 1

1. B
2. Pencils, paper or drawing book, ruler and eraser

3. A hand is making extensions on letters to create a 3D effect.
4. (a) Gridlines/guidelines.
 (b) Gridlines are used as guides when making extensions.

Practice Activity 2

1. A. Shading B. Colouring
 C. Painting D. Dotting
 E. Cross hatching
2. (a) Set B is decorated while set A of the letters are not.
 (b) Dotting
3. A. Painting/Colouring B. Cross hatching

Project Task

Present your artwork to any family member or classmate for assessment.

Check your progress

1. length, width and depth.
2. square-ruled books, pencil, eraser, ruler
3. 3D lettering involves creating letters that have length/height/width and depth.
4. Cross hatching, Shading, Dotting, Sticking, Colouring, Painting

3.2 Book Craft

Book jacket

Practice Activity 1

1. (a) Book craft skills (b) Book jacket
2. Fabric paper, manilla paper or any other stiff paper.
3. A-Back flap; B-Back cover; C-Spine, D-Front cover; E-Front flap
4. Title of the book, Author/owner's name, and an illustration
5. Size of the book, that is the front cover, back cover, spine.
6. (a) It protects the book from rapid wear and tear.

- (b) It can make the book look presentable.
- (c) It highlights the title and content of the book.

Practice Activity 2

1. (a) Applique
 - (b) (i) Fabric (iii) Thread
 - (ii) Needle (iv) Paper
2. A
3. Applique is a technique in which pieces of fabric are sewn onto a foundation piece of fabric to create decorating designs.

Project Task

Present your artwork to any family member or classmate for assessment.

Check your progress

1. A book jacket is a removable paper cover for a book.
2. Applique 5. Sticking and
 Stitching
3. Illustration
4. Spine

3.3 Puppetry

Marionette

Practice Activity 1

1. (a) Puppet B, since it has strings attached to its movable parts. It is controlled by a control bar.
 - (b) Puppet A is a glove puppet and is operated by movement of the hand while Puppet B is a marionette and is operated by strings attached to a control bar.
 - (c) A. Glove puppet B. Marionette
C. Stick or rod puppet D. Mask puppet
2. Control bar/handle - used to manipulate the movement of the puppet.

3. (a) Glove puppet
(b) Marionette
(c) Stick and rod
4. A. Glue B. Paper
C. Tape D. Fabric
5. The hand
6. A. Construction
B. Carving
C. Assemblage
7. A. Control bar/handle
B. String
C. Puppet model
8. A Marionette puppet is controlled using a handle, while a stick puppet is controlled using a stick/rod.
9. A marionette puppet can be decorated by dressing it or by colouring or painting its body.

Project task

1. Carton box, ply wood, sticks among other materials.
2. Display your puppet to any family member for entertainment and assessment.
2. Display your puppet for any member of your family for entertainment and assessment.

Check your progress

1. A puppet is a figure made in the shape of a human or animal and is controlled by a puppeteer to make them appear like they are alive.
2. A puppeteer is a person who operates a puppet.
3. Through assemblage
4. Marionettes are operated by a control bar or handle that has strings attached to the movable parts of the puppet.

Practice Activity 2

1. Photograph 1:

- (a) Cow
- (b) Sunlight
- (c) Farming
- (d) Landscape

Photograph 2

- (a) The waterfall or bridge
 - (b) Nature
 - (c) Normal eye level viewpoint
 - (d) Portrait
2. A. Worm's eye view
B. Bird's eye view
C. Normal eye view
3. (a) Low quality/Blurry
(b) (i) Focus (ii) Lighting
(iii) Framing

Check your progress

- 1. Photography
- 2. Background
- 3. Bird's eye view, Normal eye view, Worm's eye view
- 4. Framing and composition
- 5. Centre of interest

4 Presentation and Exhibition

4.1 Mounting artwork

Window mounting

Practice Activity 1

1. (a) Mounting is the process of attaching a 2D artwork on a mounting board for framing.
- (b) (i) Window mounting
 - (ii) Matt Mounting
2. A. Window mounting board
B. Artwork
C. Backing board
3. (a) Conventional surfaces
(b) Unconventional surfaces
4. (a) Conventional surfaces are commonly used surfaces like various papers.
(b) Mounting paper, Sugar paper

5. (a) Unconventional surfaces are surfaces manufactured for a given use but reused for another purpose.
(b) Hessian, Plastic, Canvas, Softboard
6. (a) Two-dimensional artworks are artworks that can be seen from two dimensions, height and width. They are done on a flat surface.
(b) (i) Paintings (ii) Crayon etchings
(iii) Collage
7. spray adhesive, tape adhesive, liquid adhesive
8. wheat flour and water
9. conventional or unconventional surface, adhesive, cutting tools, 2D artwork
10. (a) To protect artworks and make them long lasting.
(b) To enhance their appearance.
(c) To prevent them from bending or folding.

Jobs related to Art and Craft talents

Practice Activity 2

1. Correct match
- (a) Drawing - An illustrator of books, newspapers and magazines.
 - (b) Painting - A painter of building or an artist.
 - (c) Carving or sculpting - Making sculptures for decorations.
 - (d) Weaving - Making carpets, baskets, bracelets and other woven items for sale.
 - (e) Leatherwork - Making leather bags, bracelets, shoes and other leather items for sale.
 - (f) Exhibition - A gallery or exhibition planner or organiser.
 - (g) Graphic design - A magazine, book, posters, advertisement designer.
 - (h) Photography - A photographer in the media industry.

2. One can earn an income by making art and selling it.
3. Fashion designer, interior designer, multimedia artist (Accept any other correct answer.)

Project Task

Present your artwork to any family member for assessment.

Check your progress

1. Mounting paper, cardboard, canvas (conventional), plastic (unconventional)
2. (a) To enhance their appearance.
(b) To protect them and make them long lasting.
3. There are many income generating and career opportunities that utilise art skills for example painting, drawing and so on. By having artists produce and sell their artwork they contribute to the economic development of a country.
4. Adhesive
5. (a) Glue (b) Wheat flour paste
6. Conventional surfaces are surfaces that are commonly used for mounting artworks.

4.2 Exhibition skills

2D and 3D artwork exhibition

Practice Activity 1

1. A gallery is an exhibition space for displaying and selling artworks.
2. (a) 2D artworks- It is done on a flat surface on the wall.
(b) Walls
(c) (i) Use of space
(ii) The placement of the artwork
(iii) Lighting
(iv) Labelling
(v) Background colour contrast.

3. (a) To ensure that the artwork is not crowded and has ample space between them.
(b) To identify the artist, art and also to get details on the price of the artworks.
(c) Different types of artworks should be displayed accordingly. Art should be placed in a way that highlights the main theme of the work.
4. (a) Walls (c) Stands
(b) Hangers (d) Shelves
5. (a) Photographs (c) Collages
(b) Paintings (d) Drawings
(e) Crayon etchings
6. (a) It allows people to appreciate and admire artworks.
(b) It can be a way of selling artworks as people can see and buy them.

Practice Activity 2

1. A. Sculpture/carving
B. Pottery
C. Basketry/weaving
2. (a) Table (b) Pedestal
3. (a) Colour contrast was not considered.
(b) The background colour affected the clarity of the artwork for the audience.
4. (a) To ensure there is enough light for artwork to be seen clearly.
(b) To ensure that the artworks are not crowded and has ample space between them.
(c) Some art requires vertical surfaces (2D) and other's horizontal (3D).
5. (a) (i) Name of the artist
(ii) Title of the artwork
(iii) The date/year the artwork was made

- (iv) Price and size of the artwork
 - (b) (i) Labelling provides information meant to identify the artist or creator.
 - (ii) Labelling allows potential buyers to get details on the price of artwork.
6. An artist can become a:
- (a) Painter (c) Fashion designer
 - (b) Illustrator (d) Sculptor

Check your progress

1. Table, Pedestal
2. To ensure that the artworks are not crowded and the exhibition has ample space for audience to walk around comfortably.
3. Armature
4. 2D artworks are done on a flat surface and they only have length and width. 3D artworks have more than two dimensions. It has a third dimension which is depth.

End of Term 3 Assessment

1. (a) Digital camera (b) Mobile phone
2. Mounting
3. (a) Background colour contrast
- (b) Placement of artwork
- (c) Lighting
4. (a) To have an audience admire and appreciate their work. This can help improve their skills.
- (b) To sell artwork.
5. (a) Vertical placement
- (b) Horizontal placement
6. (a) Name of the artist
- (b) Title of the artwork
- (c) Price of the artwork
7. An armature is an object that supports 3D objects to stand.

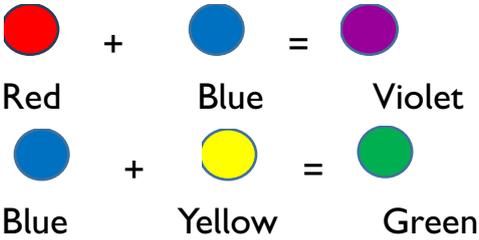
8. (a) This is the main subject. It is what the photograph aims to capture well. It helps to capture the correct theme.
- (b) It ensures that the image is sharp and clear.
9. Photography is the skill of capturing an image using a camera device.
10. (a) Normal eye level view - The camera is at the same level of the subject.
- (b) Bird's eye view - The camera is above the subject.
- (c) Worm's eye view - The camera is below the subject.
11. (a) Unconventional surfaces
- (b) Conventional surfaces
12. (a) Firm
- (b) Well coloured and contrast to the artwork.
- (c) Durable
13. Mounting is the process of attaching a drawing, photograph or any artwork done on paper to a frame.
14. (a) To enhance the appearance of an artwork.
- (b) To protect artworks and make them long lasting.
15. (a) Window mounting
- (b) Mat mounting

End of Year Assessment

Assessment paper 1

1. Cross hatching technique
2. (a) Memory drawing – This is a drawing made from memories.
- (b) Observation drawing – This is a drawing made from observing the arrangement of items on a surface and drawing or painting them.

Assessment paper 2

- (c) Imagination drawing – This is a drawing of ideas that is come up into your mind or objects you have never seen.
3. Show your artwork to any member of your family.
4. (a) Black Indian Ink
(b) Scratching tool
(c) Wax crayons
5. Rough
6. (a) Primary colours
(b) Secondary colours
(c) Tertiary colours
7. 
Red + Blue = Violet
Blue + Yellow = Green
8. A. Leather knife – Cutting leather pieces in leatherwork
B. Rolling pin – Kneading clay into flat surface in pottery.
C. Chisel – Chopping or removing unwanted wood when craving.
D. Rolling punch – Punching holes on leather when joining pieces of leather in leatherwork.
9. (a) A book jacket is the outer cover which can be removed.
(b) i) To protect the book from dirt, dust and tearing.
ii) To make the book look new, clean and makes it last long
10. (a) Good use of space.
(b) Clear labelling of the artwork.
(c) Use of appropriate contrasting background for the walls of the display surface.
(d) Well placement of artworks.

1. (a) Pencil (b) Charcoal
2. Still-life drawing
3. Clay
4. (a) Sisal fibre
(b) Banana fibre
(c) Palm leaves
(d) Grass
(e) Maize husks
(f) Bamboo stems
5. Overlapping is achieved by placing some items partly in front of others.
6. Thongs
7. Carving
8. (a) Plain technique
(b) Twine technique
9. (a) Nail (b) Punch
(c) Revolving punch
10. (a) Focus – This is when the image has clear and sharp details.
(b) Background – The space that can be seen at the back of the main object.
(c) Centre of interest – The focal point of the photograph. It makes the picture interesting to look at.

Assessment paper 3

1. Smudging technique
2. (a) Tertiary colours are colours are created by mixing a primary and secondary colour in equal amounts.
(b) Three tertiary colours are :
(i) Red–Orange
(ii) Yellow–Violet
(iii) Blue–Orange
(iv) Red–Violet

(c)



Colour wheel

3. (a) Incising (c) Stamping
(b) Embedding (d) Embossing
4. Incising
5. (a) Stamping – This is a decoration technique done by pressing an object onto the surface of a pot when still wet to imprint a design pattern.
(b) Embedding – This is a decorative technique that involves sticking objects on a wet clay item.
6. Three types of puppets;
(a) Glove puppets
(b) Marionettes

(c) Stick or rod puppets

7. Control bar/handle
8. (a) Colouring and painting
(b) Shading
(c) Dotting
(d) Cross hatching
9. Photography is important because:
(a) Photographs are used as decorations.
(b) Photographs help us store memories for future generation. (Accept any other reasonable answer.)
10. (a) Mounting
(b) (i) Window Mounting
(ii) Matt Mounting

Music

1 Performing

1.1. Songs

Practice Activity 1

- topical song
 - happy
 - through the words and the message of the song
 - celebrating a good harvest in our country
 - appropriate
 - clapping, smiling, widening eyes, raising up hands, *any other*
 - During harvesting
- topical song
 - planting trees
 - happy, energetic
 - widening eyes, opening the mouth, smiling
 - diction
 - to protect the environment, for fresh air, to attract rain
- Singing in the same voice quality during a group performance.
- depends on the song chosen
 - record
 - Helps the audience understand the meaning of the song.
 - Helps the performer to show the mood of the song.
 - They make the performance interesting.

Practice Activity 2

- Ensure to observe all the components of good singing.
- community
 - peace

- being responsible
 - unity
 - our community to last forever
- love, unity, integrity, patriotism, respect, hard work, peace and responsibility
 - peace and unity
 - hard work, self denial and patriotism
 - tick
 - cross
 - tick
 - tick
 - cross
 - tick
 - cross
 - tick
 - tick
 - tuwezeshe kuishi kwa amani*
 - to show respect for the East African Community
 - mila zetu na desturi zetu*
 - By focusing on the vowels and pronouncing all the endings of the words.
 - comments to be made according to the performance
 - Learners to take pictures and keep them in a portfolio.

Practice Activity 3

- soprano 1, soprano 2 and alto
 - soprano 1
 - alto
 - any correct answer
 - Maintaining your voice part.
Do not shift to other voice parts.
 - Follow the tempo of the song and do more practice.
- Inaccurate pronunciation.
 - Failure to pronounce some words when singing.
 - Not opening the mouth properly.
 - sing repeatedly until you master the words
- to pay attention to his/her part when singing
- for harmony

Practice Activity 4

- (a) - (c) comments to be made according to the performance
d) i) Happy ii) Happy iii) Sad

1.2. Kenyan Folk Songs

Practice Activity 1

- soloist, instrumentalist, singers or response group
- Learners to write the message according to the folk song being performed.
- Learners to write the instruments played in the folk song
- any drawing of an instrument
- occasion according to the folk song
- work, funeral, marriage, initiation, child naming, any other
- To educate people on values such as hard work.
- Warn people against laziness and bad behaviour.
- a and b
- a) any instrument from the local community.
b) any correct answer

Practice Activity 2

- a) organised
b) similar body movements, same position of props
c) co-ordinated
d) poor handling of props, poor spacing of performers, no uniformity of body movements
e) prevents accidents, shows good performance

Practice Activity 3

- a) - Clear the place by collecting all the dangerous objects.
- Fill all the potholes with soil.
- If under the tree, ensure the tree is safe.
b) stones, sticks, broken bottles, old tins, among others.

- c) - correct handling of props
- dressing appropriately
- proper spacing
d) any correct answer
- any correct answer
- a. They can step on others because of overcrowding.
b. Props may make them fall.
c. They should observe proper spacing.

1.3 Kenyan Indigenous Musical Instruments

Practice Activity 1

- a) *Ebune* -Turkana
b) *Adet* -Turkana
c) *Nguli* - Ambeere
d) *Ekerongwe* - Abakuria
- b, c, d, f
- the instrument named depends on the local community
- any correct drawing of an instrument from the local community

Practice Activity 2

- a) X - open end Y - mouth piece
b) to let out sound
c) to allow air pass into the instrument when blowing
d) - Hold the horn transversely with both hands.
- Place the lower lip on the lower part of the blowing hole.
- Blow air across the blowing hole.
- Breathe at appropriate intervals.
e) mouth piece
f) covering and opening different sound holes
- A drawing of an indigenous wind instrument from local community.
- a) closed end
b) mouth piece
c) sound hole

4. To produce desired sound when opened and closed.

Practice Activity 3

1. It would break.
2. To use the flute for the right purpose
3. Clean the instrument before use.
4. It will break.
5. Handling it carefully.
6. Wrap it in a protective bag and keep it in a cupboard, box, case, *any other*
7. a) - They clean it regularly.
- They handle it with care.
- They keep it in a safe place.
b) - To prevent dirt from blocking the air holes.
- To prevent spread of germs.
c) - in a case which is free of moisture
- hanging on the wall
8. a) Clean a wind instrument.
b) Count and write the number of wind instruments cleaned.
c) Take a photo using a digital device.
d) Keep the photo in a portfolio.
e) Show the photo to classmates.

Practice Activity 4

1. a) Team B
b) - The use of variety of wind instruments.
- Well co-ordinated movement.
any other
c) By playing a variety of wind instruments to accompany the music.
d) Horn (*coro, oluika, emouo, tung*, among others)
2. *coro, muturiru*
3. any correct answer
4. - To give the tune of the song.
- To enhance performance of a piece.
- To make the performance enjoyable.
5. a) Name the instrument made or borrowed.

- b) Clean the instrument correctly.
- c) Play the instrument.
- d) Record the performance using a digital device.
- e) Parent or guardian to comment on the performance.
- f) Play the instrument during a function.

Practice Activity 5

1. - bamboo
- pawpaw leaf stalks
- dry maize stalks
- broken pipes

2.

Activity	Step
Choose flute size	1
Choose a tube	2
Clean the tube	3
Cut the length	4
Make sound holes	5
Tuning	6

3. - To increase depth of finger holes.
- To improve the volume and tone of sound.
4. using hot iron tool, drilling
5. There may be loose materials inside.
6. - the quality of sound desired
- size of the flute
- the player's fingers
7. They give better volume and tone of the sound.
8. the size and placement of finger holes
9. a) Make a wind instrument using locally available materials.
b) Play the instrument.
c) Identify volume and tone played.
d) Play the instrument during a function.

1.4 Western Musical Instruments

Practice Activity 1

1. a) Head joint

- b) Middle joint/body
- c) Foot joint
- 2. a) Head joint b) Middle joint/body
- c) Middle joint d) head joint
- 3. A. Window
- B. Tone holes/finger holes
- C. Mouth piece
- D. Middle joint
- E. Foot joint
- 4. mouth piece
- 5. the window splits the air from the descant recorder so that sound is produced.



Practice Activity 2

- 1. (a) True (b) True
- (c) False (d) True
- (e) False (f) False
- 2. a) mouth piece
- b) labium
- c) body
- d) blowing
- e) western part of the world
- 3. Eight

Practice Activity 3

- 1. saliva/moisture
- 2. a) Always brush your teeth before playing the descant recorder.
- b) Always wash your hands before playing the descant recorder.
- c) Warm the descant recorder by rubbing it with your two hands.
- 3. a) Do not bang the descant recorder against surfaces.

- b) Always keep the recorder in a dry place free of moisture and dust.
- c) Do not expose the recorder to direct sunlight or heat.
- d) Keep the recorder in its case after playing.
- e) Always keep your descant recorder dry.
- 4. - When saliva is trapped inside the head joint, cover the window lightly with one of the fingers and then blow air gently into the recorder. The saliva will be forced outside.
- You can also remove the head joint, cover the open side with one of your palms and then blow air through the window. The saliva will come out through the mouth piece.
- 5. a) a wet cloth
- b) swab
- c) soapy water

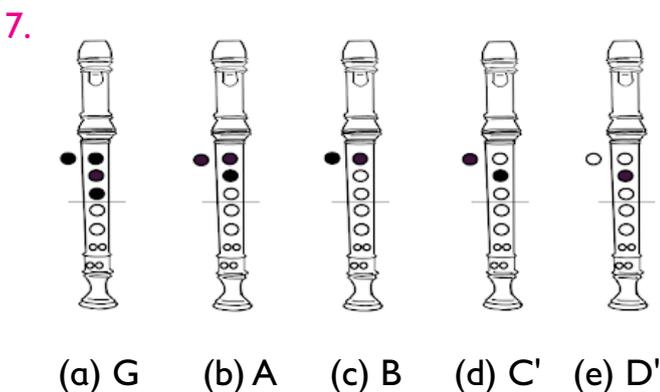
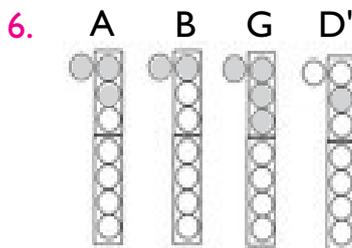
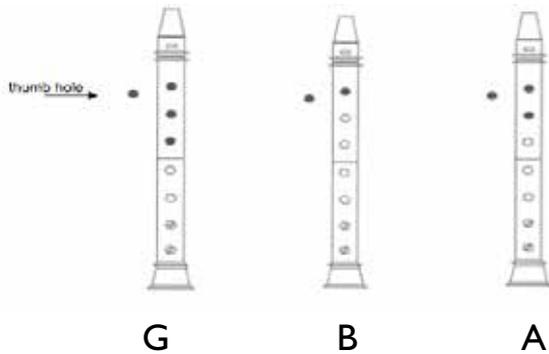
6. Item	Use
(a) A cleaning swab	It is inserted inside the descant recorder to clear away dirt inside the descant recorder.
(b) A clean piece of cloth	It is wrapped around a stick or rod and used to clear moisture inside the descant recorder.
(c) Water	It is used for rinsing the descant recorder.
(d) Antiseptic	It is used to kill germs that may accumulate inside the descant recorder especially at the mouth piece.
(e) Soap	It acts as a disinfectant.

- 7. a) Do not blow saliva into the descant recorder.
- b) Avoid sharing the descant recorder when playing unless it is sanitised.

- c) Rub the descant recorder between the palms of your hands to warm it.
8. - It should be stored in a dry place free from dust and moisture.
- It should be kept in its case.

Practice Activity 4

1. The left hand should hold the upper part of the recorder which also has the first three tone holes.
2. the left thumb
3. a) left index finger
b) left middle finger
c) left ring finger
4. the right thumb/right hand
- 5.



Practice Activity 5

No. 1 to 8- Learners to practise playing notes as guided in the questions.

1.5. Kenyan Folk Dances

Practice Activity 1

1. a) instrumentalist, soloist, dancers, response group

Participant	Role
(i) Soloist	Leads the dance
(ii) Response group	Respond to the soloist
(iii) Instrumentalist	Plays instruments
(iv) Dancers	Dance and do action in the dance

- c) soloist
2. maintain correct tempo, observe entries in the dance correctly, observe safety, use space appropriately, co-ordinate with the others well
3. confidence, good vocal projection, giving the correct pitch to the group
4. select a dance, choose roles, source for costumes, ornaments and adornments, practise, rehearse

Practice Activity 2

1. a) clothes, lessons
b) bracelet, necklace, anklet
c) paint, ochre
d) Body adornment
- 2.

Items	Costumes	Ornaments	Body adornments
(a) shuka	✓		
(b) earrings		✓	
(c) ochre			✓
(d) feathered hat	✓		
(e) bracelet		✓	
(f) hula skirt	✓		
(g) animal skin	✓		

3. Make a correct drawing of a costume used by the people in your locality.
4. - improve gestures
- improve body movements
- they make a performance colourful
- for identification of a soloist, instrumentalist and response group
5. Watch a dance. Use the details of the dance to answer the questions asked.

Practice Activity 3

1. The response given depends on the materials found within the local area.
2. i. Collect materials and tools such as string, beads, pair of scissors, tape measure and safety pin.
ii. Measure the string to use in making of the bracelet.
iii. Tie three strings together into one knot at the end leaving an inch at the end.
iv. Bore holes in the beads.
v. Insert each string through the hole of the beads separately.
vi. Fit the bracelet and adjust the strings to fit well. Cut the extra thread.
3. Use the hula skirt to perform a folk dance in a group and answer the questions asked.

End of Term 1 Assessment

1. So as to communicate the message and mood of the song clearly.
2. (a) (i) happy facial expressions
(ii) hand gestures
(iii) dance
(b) (i) gestures that insult others
(ii) vulgar gestures
(c) respect
3. i. *uzalendo*
ii. *uhuru*
iii. *mila na desturi*
iv. *umoja, jumuiya*
4. *umoja, amani, mshikamano*

5. corruption, laziness, hatred
6. peace, unity
7. Three part singing involves three people or groups singing different voice parts.
8. - soprano, alto and tenor
- tenor1, tenor2 and bass
- soprano1, soprano2 and alto
9. message, instrumentation, participants and occasion
10. a) marriage
b) - peace in marriage
- values of marriage
- importance of marriage
- roles of father and mother in marriage
c) soloist, response and instrumentalist
d) drum

Musical instrument	Community
(a) <i>Obokano</i>	Abagusii
(b) <i>Karingaringa</i>	Agikuyu
(c) <i>Abu</i>	Luo
(d) <i>Isikuti drums</i>	Abaluhya

12. Body movements are uniform.
13. a) It may get damaged due to moisture.
b) - Hang the instrument on the wall.
- Keep it in a place free of moisture.
14. Used to cover the holes so as to produce varied pitches.
15. i. higher ii. lower
iii. lower iv. larger
16. Observe safety when cutting using sharp tools, handle the tools and materials carefully to avoid accidents.
17. a) soloist, response group, dancer, instrumentalist
b) the answer depends on the role chosen
18. sisal, clothes, feathers, animal skin

19. beads, wood, seeds, string

20. role of costumes

- i. improve gestures
- ii. improve body movements
- iii. they make a performance colourful
- iv. for identification of a soloist, instrumentalist and response group

role of ornaments

- i. for aesthetics
- ii. they make the performance colourful
- iii. for identification of participants

role of body adornments

- i. attract the audience
- ii. pass a message

2 Creating and Composing

2.1 Rhythm

Practice Activity 1

1. Rhythm is pattern of sounds.
2. Quaver, crotchet, minim and semibreve
3. Semibreve, minim, crotchet and quaver
4. (a) Crotchet - taa
(b) Minim - taa-aa
(c) Semibreve - taa-aa-aa-aa
5. and 6 - Learners to chant and clap the given French rhythm.
7. (a)  crotchet (b)  minim
(c)  semi-breve (d)  quaver

8.

Taa	Ta-aa	Ta-te	Taa	Ta-te	Taa-aa-aa-aa
					

9. The learner to chant rhythm names given in a and b.
10. (a)    = 3 (b)     = 5
11. Learners to clap the given rhythms while maintaining a steady beat.

Practice Activity 2

1.  +   +   - 
 -   +  + 
2. (a)  +  = 6 (b)  +  = 4
(c)  +  = 3 (d)  +  = 8
(e)  +  = 5 (f)  +  = 2
3. (a)  =  +  +  +  (b)  =  +  + 
(c)  =  +  +  -  (d)  =  - 
(e)  =  +  -  (f)  =  -  - 
(g)  =  + 

Practice Activity 3

1. Hot cross buns
Hot cross buns
One a pen-ny two a pen-ny
Hot cross buns
2. Taa taa taa-aa
Hot cross buns
Taa taa taa-aa
Hot cross buns
Ta-te ta-te ta-te ta-te
One a pen-ny two a pen-ny
Taa taa taa-aa
Hot cross buns
3. qqh qqh nnnn qqh

Practice Activity 4

1. (a) Taa Taa Ta-te Taa-aa Taa Taa ta-te Taa-aa
(b) Ta-te Taa Ta-te Taa Ta-te Taa Ta-te Taa
2. Complete the following rhythms by repeating them.
(a) Ta-te Taa Taa Ta-te Taa Taa
(b) Taa-aa Ta-te Ta-te Taa-aa Ta-te Ta-te
(c) Taa Ta-te Taa-aa Taa Ta-te Taa-aa

3. Learners to create the rhythms by repeating them.



6. Learners to create rhythms using note symbols.

Practice Activity 6

1. The notes in red should be circled.



2. The notes in red should be circled.



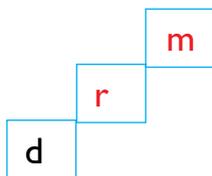
2.2 Melody

Practice Activity 1

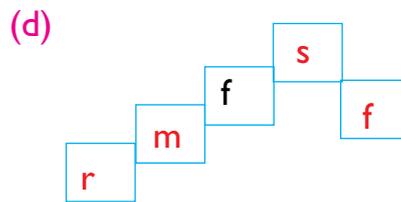
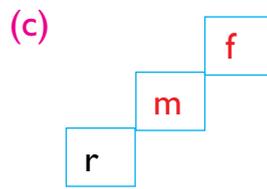
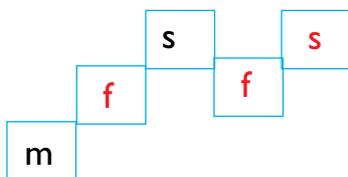
1. Learners to sing the given sol-fa syllables.

2. (a) s (b) s (c) f

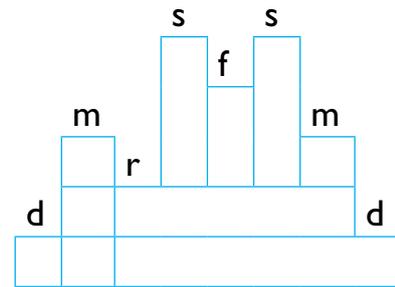
3. (a)



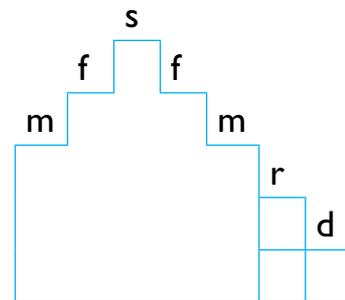
(b)



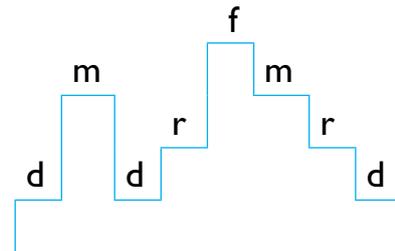
4. (a)



(b)



(c)



Practice Activity 2

1. Learners to study the sol-fa syllables and their hand signs.
2. Learners to sing and sign ascending notes.
3. Learners to sing and sign descending sol-fa syllables.
4. Learners to sing and sign repeating notes.

5. Hand signs	Sol-fa syllables
	s f
	f d
	d r
	m f

6. (a) m f m r d
(b) d m s f r d

Practice Activity 3

- Listen to the song “lightly row” from a digital device.
- Sing the song lightly row with correct rhythm.
- The missing sol-fa syllables.
ma- u- a ma- zu- ri ya- pe- nde- za
d d d m s s f m r d

Practice Activity 4

- d d r m r s d d r m r s
 - r s s f m r s s f m
 - s f m r s f m r d d
 - d r m d d r m d m f s m f s
- m f s m r m f s m r
 - s f s m d s f s m d
 - d s f m r m d s f m r m
 - m s m d s m s m d s
- and 4. Learners to create melodies using the given sol-fa syllables.

End of Term 2 Assessment

- harmony
- mood
- patriotic song
- folk song
- Soma soma kijana, Mungu baba twaomba* and any other relevant song
- Jumuiya Afrika Mashariki*

- two
- tempo
- (a) YES (b) YES
(c) NO (d) YES
- structure
- Arrangement of sounds to form a musical sound. It is the sweetest and lyrical part of music.
- Rhythm, melody, structure, message, tempo, pitch, dynamics
- A well created melody. The melody should have rhythm.
- d r m f s
- Ensure the sol-fa pitches and hand signs are accurate.
- ascending
- Tap the bottles gently using a spoon and write the pitches produced. The bottles from 1-6 will produce the sol-fa syllables ascending.
- crotchet – taa
minim – taa-aa
- (a) semibreve (b) minim
(c) crotchet (d) quaver
- taa ta-te ta-te taa-aa

3 Listening, Responding and Appreciation

3.1. Elements of Music

Practice Activity 1

- | | |
|----------------|----------|
| 1. Melody | Rhythm |
| Pitch | Dynamics |
| Structure/form | Tempo |
- Dynamics
 - Tempo
 - Pitch
 - Long, short

Practice Activity 2

- Tablet, smartphone, laptop, computer, radio cassette, VCD player
- (a) Place the digital device closer to the listener.

- (b) Ensure that the room is silent.
3. - Pay attention to the elements of music in the music.
 - Listen to the changes in the elements of music in the music.
 4. - Keep silence.
 - Make notes.
 - Replay or listen again and again.
 - Tap gently to the beat.
 - Hum pitches softly.
 5. Critical listening is listening to a music piece while paying attention to how different elements of music are used in it.

Practice Activity 3

1. Use or click on the link provided to listen to the song “BINGO”.
- 2.

Title of the song is BINGO

Performer: child

Tempo

- a) The tempo is slow.
- b) The whole song is slow.
- c) There is no part of the song that is fast in tempo.

Rhythm

The words of the most repeated rhythm are:

B - I - N - G - O	B - I - N - G - O
Taa Taa Ta - te Taa	Taa Taa Ta - te Taa
B - I - N - G - O	and
Taa Taa Ta - te Ta-	te
BI - NGO	was his name
Ta - te	Ta - te Taa

Dynamics

The dynamics of the song is soft throughout.

Melody

yes.

B-I-N-G-O, B-I-N-G-O, B-I-N-G-O
And BINGO was his name.

Structure

The song has no AB structure.
responses on past experiences
If the response is yes, the
experiences could be:

- a) our dog
- b) a farmer
- c) my parent (a farmer)
- d) my neighbour's dog

3. Listen to the song “I’m a little tea pot” from a digital device.
- 4.

Tempo

- a) The tempo of the song is fast.
- b) The whole song is fast.

Rhythm

There is a repeated rhythm within the following words:

Ta-te	Ta-te	Taa	Taa	taa	Taa	Taa
I'm a	li-ttle	tea	pot	short	and	stout
Ta-te	Ta-te	Taa	Taa	taa	Taa	Taa
When I	get all	steamed	up	hear	me	shout

Dynamics

The whole song is soft.

Melody

yes

the sweetest and memorable part include:

I'm a little tea pot short and stout...

When I get all steamed up hear me shout...

another sweet and memorable part is:

Tip me over and pour me out.

Structure

The song does not have AB structure.
The song could remind learners of the following, among others:

- a) tea pot at home
- b) tea
- c) breakfast time
- d) breakfast with family members

1. a) verse
Jambo, jambo bwana
Habari gani
Mzuri sana.
Wageni, wakaribishwa
Kenya yetu
Hakuna matata.
- chorus
Kenya nchi nzuri
Hakuna matata
Nchi ya amani
Hakuna matata
- b) Listen to the song provided using a digital device.
- c) The verse has a slow tempo while the chorus has a fast tempo. The verse starts at a lower pitch but the chorus begins with a higher pitch.
- d) **Section A**
Jambo, jambo bwana
Habari gani
Mzuri sana.
Wageni, wakaribishwa
Kenya yetu
Hakuna matata.
- Section B**
Kenya nchi nzuri
Hakuna matata
Nchi ya amani
Hakuna matata
2. a) two sections
 b) **A**
Yankee Doodle went to town riding on a pony
Stuck a feather in his hut and called macaroni
- B**
Yankee Doodle keep it up, Yankee doodle dandy
Mind the music and the step, and with the girls be handy

- (c) **A**
Yankee Doodle went to town a riding on a pony
Stuck a feather in his hut and called macaroni
- B**
Yankee Doodle keep it up, Yankee doodle dandy
Mind the music and the step, and with the girls be handy
- (d) Section A starts at a lower pitch while section B begins at a higher pitch. The rhythm of section A is different from section B.

Project

The answers are dependant on the song listened to by the learner.

End of Term 3 Assessment

1. (a) d r m f s (b) d m f (c) d r s
- 2.
- | | | | |
|--|---|---|---|
| d | s | m | r |
|  |  |  |  |
| d | r | s | |
|  |  |  | |
- 3.
- | | Note | Counts |
|----|-----------|--------|
| a) | Crotchet | 1 |
| b) | Quaver | Half |
| c) | Minim | 2 |
| d) | Semibreve | 4 |
4. B
 5. 4
 6. (a) ♪ (b) ♪
 (c) ○ (d) ♪
 (e) ○ (f) ○
 (g) ○

7. a) **Rhythm** - The pattern of sound. May be repeated or not.
 b) **Pitch** - How low or high a piece of music sounds.
 c) **Dynamics** - The volume of music. Ranges from loud to soft.
 d) **Structure** - The arrangement of the sections of music. Some sections may be repeated while others are changed.
 e) **Tempo** - The speed of the beat.

8. D. Loud

9. Dynamics

10. Critical listening is listening to a music piece while paying attention to how different elements of music are used in it.

11. how different elements of music are used in the piece of music

12. B. Tempo is the loudness or softness of music.

13. harmony, structure, pitch, dynamics, rhythm, tempo, melody and form

I	H	E	A	L	T	H	S	I	T
S	A	M	B	I	E	G	C	U	I
F	R	H	E	E	M	L	I	T	M
O	M	T	A	L	P	O	M	X	N
R	O	Y	T	O	W	A	E	E	
M	N	H	O	U	N	D	N	T	M
U	Y	R	I	D	E	N	Y	S	E
P	I	T	C	H	E	A	D	E	L
S	S	T	R	U	C	T	U	R	E

14. (a) Hot cross buns

Song	Rhythm
Hot cross buns	Taa taa taa-aa
Hot cross buns	Taa taa taa-aa
One a penny, two a penny	Ta-te ta-te ta-te ta-te
Hot cross buns.	Taa taa taa-aa

(b) Rain rain go away

Song	Rhythm
Rain rain, go away	Taa taa ta-te taa
Come again another day	Ta-te ta-te ta-te taa
Little Johnny wants to play	Ta-te ta-te ta-te taa
Rain rain go away.	Taa taa ta-te taa

15. a) slow

b) baa baa black sheep have you any
wool

c) The melody follows a given shape
that is circular.

d) The rhythm is repetitive.

e) the repeated rhythm is:

baa	baa	black	sheep
taa	taa	taa	taa

yes	sir	yes	sir
taa	taa	taa	taa

f) the song is loud throughout

16. a) A

*He promised he'd buy some flowers to
please me*

*And then for a smile, oh he vowed he
would tease me*

*He promised he'd bring me a bunch of
blue ribbons*

To tie up my bonny brown hair

B

*And it's oh dear, what can the matter
be*

Dear dear, what can the matter be

Oh dear, what can the matter be

Johnny's so long at the fare.

b) AB structure

c) Section A begins on a high pitch but
section B begins at a lower pitch.

- d) Section A - He promised he'd...
section B - And it's oh dear...
- e) The pitch at the beginning of each section is different.

17. a) by nodding
 b) by tapping to the beat
 c) by humming
 d) moving with the direction/shape that melody of the music takes

End of Year Assessment

- 1. A
- 2. B
- 3.

Type of song	Meaning
a) Patriotic song	Sung to show love for one's country.
b) Topical song	Songs that address issues affecting the society.
c) Popular songs	Songs that appeal to a majority of people.
d) Religious songs	Sung to praise God.

- 4. C
- 5. B
- 6. D
- 7. B

8.

Instrument	Method of playing
a) Descant recorder	Blowing
b) Marimba	Striking
c) Adongo	Plucking
d) Chivoti	Blowing

9. C

10.

Material	Use
a) Ruler	Measure the correct length of the instrument
b) Knife	Cutting the bamboo stem
c) Nail	Boring holes
d) Straight stick	Create hollow space in the bamboo stem

11. B

12. C

13. D

14.

Costumes	Ornaments
sisal skirt	beads
lessos	earrings
animal skin	bangles
headgear	necklaces

15. C

16. (a) two beat pattern
 (b) four beat pattern

17. A

18. A

19.

s	m	s m	r	d	s	m	s m	r	d

20. AB structure