

Torch Encyclopedia

Grade 

Answers

A Comprehensive Assessment CBC Book

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1 Child Labour

A Listening and speaking

Practice Activity 1

1. Learner retells the story of Adongo and Opiyo.
2. About Adongo and Opiyo (Or The twins who were mistreated by their uncle).
3. severe/merciless
4. severe, tears
5. Accept varied answers from individual learners.
6. Accept sensible sentences.

Practice Activity 2

Learners to read the given sentences aloud while stressing the words in bold.

B Reading

Extensive reading

Practice Activity 3

- (i)
1. An underage child (or a person below 18 years)
 2. Accept any three household chores like, mopping, sweeping and washing clothes.
 3. Very little
 4. At sunrise (or at 4 am).
 5. Three
 6. Alice
 7. No, she doesn't
 8. No, they should go to school. (Accept other sensible reasons)
 9. Learners to read and then share stories on child labour.
- (ii)
- | | |
|------------|------------|
| Pic 1...e | Pic 2....d |
| Pic 3....a | Pic 4....b |
| Pic 5....c | |

Practice Activity 4

Learners to do the tasks given

C Vocabulary

Practice Activity 5

- | | |
|----------------|-------------|
| 1. violated | 2. underage |
| 3. chores | 4. long |
| 5. orphan | 6. teenager |
| 7. trafficking | 8. court |
| 9. fatigue | 10. exploit |

D Grammar

Practice Activity 6

- | | |
|-------------|-----------|
| 1. Some | 2. enough |
| 3. some | 4. Each |
| 5. a lot of | 6. some |
| 7. each | 8. Each |

Practice Activity 7

Accept five correct sentences, for example,

1. We donated enough food to the street children.
2. We donated a lot of food to the street children.
3. Is it true that a lot of babysitters are overworked?
4. Is it true that some babysitters are overworked?
5. The children's court fined some employers.

Keep practising

Accept sensible sentences containing the given words.

E Writing

Guided writing: Filling in forms

Practice Activity 8

- (i) Learner to fill in the given form correctly.

- (ii) Learner to do the given tasks.
- (iii) Learner to perform the given task.

Cultural and Religious Celebrations

2

A Listening and speaking

Practice Activity 1

- (ii) An Islamic celebration
- (iii) 1. A friend in need is a friend indeed
The early bird catches the worm
- 2. Eid ul fitr
- 3. Accept any correct sentence.
- 4. (a) reunion, culture, artist, palm, around
- (b) tradition, perfume, calm, prepare, allocate
- (c) temper, Christmas, Diwali, Easter, eulogy
- (d) twister, reception, entertainment, anniversary, old
- (e) annual, alert, party, rest, drum

B Intensive reading

Practice Activity 2

1. C. Kazungu
2. 100
3. Lamu Cultural Festival
4. 2013
5. yearly
6. A
7. Yes. Why? To learn the culture of the people.
8. Madaraka Day, etc. Accept any relevant answers.

C Vocabulary

Practice Activity 3

- (i) Accept any correct sentences.
- (ii) 1. Festival – A day or period of celebration.

2. Tradition – A belief or behaviour that people of a particular society have continued to follow.
3. Eulogy – A speech or piece of writing in praise of someone who has died.
4. Anniversary – A day that we celebrate something important that happened the previous year.
5. Concert – A show
6. Reception – the act of receiving or being received.

D Grammar

Practice Activity 4

Concrete nouns

1. She wears a Hijab every time she leaves the house.
2. Their mode of transport on that day was a donkey.
3. Khalaji brought drums to the ceremony.
4. Where have they taken our costumes?
5. Sasha wore a yellow skirt.
6. Swabir slaughtered a cow during the ceremony.
7. Onyi was wearing new shoes during the festival.

Abstract nouns

1. He was rewarded for his kindness.
2. She did it for the love she had for her people.
3. There was happiness during the celebration.
4. Patience pays.
5. The old man is full of wisdom.
6. We should practise honesty at all times.
7. Julie could not contain her excitement after winning the competition.

Keep practising

- (a) Accept any correct sentences.
- (b) Accept any correct sentences.

E Writing**Creative writing****Practice Activity 5****Proverbs**

1. All that glitters is not gold.
2. When the cat is away the mice will play.
3. All is well that ends well.
4. A friend in need is a friend indeed.
5. The early bird catches the worm.
6. Better late than never.
7. Half a loaf is better than no bread.

Similes

1. as happy as a king
2. as eager as a bridegroom
3. as hardworking as an ant
4. as brave as a lion
5. as busy as a bee
6. as smart as sixpence
7. as beautiful as a rainbow

3 Etiquette - Telephone**A Listening and speaking****Practice Activity 1**

1. Can I kindly...
I am afraid...
I am sorry...
I beg your pardon.
Thank you.
Welcome.
2. For effective communication.
Create a good impression even to people we haven't met.
Lack of telephone etiquette can cause irritation, loss of opportunities or friendships.
3. Take the left turn
Walk a short distance
Giraffe of a building

right side of the road
opposite the plaza

4. pardon please/I beg your pardon.
5. I would have introduced myself then left a message for Jay to call back as soon as he can.
6. (a) pass by – pay a visit
(b) charity begins at home – we should take care of family before other people
(c) giraffe of a building – a tall building
(d) look for – search for
(e) make friends – become friends

B Reading**Intensive reading****Practice Activity 2**

- (i) /e/ sound: hat, cap, bat, bad, had
/a/ sound: hurt, cup, but, hard
- (ii) 1. Good behaviour that we learn from an early age
2. C
3. So that they teach their kids good manners.
4. A
5. To make a good impression and improve how we relate with our teachers and classmates.
6. Being good mannered makes the world a better place to be in. At home, it helps in maintaining a healthy relationship with our parents and siblings. It helps one to become the favourite learner of the teachers and favourite classmates. At the workplace, one can put in their best efforts to become the ideal employee or employer who can motivate others and make work fun.

7. (a) imitate – copy
(b) compliment – congratulate/ appreciate
(c) co-workers – colleagues at work
(d) feel at home – feel comfortable
(e) motivate – encourage
8. failure
9. brothers and sisters
10. They make life easier and happier. They also motivate others and spread positivity.

C Grammar

Practice Activity 3

- (i) 1. neither... nor 2. either... or
 3. Either... or 4. Neither... nor
 5. either... or 6. neither... nor
 7. either... or 8. neither... nor
 9. either... or 10. neither... nor
- (ii) 1. where 2. how
 3. who 4. where
 5. how 6. who
 7. how 8. where
 9. who 10. where

D Vocabulary

Practice Activity 4

		⁶ P		⁵ S		
¹ W	E	L	C	O	M	⁸ E
		E		R		X
		A		R		C
	⁷ T	S	² B	Y	E	U
	³ H	E	L	L	O	S
⁴ P	A	R	D	O	N	E
	N					
	K					

E Writing

Mechanics of writing

Practice Activity 5

- (i) 1. CBC – Competency Based Curriculum
 2. HIV – Human Immunodeficiency Virus
 3. UNESCO – United Nations Educational, Scientific and Cultural Organization
 4. CRE – Christian Religious Education
 5. AMREF – African Medical and Research Foundation
 6. FIFA – Federation of International Football Association
 7. TBT – Throw Back Thursday
 8. ASAP – As Soon As Possible
 9. ICT – Information and Communications Technology
 10. AIDS – Acquired Immunodeficiency Syndrome
- (ii) Accept any correct sentences.

4 Emergency: Rescue Service

A Listening and speaking

Practice Activity 1

- (a) to rush patients to hospital for urgent medical attention.
 (b) to extinguish fire.
 (c) for carrying people who are injured or sick and cannot walk by themselves
 (d) for pulling vehicles that have broken down.

Practice Activity 2

- (i) 1. sure 2. secure
 3. endured 4. insure
 5. cure

(ii) The correct spelling of the words below.

- | | |
|--------------|-------------|
| 1. curiosity | 2. security |
| 3. usually | 4. surely |
| 5. cowardice | 6. punctual |
| 7. manure | |

Practice Activity 3

- (i)
- | | |
|------------------|------------------|
| 1. failed | 2. despair |
| 3. sorrow | 4. extinguish |
| 5. paid the bill | 6. affected them |
| 7. fainted | |
- (ii)
- | | |
|----------------|--------------|
| 1. a fish | 2. a bee |
| 3. a mule | 4. a furnace |
| 5. a King/lark | 6. a dove |
| 7. lightning | |

B Reading

Intensive reading: Visuals

Practice Activity 4

1. Their home was not far from school.
2. They were happy but worried.
3. You might get struck by lightning.
4. in an unfinished building.
5. to rain heavily.
6. They learnt that the building was about to collapse.
7. She could risk her life.
8. They rescued the people trapped in the rubble.
9. about an hour.
10. A picture story

C Grammar

i. Relative pronouns

Practice Activity 5

1. The police officers arrested the man whom we found setting the market stalls on fire.
2. The man who got rescued from the pit has been admitted to the hospital
3. Mrs Murimi is the woman whose husband works with the Red Cross.

4. I am the one who got to the scene of the accident first
5. The ambulance which rushed them to hospital was driven very fast
6. They realised that the lady whom they found at the accident scene was still alive

ii. Indefinite pronouns

Practice Activity 6

- | | |
|---------------|-------------|
| 1. Anyone | 2. each |
| 3. anything | 4. Everyone |
| 5. nobody | 6. Someone |
| 7. everything | 8. every |

D Vocabulary

Practice Activity 7

- (i)
1. PRECAUTION
 2. RESCUE
 3. CASUALTY
 4. AMPUTATE
 5. EPIDEMIC
 6. OXYGEN
 7. AMBULANCE
 8. CRITICAL
 9. MASK
 10. CARE
- (ii) Accept correct sentences.

E Writing

Functional writing: Formal letters

Practice Activity 8

- (i)
1. Addresses, Salutation, Reference, Body, Sign off
 2. Douglas Kanja
 3. The Head teacher of Uzima Primary School
 4. Apology
 5. He is ready to apologise before everyone in school.
- (ii) Accept a well-written official letter.

End of Term 1 Assessment

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

5 Our Tourist Attractions

A Listening and speaking

Practice Activity 1

- (i) Learners to talk about the given pictures.
- (ii) Learner to listen to their peer.
- (iii) Accept sensible answers.

B Reading

Extensive reading: Fiction and non-fiction

Practice Activity 2

Learners to take turns to read these words correctly.

Practice Activity 3

1. A person who visits a place for fun.
2. Lake Victoria
3. thrilling
4. The amazing beauty of the Sitatunga antelope.
5. Accept any two of these: the weeping stone of Maragoli, Kit Mikayi, Lake Kanyaboli.
6. A little-known treasure/
Something very valuable or enjoyable that is not known to many people.

7. impalas, zebras and monkey
8. Accept any two activities mentioned, for example, hiking and bird watching.
9. Accept reasonable answers.
10. On the third day

C Vocabulary

Practice Activity 4

- | | |
|-------------|----------------|
| 1. Park | 2. tourists |
| 3. warder | 4. attractions |
| 5. guide | 6. Five |
| 7. elephant | 8. flamingoes |

D Grammar

Adjectives

Practice Activity 5

- | | |
|-------------|----------------------|
| 1. famous | 2. educative |
| 3. graceful | 4. seven |
| 5. exciting | 6. sandy |
| 7. friendly | 8. slow |
| 9. armed | 10. small, expensive |

Keep practising

Practice Activity 6

- | | |
|------------------|-------------------|
| 1. larger | 2. taller |
| 3. sandier | 4. oldest |
| 5. more | 6. most exciting |
| 7. more | 8. most beautiful |
| 9. more tiresome | 10. easier |

E Writing

Creative Writing

Practice Activity 7

Learners to write a story about a visit to the museum.

6 Jobs and Occupations

A Listening and speaking

Sound f, v and o

Practice Activity 1

1. Doctor

Sound f	Sound v	Sound o
unfriendly for suffer	evasive van leave even	whole long almost morning story more

3. Accept any other words with the above sounds.

4. (a) occupation (b) value
(c) responsible (d) hardworking
(e) code (f) self-esteem
(g) ethical

5. Accept any correct answer.

B Reading

Intensive reading: Dialogue

Practice Activity 2

(a) An interview in a studio (accept any correct answer)

(b) Accept any relevant answer

- Afternoon
- D. Arrests evil doers
- journalism
- to find more information on the occupation of Oloo, etc.
- one has to risk one's life in the process of working
- integrity – the quality of being honest
- D. She appreciated the journalist for his time.
- as eager as a bridegroom

C Grammar

Phrasal quantifiers

Practice Activity 3

- (i) 1. B 2. B 3. C
4. A 5. C 6. B
7. C

(ii) Accept any grammatically correct sentence.

D Writing

Pictorial composition

Practice Activity 4

- (i) 1. **Fixed phrases**
(a) have no idea – not know at all
(b) at the end of the day – when everything is taken into consideration
(c) as a matter of fact – in reality
(d) without further ado – without delay
2. **Similes**
(a) as happy as a king – feeling or showing joy
(b) as busy as a bee – very busy
(c) as smart as sixpence – clever or bright
3. **Metaphors**
(a) She is a bee - she is busy
(b) He is a lion - he is brave
4. **Idiom**
Go the extra mile - make a special effort to achieve something
5. **Proverb**
The sun does not wait for a king - the sun shines upon the good and the bad.
6. **Phrasal verb**
Grow up - Behave in a mature way
- (ii) (a) doctor/nurse

7 Technology: Scientific Innovations

A Listening and speaking

Interactive listening

Practice Activity 1

1. An interviewer is the person asking questions during an interview while an interviewee answers them.
2. Joan feels glad/happy being invited for the interview. She says, "I can't hide my joy..."
3. Phones, computers, digital wristwatches and tablets.
4. I beg your pardon.
5. (a) practice makes perfect – the more you do something, the better you become at it
(b) work like magic – very effective to use/work best

B Reading

Extensive reading: Fictional and non-fictional

Practice Activity 2

(i)

(a) fought	odd
(b) taught	not
(c) lawn	pot
(d) broad	got
(e) fall	mop

- (ii)
1. C
 2. People no longer travel in carts and on donkeys. In some parts of the world, electric trains have been developed to speed transport.
 3. The use of electric trains has saved time for traveling. Milking machines saves the time one could take milking and calculators and computers have saved us

do things that would have taken longer.

4. In farming, the emergence of new equipment like the milking machine and scientifically manufactured seeds have improved production. In medicine, science and technology has helped treat diseases that didn't have cure.
5. Calculators, tablets and computers.
6. D
7. We travel in machines. We go to hospitals that use machines. We farm using machines. Even our cooking uses science and technology.
8. (a) embraced – welcomed
(b) incurable – cannot be treated/cured
(c) luxuries – good things of life
(d) advancements – developments or improvements
(e) pleasurable – happy
9. uncomfortable
10. Period

C Grammar

Tenses: Future continuous tense

Practice Activity 3

- (i)
1. will be sending
 2. will be repairing
 3. will be having
 4. will be using
 5. Will/be driving
- (ii)
1. Jane will be typing on the desktop.
 2. Peter will want to be a scientist when he grows up.
 3. My phone will be running out of power.

4. They will be learning how to use a tablet.
5. I will be teaching my father how to operate his mobile phone.

D Vocabulary

Practice Activity 4

A	B
invent	to come up with a new thing
vaccine	type of medicine that trains the body to fight diseases
modern	that which is latest
laboratory	a room where scientific researches are carried out
engineer	a person trained to operate engines

E Writing

Punctuation: Comma and quotation marks

Practice Activity 5

“Hi Amina.” Leon said.

‘Hello Leon, how are you? How was your visit to Science Park yesterday?’ Amina responded.

“It was amazing, I got to know much about science and technology and how much progress science and technology has done to the world.” Said Leon, “We learnt about mini robots, use of solar energy, wonders of physics advancement in the field of automotive and many other inventions.”

“Wow! That was great. Yes, you are right. Science has really made an impact in our lives. I really should have joined you.” Amina said.

The Farm: Animal Safety and Care

8

A Listening and speaking

Sound sh and ch

Practice Activity 1

- (a) The cows are being fed.
- (b) Rabbits have been given a shelter.
- (c) The dog is being cleaned.

Practice Activity 2

- (i)
 1. wish
 2. hutch
 3. sheer
 4. leash
 5. crush
 6. sheet
 7. ditch
 8. marsh
- (ii)
 1. to avoid saying something as it is.
 2. very happy.
 3. ignored their safety
 4. narrowly
 5. at the last minute
 6. did not listen
 7. he would get better/things getting better
- (iii)
 1. cure
 2. saves nine
 3. blessing
 4. sow
 5. the worm
 6. none
 7. spilled milk
 8. gain

B Reading

Fluency: Proverbs and idioms

Practice Activity 3

1. To sell sisal ropes.
2. He went to drop the banana peel in the dustbin.
3. He heard some sound inside the dustbin.
4. He almost shed tears.
5. Yes. If he had not, the puppy would have died.
6. To avoid being accused of theft.
7. To treat animals.

8. He fed him; played with him; made a shelter for him; gave him medication
9. To prevent them from catching certain diseases.

C Grammar

Active and passive voice

Practice Activity 4

- (i)
1. A nice poem on environmental pollution has been recited by the boy.
 2. Some time was spent picking litter in the compound.
 3. The house is always kept clean by Risper.
 4. People are being warned against making the environment dirty.
 5. We shall be shown where the dust bin is by Sarah.
 6. They were being advised to keep the classroom neat by the teacher.
 7. A tree was planted by everyone on that day.
 8. Some seedlings have been bought by the head teacher.
 9. The trees have been pruned.
 10. The environment should be taken care of.
- (ii)
1. The learners sweep the classroom.
 2. The chief has warned the locals against cutting down of trees.
 3. The Cabinet Secretary for Environment has met the company officials.
 4. The perfect was reminding us not to dirty the environment.
 5. The county officers punished them for littering the recreational park.

6. My mother has bought some brooms.
7. The learners will have cleaned the parade ground.
8. My mother is asking me to make my room tidy.
9. The chief expects all schools to plant trees.
10. The locals were cleaning the river.

Practice Activity 5

1. The farmer keeps vaccinating his chickens.
2. Moses hopes to get a new pet from his uncle.
3. The lady hopes to learn more about poultry farming at the annual agricultural show.
4. We put the rabbit back in its hutch.
5. The children think keeping goats is an easy task.
6. My cousins hope the veterinary doctor will pass by tomorrow

D Vocabulary

Practice Activity 6

- | | |
|---------------|--------------|
| 1. veterinary | 2. sanctuary |
| 3. endangered | 4. cage |
| 5. overwork | 6. adoption |
| 7. cruelty | 8. suffering |

E Writing

Creative writing

Practice Activity 7

An interesting composition about 'My Pet'.

End of Term 2 Assessment

1. B
2. D
3. He told the boy that he is responsible.
4. B
5. A
6. B
7. Well-known

- | | | | |
|-------|-------|-------|-------|
| 8. B | 9. C | 10. B | 11. A |
| 12. B | 13. C | 14. A | 15. D |
| 16. C | 17. A | 18. B | 19. D |
| 20. B | 21. B | 22. B | 23. A |
| 24. A | 25. B | 26. B | 27. A |
| 28. B | 29. A | 30. B | |

9 Lifestyle Diseases

A Listening and speaking

Speaking fluency

Practice Activity 1

1. Pic A, he is eating unhealthy food.

Practice Activity 2

Learner to read the given words aloud.

B Reading

Fiction and non-fiction texts

Practice Activity 3

1. He has diabetes.
2. Nakuru
3. salesman
4. Yes, it kept him healthy
5. Diabetes
6. likely (or one likely to be)
7. Sitting in the office for long hours and eating fast foods.
8. Doing exercises like jogging and running (Accept other sensible answers)
9. Accept sensible answers.
10. Gymnasium

C Vocabulary

Practice Activity 4

Learner to recite the given poem aloud.

1. Bear, wear
2. Now, vow

D Grammar

Adverbs

Practice Activity 5

- | | |
|-------------|---------------|
| 1. suddenly | 2. carelessly |
| 3. easily | 4. suddenly |
| 5. tomorrow | 6. gradually |
| 7. monthly | 8. frequently |
| 9. anywhere | 10. quickly |

Keep practising

Lifestyle diseases are **commonly** found in Kenya. This is because people **rarely** worry about lifestyle diseases until they fall sick. For example, when was the **last time** you talked about diseases like high blood pressure, obesity or diabetes in your family? Do you talk about such diseases? Kenyans should **often** talk about lifestyle diseases and how to prevent them.

E Writing

Quotation marks and hyphen

Practice Activity 6

1. Malago said, "I have diabetes."
2. "What does 'the gym' mean in full?" asked Fiona.
3. Mwangi asked, "What should a patient with a heart disease eat?"
4. Hussein asked, "Are lifestyle diseases preventable?"
5. "The patient who had stroke is my father," said Namvua.
6. Wakesho said, "We have to change our unhealthy lifestyle."
7. Issa said, "I will start going to the gym."
8. "It is unhealthy to sit in an office the whole day," said mother.
9. Hassam asked, "What is wrong with Uncle Suleiman?"
10. The teacher said, "Name three lifestyle diseases."

10 Proper Use of Leisure Time

A Listening and speaking

Intensive reading: Sound h

Practice Activity 1

- (a) (i) Herman, Helen, how, have
- (b) 1. The boys have left the house.
 2. The honest girl spent her holiday in Dubai.
 3. The well-behaved boy spends his leisure time horse-riding.
 4. They walked downhill.
 5. Nyangweso is the only heir to his father's property.
 6. Millicent was rehearsing for the upcoming performance.
 7. Jerry was holding a baby when I found him at home.
 8. Stasha's health is getting better.
 9. Kamau painted his house.
 10. The children were going home when they witnessed the incident.

B Reading

Intensive Reading

Practice Activity 2

1. The August holiday had just begun.
2. C. dance
3. Yes. The weather was not good enough for the children to play from outside.
4. Free time
5. Better to stop something from happening in the first place than to repair the damage.
6. Holiday
7. In order to make good use of leisure time
8. Giving them food and clothes

9. Accept any relevant title-how I spent my August holiday, leisure time, etc
10. Varied answers

C Grammar

Conjunctions

Practice Activity 3

1. Edna neither rides her bicycle nor plays outdoors during the cold season. So, she spends most of the time indoors reading novels and storybooks. Although it is boring being alone without friends, it is better since she may not catch a cold or other complication. She also watches movies or cartoons unless the power goes off.
2. Accept grammatically correct sentences.
3. (a) unless, nor, since, though, yet, although
 (b) Expect varied sentences. They should be grammatically correct.

D Writing

Creative writing

Practice Activity 4

4. The story should be based on the pictures. It should be well-developed, properly punctuated, correct spellings and proper use of figures of speech.

11 Sports - Indoor Games

A Listening and speaking

Listening fluency

Practice Activity 1

(i)

short sound u	long sound u
blue	good
beautiful	shoe

look	uniform
good	you
pulling	group/lose/rule

- (ii) (a) spectators – people watching a match/game
- (b) foul – bad
- (c) referee – the official who watches a game to ensure rules are followed
- (iii) Similes
- (iv) like a deer – very fast
as bright as day – very bright/clear
- (v) Examples of similes
- (vi) (a) blew – blue (b) lose – loose
- (c) sew – sow (d) flu – flew
- (e) two – too/to

B Reading

Digital stories

Practice Activity 2

- (i) Learners to read tongue twisters out loud
- (ii) 1. Indoor games are sporting activities that are carried out within enclosed rooms like halls and auditoriums.
- 2. badminton, table tennis, basketball and volley ball
- 3. Indoor games can be played in any weather since they are done in enclosed spaces while outdoor games can sometimes be ruined by extreme weather like heavy rains.
- 4. football, athletics and any other relevant outdoor game
- 5. He was the fastest runner in the school.
- 6. (a) competitors – rivals/opponents/people one is playing against
- (b) deer of the school – the fastest in the school

- (c) trophies – awards
- (d) auditorium – huge hall for playing indoor games
- (e) court – field/pitch
- 7. Proverb; the more people do something, the better they become

C Grammar

Interrogatives

Practice Activity 3

- (i) How, Which, What, Where, Why
- (ii) 1. Who is the best chess player in our class?
- 2. Where are the draft boards kept?
- 3. Why did we lose the competitions?
- 4. Which of the two girls is your captain?
- 5. When does the game end?

D Vocabulary

Practice Activity 4

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

E Writing

Spelling: Synonyms and antonyms

Practice Activity 5

(a)

Word	Synonym	Antonym
Happy	Cheerful/jovial	Sad
Beautiful	Pretty	Ugly

Clever	Bright	Dumb/foolish
Tidy	Clean	Untidy/dirty
Weak	Feeble/frail	Strong

- (b) 1. Antonyms 2. Synonyms
 3. Antonyms 4. Antonyms
 5. Synonyms 6. Antonyms
 7. Synonyms 8. Synonyms
 9. Synonyms 10. Antonyms

Environmental

12 Conservation

A Listening and speaking

Practice Activity 1

- (i) (a) They are cleaning a river.
 (b) People planting trees
 (c) The people are building gabions.
 (d) Recycling polythene.
- (ii) 1. They are a source of life for all living things.
 2. everyone
 3. (a) camp fire
 (b) a match tossed carelessly
 4. Accept any relevant title.

Practice Activity 2

- You never miss water until the well runs dry.
- A bird in hand is worth two in the bush.
- A journey of a thousand miles begins with a single step.
- All that glitters is not gold.
- A picture is worth a thousand words
- A stitch in time saves nine.
- You reap what you sow
- Do not blow your own trumpet.

Practice Activity 3

- (i) 1. goal 2. good
 3. grateful 4. gather
 5. goose 6. logging
 7. garden

- (ii) Accept the correct spellings of the words below.

- | | |
|--------------|--------------|
| 1. provision | 2. measure |
| 3. composure | 4. collision |
| 5. visual | 6. excursion |
| 7. leisure | 8. casually |

B Reading

Intensive reading: Songs and poems

Practice Activity 4

- The residents of Banja Location did not care much about the environment.
- They dropped litter wherever they pleased; They attended the call of nature in bushes; They cut down trees carelessly
- To make an already bad situation worse.
- To burn charcoal; To have more farming land.
- They make the environment dirty and unpleasant; They reduce the fertility soil.
- Accept relevant response.
- To avoid contracting communicable diseases such as cholera.
- They take in carbon dioxide and give out oxygen.
- To prevent soil erosion.
- They promised to do their best to conserve the environment.

C Grammar

Question tags

Practice Activity 5

- | | |
|---------------|-----------------|
| 1. mayn't she | 2. do they |
| 3. won't he | 4. aren't I |
| 5. don't we | 6. isn't he |
| 7. does it | 8. weren't they |
| 9. can they | 10. have they |

D Vocabulary**Practice Activity 6**

Word	Meaning
preserve	to maintain something in its original state
reforestation	to plant trees where they have been cut down
recycle	to produce useful material from rubbish
refuse	rubbish and other unwanted things
drought	a long dry period
conserve	to avoid misuse or destruction of natural resources
safeguard	to protect something from harm or damage
pollute	to make the environment dirty or harmful to people

E Writing**Functional writing: Personal journal**

A well-written journal

13 Money - Trade**A Listening and speaking****Intensive listening****Practice Activity 1**

- Honesty is the best policy
- as hardworking as an ant, as wise as Solomon
- She is hardworking and wise.
- She deposits the money into her bank account using her mobile phone.
- Accept sensible answers

B Reading**Extensive reading****Practice Activity 2**

- Importing cars
- Exporting flowers and fruits
- Loan
- Online marketing helped them make profit
- as wise as an owl
- Yes, it is their duty as good citizens (Accept other good reasons)
- Kamau and Wanjala started exporting flowers and fruits to European countries.
- Yes, (Accept sensible reasons)
- Last paragraph. It means that can rot or go bad easily.
- Weekly

C Vocabulary**Practice Activity 3**

- He is cunning
- (a) hawking: paragraph 2
(b) arrivals: paragraph 3
- argue over price (or haggle)
- he is very good at convincing people.
- the rainbow
- Learner retells the story

D Grammar**Prepositions****Practice Activity 4**

- | | |
|-----------|---------------|
| 1. since | 2. before |
| 3. from | 4. for |
| 5. across | 6. behind |
| 7. along | 8. for, about |
| 9. by | 10. since |

Practice Activity 5

- | | |
|----------|----------|
| 1. for | 2. after |
| 3. until | 4. after |

5. for
7. during

6. for
8. since

E Writing

Spelling: Affixes

Practice Activity 6

- | | |
|--------------|------------------|
| 1. improper | 2. unpopular |
| 3. infamous | 4. unsafe |
| 5. indirect | 6. impolite |
| 7. incorrect | 8. imperfect |
| 9. unnatural | 10. inconsistent |

Practice Activity 7

- | | |
|----------------|----------------|
| 1. taxation | 2. explosion |
| 3. recognition | 4. politician |
| 5. formation | 6. importation |
| 7. confusion | |

End of Term 3 Assessment

- | | | | |
|-------|-------|-------|-------|
| 1. C | 2. B | 3. B | 4. C |
| 5. C | 6. C | 7. D | 8. A |
| 9. B | 10. A | 11. B | 12. D |
| 13. C | 14. A | 15. C | 16. A |
| 17. C | 18. D | 19. A | 20. C |
| 21. C | 22. B | 23. D | 24. C |
| 25. C | 26. C | 27. A | 28. B |
| 29. B | 30. A | | |

End of Year Assessment Papers

Assessment Paper 1

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

Assessment Paper 2

- | | | | |
|-------|-------|-------|-------|
| 1. A | 2. C | 3. A | 4. C |
| 5. C | 6. B | 7. C | 8. B |
| 9. A | 10. A | 11. D | 12. C |
| 13. D | 14. A | 15. B | 16. B |
| 17. B | 18. C | 19. B | 20. C |
| 21. A | 22. C | 23. A | 24. C |
| 25. B | 26. C | 27. D | 28. A |
| 29. C | 30. B | | |

Assessment Paper 3

- | | | | |
|-------|-------|-------|-------|
| 1. C | 2. B | 3. D | 4. A |
| 5. B | 6. B | 7. A | 8. C |
| 9. C | 10. B | 11. C | 12. D |
| 13. D | 14. A | 15. C | 16. B |
| 17. A | 18. D | 19. C | 20. A |
| 21. C | 22. A | 23. B | 24. D |
| 25. C | 26. B | 27. A | 28. B |
| 29. D | 30. C | | |

Viungo vya mwili vya ndani

1

A Kusikiliza na kuzungumza

Matamshi bora: Silabi na vitanzandimi

Zoezi la 1

Tathmini usomaji wa mwanafunzi.

B Kusoma

Kusoma kwa ufahamu

Zoezi la 2

1. Ulimi na meno
2. Hakiki majadiliano ya wanafunzi.
3. Hakiki sentensi za mwanafunzi.
4. wengu
5. (a) kupitia kwenye mapafu
(b) kupitia kwenye wengu ambacho ni kiungo kinachoiboresha damu.
6. Kibofu huhifadhi mkojo mwilini.
7. Ni muhimu kudumisha viungo vya mwili vya ndani ili kuboresha afya ya mwili.

C Kuandika

Kuandika insha: Insha ya wasifu

Zoezi la 3

Hakiki insha ya mwanafunzi.

D Sarufi

Aina za maneno: Vivumishi vya sifa

Zoezi la 4

1. mzuri, safi, chafu, ghali, jeupe, mrefu, mwembamba
2. (a) mzuri (b) nyekundu

- | | |
|-------------|------------------|
| (c) vichafu | (d) marefu |
| (e) hodari | (f) mdogo, mrefu |
| (g) mbaya | |

Aina za maneno: Vivumishi viashiria

Zoezi la 5

1. (a) hiki (b) wale
(c) haya (d) kile
(e) hiyo
2. (a) huku, huko, kule
(b) huu, huo, ule
(c) hii, hiyo, ile
(d) hili, hilo, lile
(e) haya, hayo, yale
(f) hiki, hicho, kile
(g) hivi, hivyo, vile

Aina za maneno: Vivumishi vimilikishi

Zoezi la 6

1. (a) letu (b) wao (c) yenu
(d) wetu (e) wale (f) yetu

2 Michezo

A Kusikiliza na kuzungumza

Maamkuzi na maagano

Zoezi la 1

1. (a) Shikamoo (b) buriani dawa
(c) Alamsiki (d) Usiku
(e) Masalkheri (f) Cheichei
(g) Habari za asubuhi
(h) za mafanikio (i) asante
2. (a) Njema (b) Hatujambo
(c) Sijambo (d) Marahaba
(e) Buriani dawa (f) Salama, vyema
(g) Nawe pia (h) Nawe pia
(i) Wenye mafanikio
(j) Aleikum salam

B Kusoma**Kusoma kwa kina: Matumizi ya Kamusi****Zoezi la 2**

- kitenzi
 - kivumishi
 - nomino
 - kihishishi
 - kielezi
 - kihusishi
 - kiwakilishi
 - nomino
 - nomino
 - kiunganishi
- adimu, andaa, andamana, andika
 - salamu, sema, soma, sukuma
 - mchana, mchezaji, mchezo, mchokozi
 - gori, hoki, jugwe, kabumbu, kandanda
 - namba, nana, nina, nyumba
- mwajificho – mchezo wa kujificha na kutafutana.
 - jugwe – mchezo wa kuvutana kwa kamba.
 - soka – mchezo wa mpira wa miguu.
 - netiboli – mpira wa mikono unaochezwa na wanawake.
 - riadha – michezo ya mazoezi ya viungo vya mwili.
 - gori – mchezo wa kushika mpira na kukimbia nao.
 - chesi – mchezo unaofanana na drafti unaochezwa na wachezaji wawili na huviwa kunoa mabongo ya wachezaji.
 - daka – shika mpira kwa mikono.
 - gofu – mchezo wa mpira mgumu unaochezwa na watu wawili au wanne kwa kutumia magongo.

C Kuandika**Kuandika insha: Insha za masimulizi****Zoezi la 3**

Hakiki insha ya mwanafunzi

D Sarufi**Aina za maneno: Vivumishi vya idadi****Zoezi la 4**

- ishirini na wawili
 - michache
 - kimoja
 - vingi
 - matatu
 - chache
 - mmoja
- Hakiki sentensi za mwanafunzi.

Aina za maneno: Vivumishi viulizi**Zoezi la 5**

- wangapi, gani, nini, vipi, wangapi, zipi
 - Hakiki majibu ya mwanafunzi.

Aina za maneno: Kivumishi kirejeshi amba-**Zoezi la 6**

- ambao
 - ambayo
 - ambavyo
 - ambazo
 - ambayo
 - ambao
 - ambayo
 - ambayo
- Hakiki sentensi za mwanafunzi.

3 Mahusiano**A Kusikiliza na kuzungumza****Zoezi la 1**

- Paka juu ya kiti akimngojea panya
- Nywele kichwani.
- Nzige
- Bahari
- Macho
- Jua
- Usingizi
- Nyayo za miguu
- Hindi
- Pipa

B Kusoma**Kusoma kwa ufahamu: Kifungu cha hadithi****Zoezi la 2**

- (a) Walipanda miti.
(b) Walizuia mmomonyoko wa udongo.
- Jamii nzima ilichangia katika kudumisha nidhamu ya watoto.
- (a) Majirani walisaidiana katika kazi kama vile mapishi.
(b) Walishirikiana katika kuwakaribisha wageni.
(c) Walisaidiana katika maandalizi ya sherehe.
- (a) Anayetoa hutoa kwa hiari wala si kutokana na utajiri.
(b) Watu wakishirikiana huweza kufanya mambo makuu lakini wasiposhirikiana hushindwa kuendelea.
- Hadithi hii inahimiza umuhimu wa kushirikiana.

C Kuandika**Kundika: Kuandika kwa tarakilishi****Zoezi la 3**

Hakiki kazi ya mwanafunzi.

D Sarufi**Aina za maneno: Viwakilishi vya nafsi****Zoezi la 4**

- (a) Sisi (b) Yeye
(c) Mimi (d) Wewe
(e) Nyingi
- Hakiki sentensi za mwanafunzi.

- (a) Yeye (b) Sisi
(c) Mimi (d) Nyingi
(e) Wao

Aina za maneno: Viwakilishi viashiria**Zoezi la 5**

- (a) Hiki (b) Huyu, yule
(c) Hawa (d) Hii, ile
(e) Haya, yale
- Hakiki sentensi za mwanafunzi.
- Wale, Hiyo, Hayo, Huo
- (a) Hii, hiyo, ile (b) Wao
(c) Yeye (d) Hivi, hivyo

Aina za maneno: Viwakilishi vya idadi**Zoezi la 6**

- (a) Wengi (b) Wengi
(c) Ishirini, matano (d) Nyingi
(e) Wa kwanza
- Hakiki sentensi za mwanafunzi.

Uakifishaji: Alama ya hisi (!), ritifaa (‘) na koloni (:)**Zoezi la 7**

- (a) waling’ang’ania – ritifaa
(b) Lahaula! – alama ya hisi
(c) 6:00 – koloni
(d) inaning’inia – ritifaa
- Hakiki maelezo ya mwanafunzi.
- (a) **Hongera!** Umefaulu katika masomo yako.
(b) Ua **wa seng’enge** ni imara shambani.
(c) **Msing’anganie** chakula ilhali ni tele.
(d) Tutarudi nyumbani saa **4:30** jioni.
(e) **Ng’ombe** wanaotumiwa katika kulima wanaitwa maksai.
- Tathmini sentensi za mwanafunzi.

4 Misimu

A Kusikiliza na kuzungumza

**Heshima, adabu na vyeo:
Maneno ya heshima**

Zoezi la 1

- mheshimiwa, gavana, rais, wabunge, makasisi, watawa, mabruda, mashehe, mahakimu, walimu, askofu, shehe
- Hakiki sentensi za mwanafunzi.

B Kusoma

Kusoma kwa mapana: Matini ya Kidijitali

Zoezi la 2

- Video, runinga, kimemeshi, redio
- Sitakubali. Nitamjulisha mwalimu/mzazi/mlezi.
- Kuvunjika kwa ndoto za kujiimarisha maishani.
- Kuviweka mahali salama.
 - Kuvitumia kwa njia inayostahili.
- Kuepuka kuwasiliana na watu nisiowajua mtandaoni.
 - Kujiepusha na uraibu mtandaoni.
 - Kutunza vifaa vya kidijitali vyema.

C Kuandika

Barua rasmi

Zoezi la 3

Hakiki insha ya mwanafunzi.

D Sarufi

Umoja na wingi wa sentensikatika ngeli ya YA-YA

Zoezi la 4

- Hakiki sentensi za mwanafunzi.
- Maji haya yamesafishwa.

- Marashi yananukia vizuri.
- Machela yalitumiwa kuwabebea majeruhi wa ajali.
- Maskani yao yanapendeza.
- Mafuta ya magari yamepanda bei.

- Maji safi yana **manufaa** mwilini.
 - Maskani** yale yanapendeza na yataboreshwa zaidi.
 - Mafuta** yaliyoganda hayapendezi katika **mapishi**.
 - Madaraka** aliyopewa yatamsaidia kuboresha jamii yake.
 - Malisho** ya mifugo yameathiriwa na ukame.

Majibu ya Tamrini ya Mwisho wa Muhula wa Kwanza

- A
- B
- B
- A
- Tathmini jinsi mwanafunzi anavyosoma.
- A
- C
- B
- B
- C
- B
- B
- B
- C
- C
- B
- A
- A
- A
- B
- maembe
- Wanafunzi wanasafisha mazingira yao.
 - Marashi yetu yananukia.
- B
- C
- C
- B
- mangapi
 - nyeupe
- Hakiki insha ya mwanafunzi.

5 Mshikamano Wa Kitaifa

A Kusikiliza na kuzungumza

Methali: Methali zinazohusu umoja na ushirikiano

Zoezi la 1

- udhaifu
- chawa
- chungu
- uwakapo

5. mekoni
6. mchawi
7. uvundo

Zoezi la 2

Tathmini majibu ya mwanafunzi.

B Kusoma

Kusoma: Kusoma kwa ufahamu

Zoezi la 3

1. Ukwapi ni nusu ya kwanza ya mshororo.
2. Umoja kitu kizuri.
3. Utao ni nusu ya pili ya mshororo.
4. au umo kibandani,
5. Shairi hili ni la aina ya tarbia.

Zoezi la 4

1. Shairi hili ni la aina ya tathlitha.
2. amani i duniani,
3. Vita kutoweka kote,
4. Shairi hili linafunza umuhimu wa kupendana.

Zoezi la 5

1. Hakiki wanafunzi wanavyolikariri shairi hilo.
2. Shairi hili ni la aina ya upili au tathnia.
3. Wahimiza kushikana,
4. kuni halitainjika,
5. Shairi hili linatufunza umuhimu wa umoja.

C Kuandika

Kuandika insha: Insha ya maelezo

Zoezi la 6

Tathmini na kuihakiki insha ya mwanafunzi.

D Sarufi

Umoja na wingi wa nomino: Ngeli ya U-U

Zoezi la 7

1.	Umoja	Wingi
	wino	wino
	urafiki	urafiki
	werevu	werevu
	uji	uji
	ujanja	ujanja
	unga	unga
	uzuri	uzuri
	uongozi	uongozi

2. Hakiki mafungu ya maneno aliyotunga mwanafunzi.
3. (a) Uhodari wao ulipongezwa.
(b) Uandishi huu unapendeza.
(c) Wema wenu ulijulikana.
(d) Upishi huo umewavutia wageni.
(e) Ujasiri wao uliwapa sifa tele.

6 Usawa wa Kijinsia

A Kusikiliza na kuzungumza

Matamshi bora: Ushairi

Zoezi la 1

1. Mtunzi amelitunga shairi hili kutahadharisha dhidi ya ubaguzi wa kijinsia.
2. Kutozingatia usawa wa kijinsia:
 - hunyima nafasi kwa wanaostahili.
 - huleta laana.
 - hufisha ari ya wanajamii.
3.
 - Rasilimali kutowafikia wote kwa usawa.
 - Kunyimwa haki za kibinadamu.
 - Nafasi za kazi kupewa wasiostahili kupewa.
4. Hakiki jinsi mwanafunzi anavyoyatamka maneno aliyopewa.

5. (a) • kudunisha • sekta
• watasaidiana • kujilaumu
- (b) Hakiki sentensi alizotunga mwanafunzi.
6. Mtu asipoheshimu mali ya wengine atapata hasara ya mali yake kutoheshimiwa pia.
7. Umuhimu wa kutobaguana kwa vyovyote vile.

B Kusoma

Kusoma kwa mapana: Makala

Zoezi la 2

1. Mataifa mbalimbali yameondoa vizingiti vilivyokuwa vikizuia juhudi za kuleta usawa wa kijinsia.
2. Mwandishi anahimiza nafasi sawa kwa wote katika majukumu ya kujikuza na kuikuza jamii.
3. Hakiki majibu ya mwanafunzi.
4. (a) vikitinga – vikizuia
(b) kimaumbile – kijinsia
(c) yametengewa – yamewekwa kando
(d) kujikuza – kujiimarisha
5. Hakiki sentensi alizotunga mwanafunzi.

C Kuandika

Insha za Wasifu

Zoezi la 3

Tathmini insha aliyoiandika mwanafunzi.

D Sarufi

Umoja na wingi wa nomino: Ngeli ya I-I

Zoezi la 4

1. furaha, chumvi, kahawa, hisani
2. (a) furaha – furaha, chumvi – chumvi, kahawa – kahawa, hisani – hisani

- (b) Hakiki mafungu ya maneno aliyoandika mwanafunzi.
- (c) Hakiki sentensi alizotunga mwanafunzi.
- (d) Hakiki majibu ya mwanafunzi.
3. (a) Hakiki majina aliyoandika mwanafunzi.
- (b) Hakiki mafungu ya maneno aliyotunga mwanafunzi.
- (c) Hakiki sentensi alizotunga mwanafunzi.
- (d) Tathmini alivyotambua na kupigia mstari viambishi vya ngeli ya I-I.

Majanga na Jinsi ya

7 Kuyazuia

A Kusikiliza na kuzungumza

Nahau: Nahau za kazi na ushirikiano

Zoezi la 1

1. kuzumbua riziki, kumwaga unga, kukaza mkono, kukunja jamvi, kushika mpini, kuchanga bia, kufanya kazi bega kwa bega, kusema kwa sauti moja, kupiga jeki
2. (a) wamekunja jamvi
(b) wanachanga bia
(c) Tumefanya itifaki
(d) Nikijifunga kibwebwe
(e) wanafanya kazi bega kwa bega
3. Hakiki sentensi alizotunga mwanafunzi.

Zoezi la 2

- (a) 1. Tathmini majibu ya mwanafunzi.
2. Tathmini alivyotambua na kupigia mstari nahau katika shairi.
3. Hakiki majibu ya mwanafunzi.
4. Hakiki majibu ya mwanafunzi.
- (b) Tathmini majibu ya mwanafunzi.

B Kusoma

Kusoma kwa mapana: Matini

Zoezi la 3

1. jambo lolote linaloleta hasara ya mali na wakati mwingine hata kusababisha vifo
2. Mafuriko, mkurupuko wa magonjwa, moto, mitetemeko ya ardhi, maporomoko, vimbunga, ugaidi, ukame, mmeguko wa ardhi na ukame.
3. Hatua tunazofaa kuchukua kujiepusha na majanga haya ni:

Mafuriko

- Fuata ushauri wa wataalamu wa hali ya anga.
- Kuhamia kwenye maeneo yenye miinuko.
- Kutoendesha magari, baiskeli, pikipiki au kutembea kwenye mafuriko.
- Ukiwa nyumbani, zima umeme au gesi mafuriko yanapotokea.
- Omba msaada kutoka kwa mashirika ya uokoaji au majirani.
- Usivuke kwenye madaraja yaliyofurika.
- Usijaribu kuokoa vitu vilivyosombwa na maji.

Maradhi ya kipindupindu

- Kuepuka kunywa maji machafu.
- Kuwajibika jinsi tunavyotupa taka.
- Kuandaa chakula katika mazingira yafaayo.

Corona

- Kufuata kanuni za wizara ya afya.
4.
 - fuata ushauri
 - omba msaada
 - leta madhara
 - kubaliana kwa kauli moja
 5. Hakiki jinsi mwanafunzi anavyoitumia kamusi na kupata maana za maneno waliyopewa.

- athari – matokeo au mabadiliko kwa mtu au kitu kutokana na kitu kingine.
- kimbunga – upepo mkali unaosababisha uharibifu mkubwa kama vile kung'oa miti, mapaa na kutifua vumbi.
- zilizala – mtetemeko wa ardhi.
- mmeguko – ukatikaji wa sehemu ya kitu kama vile udongo. Pia huitwa mmomonyoko.

C Kuandika

Kuandika insha ya maelezo

Zoezi la 4 na la 5

Hakikisha kwamba mwanafunzi anajiandaa vyema kwa kupanga vidokezo vifaavyo kuandika insha hiyo. Hakiki insha aliyoiandika mwanafunzi.

D Sarufi

Umoja na wingi wa nomino na sentensi: Ngeli ya PA-KU-MU

Zoezi la 6

1. PA – hapa, hapo, pale,
KU – huku, huko, kule
MU – humu, humo, mle

Zoezi la 7

1. (a) chumbani – vyumbani
(b) sokoni – masokoni
(c) uwanjani – nyanjani
(d) ukutani – kutani
(e) majini – majini
2. (a) misituni – msituni
(b) sebuleni – sebuleni
(c) majumbani – jumbani

Zoezi la 8

1. (a) Shimoni mle mna nyoka hatari.
(b) Shambani hapa panapandwa mmea.
(c) Jangwani huku kutapandwa mti.

- (d) Tabuletini humo mna picha ya janga.
2. (a) Mabondeni kule kuna wanyama hatari.
 (b) Vibandani humu mwetu mna sungura wakubwa.
 (c) Nyanjani kule kwingine kuna wanariadha.
 (d) Hospitalini pale palilazwa wagonjwa wa kipindupindu.

Zoezi la 9

1. (a) Bilaurini humu mna sharubati ya machungwa.
 (b) Milimani kule kuna theluji nyingi.
 (c) Hemani hapo pote pamepangwa viti vingi.
 (d) Gwarideni kule kote kuna wanajeshi wengi.
 (e) Kabatini humo mwote mmejaa bidhaa.
2. Hakiki sentensi alizotunga mwanafunzi.

8 Wanyama wa Majini

A Kusikiliza na kuzungumza

Visawe: Visawe vya zaidi ya maneno matatu

Zoezi la 1

1. (a) pesa- fedha, fulusi, darahimu, ngwenje
 (b) rununu- rukono, simutamba, simu
 (c) barabara- baraste, tariki, njia
2. Hakiki sentensi alizotunga mwanafunzi.

A	B
(a) tapakaa	enea, sambaa, tandaa
(b) nia	lengo, dhamira, azma, kusudi
(c) dharau	kejeli, bezo, kebehi, tweza

(d) furaha	ucheshi, bashasha, nyemi, uchangamfu
(e) hongo	rushwa, mrungura, chai, kadhongo
(f) pesa	fedha, hela, njenje
(g) daktari	tabibu, mhazigi, mganga
(h) huzuni	majonzi, jitimai, masikitiko, ukiwa
(i) Mungu	Mola, Maulana, Rabana
(j) fujo	ghasia, vurugu, zogo, vurumai
(k) maskini	mkata, fukara, fakiri
(l) mwizi	pwagu, pwaguzi, luja, mkwepuzi

4. (a) Nia/lengo/kusudi yangu ni kuwatunza wanyama wa majini.
 (b) Maskini/hawinde/mkata yule alijitahidi kazini akawa tajiri.
 (c) Ufugaji wa samaki huwapa wakulima pesa/njenje/fulusi nyingi.
 (d) Lusu/luja/wakwepuzi waliofungwa jela wamebadilisha tabia.
 (e) Umoja/uelewano/utangamano hufanya jambo gumu kuwa jepesi.

Zoezi la 2

1. (a) asili, chanzo, kiini, chimbuko
 (b) madaraka, cheo, wadhifa, mamlaka
 (c) ada, mila desturi, utamaduni
 (d) afya, rai, siha, uzima
2. Hakiki sentensi alizotunga mwanafunzi.
3. (a) • manufaa – faida, uzuri, tijara
 • rai – siha, afya, uzima
 • fedha – ngwenje, pesa, fulusi
 • shamba – mgunda, konde, kitalu
 • matajiri – wakwasi, walalaheri, lodi

- (b) Hakiki sentensi alizotunga mwanafunzi.

B Kusoma

Kusoma kwa ufahamu: Mchezo wa kuigiza

Zoezi la 3

- Pili, Tatu, Mosi, Natalia
- wahusika- Pili, Tatu, Mosi, Natalia
 - akishangaa, akitabasamu, akitikisa kichwa, akimtizama Mosi, akimchachawiza, akiashiria kwa kidole
 - Wasikilize wanafunzi wanavyozungumza wakiigiza mchezo huu. Wazingatie matamshi bora na kanuni nyinginezo za kuzungumza ifaavyo.
- Ujumbe wa mchezo huu wa kuigiza ni manufaa ya wanyama wa majini.
- nyangumi, papa, ngagu, ngadu, haji, pweza, viboko, mamba na vyura.
- Tathmini muhtasari wa mchezo alioandika mwanafunzi.
- tunza – linda
 - kiingilio – malipo ya kuruhusiwa kuingia mahali
 - watalii – watu wanaozuru mahali ili kufurahia mandhari ya mahali hapo
- pesa – njenje, fulusi, fedha

C Kuandika

Insha ya masimulizi

Zoezi la 4

Tathmini na kuihakiki insha aliyoiandika mwanafunzi.

D Sarufi

Mnyambuliko wa vitenzi: Kauli za kutendeana, kutendesha na kutendua

a) Kauli ya kutendeana

Zoezi la 5

1.	Kitenzi	Kauli ya kutendeana
(a)	beba	bebeana
(b)	fahamu	fahamiana
(c)	ficha	fichiana
(d)	peleka	pelekeana
(e)	tafuta	tafutiana
(f)	ongeza	ongezeana
(g)	ona	oneana
(h)	shona	shoneana
(i)	omba	ombeana
(j)	vuta	vutiana

- tunatembeleana
 - wanafungiana
 - walitekeana
 - wanashambuliana
 - wataandikiana
- Wametuzana.
 - Tutafuliana soksi.
 - Tutapigiana chapa baruapepe.
 - Tumetunziana mabwawa ya samaki.
 - Tumevuliana samaki.
- tulisaidiana, tulisalimiana, tulipakuliana, kupokezana,
 - Hakiki kazi ya mwanafunzi.
- Hakiki sentensi alizozitunga mwanafunzi akitumia vitenzi katika hali ya kutendeana.

b) Kauli ya kutendesha

Zoezi la 6

- kuvalisha, kunawisha, kunavya, kunywesha, kimbiza, kuogofya

A	B
(a) ingia	ingiza
(b) kasirika	kasirisha
(c) legea	legeza
(d) andika	andikisha
(e) oa	oza
(f) fika	fikisha
(g) pata	patisha
(h) cheka	chekesha

3. (a) imekataza
(b) unambebesha
(c) utawadhoofisha
(d) Tumemkaribisha
(e) huogofya/ huogopesha
4. (a) Mhudumu amewanawisha wateja mikono
(b) Mama anamnyweshwa mtoto dawa.
(c) Maskauti walipandisha bendera katika mlingoti.
(d) Mamba amemkimbiza kiboko.
5. kujikumbusha, kuwalisha, kuwakimbiza
6. Hakiki sentensi za mwanafunzi.

c) Kauli ya kutendua

Zoezi la 7

1. zimbua, anua, fichua, tegua

Kitenzi	Kauli ya kutendua
(a) fumba	fumbua
(b) fuma	fumua
(c) funika	funua
(d) choma	chomoa
(e) bana	banua
(f) panga	pangua
(g) funga	fungua
(h) kunja	kunjua
(i) anika	anua
(j) tia	toa

3. (a) umeinjua (b) kufichua
(c) aliyefukua (d) kufumbua
(e) ataufumua

4. (a) umekunjua (b) wameipakua
(c) ulikifumua (d) hutegua
(e) limeanuliwa

Majibu ya Tamrini ya Mwisho wa Muhula wa Pili

Sehemu ya A: Kusikiliza na kuzungumza

1. B 2. A 3. C 4. B
5. Tathmini usomaji wa mwanafunzi.
6. B 7. B 8. B 9. B
10. (a) kudhibiti - shika vyema; tia mkononi.
(b) wajasirimali - watu wanaoanzisha biashara bila woga wa kupata hasara.
(c) pato - kile apatacho mtu baada ya kufanya kazi.
(d) mshikamano - kushirikiana katika kutenda jambo fulani.
11. B 12. A 13. A 14. C
15. C 16. A 17. B 18. B
19. C 20. B 21. B 22. C
23. B
24. (a) udongo (b) chumvi, sukari
- 5.
- | Umoja | Wingi |
|-------------------------------|------------------------------|
| (a) Wimbi umetiwa kwenye ungo | Wimbi umetiwa kwenye nyungo. |
| (b) Unga huu unauzwa dukani. | Unga huu unauzwa madukani. |
26. wanathamini
27. B
28. anua, chomoa
29. B
30. (a) uzuri, jamala, hisani
(b) B
(c) furaha

9 Afya ya Akili

A Kusikiliza na kuzungumza

**Mazungumzo ya kimuktadha:
Mazungumzo katika miktadha
rasmi na isiyo rasmi**

Zoezi la 1

Tathmini majibu yanayotolewa na mwanafunzi.

Zoezi la 2

1. Mazungumzo yalifanyika uwanjani mwa shule.
2. Mazungumzo haya si rasmi.
3. Samahani
3. • Michezo huimarisha uhusiano.
• Michezo huimarisha afya.

B Kusoma

Kusoma kwa mapana: Matini

Zoezi la 3

1. mgonjwa
2. buheri wa afya
3. • Kuchukia kufanya mambo mbalimbali.
• Kuchukia kufanya kazi.
• Kuogopa vitu fulani kama vile kuoga.
• Kutaka kufanya mambo hasi ya kujidhuru au kudhuru wengine.
4. Mambo yanayoweza kusababisha ugonjwa wa akili ni:
 - kufanyiwa dhuluma kama vile kuteswa.
 - umaskini.
 - kutekwa nyara.
 - kudhulumiwa kimapenzi.
 - kuhusishwa katika vita.
 - kuhusishwa katika tamaduni zisizofaa kama vile ukeketaji.
 - kushuhudia mauaji.

- utoaji kafara wa binadamu.
- ugaidi.

5. Ugonjwa wa akili unaweza kusababisha:
 - kudhoofika kwa mwili
 - kisukari
 - shinikizo la damu
 - vidonda vya tumbo
 - pumu
 - kuwa mwendawazimu
6. Tunashuriwa kujiepusha na mambo ambayo yanaweza kusababisha kuzorota kwa afya ya akili.
7. • viinilische - virutubishi vipatikanavyo katika chakula.
• buheri wa afya - mwenye afya nzuri.
• dhuluma - uonevu au unyimai wa haki.
8. Hakiki muhtasari alioutoa mwanafunzi.

C Kuandika

Kuandika insha: Insha ya maelezo

Zoezi la 4

Tathmini na kuihakiki insha aliyoiandika mwanafunzi.

D Sarufi

Vinyume vya vivumishi

Zoezi la 5

1. mwembamba, chungu, chafu, ndogo, mpya, kubwa, mpana, haba, safi, tele, mrefu, mfupi
- 2.

Kivumishi	Kinyume
(a) rahisi	ngumu
(b) zito	jepesi
(c) kuukuu	mpya
(d) matamu	makali
(e) jasiri	mwoga

(f) kali	butu
(g) safi	chafu

- (a) karimu – choyo/bahili
(b) chache – nyingi/tele
(c) nyeusi – nyeupe
(d) mwema – mbaya/mwovu
(e) thabiti – legevu/dhoofu
- (a) kidogo (b) mgumu, machache
(c) mapya (d) mnene/mpana, tele
(e) safi
- Hakiki sentensi alizotunga mwanafunzi.

10 Kukabiliana na Ugaidi

A Kusikiliza na kuzungumza

Ulinganisho wa moja kwa moja: Sitiari za tabia

Zoezi la 1

- Sikiliza na kuhakiki mwanafunzi anvyosoma sentensi alizopewa.
- (a) Orina ni lumbwi.
(b) Kaka yangu ni nguruwe.

B Kusoma

Kusoma kwa mapana: Matini za kidijitali

Zoezi la 2

Tathmini shughuli za mwanafunzi.

C Sarufi

Hali ya masharti; -ki, -nge na -ngali

Zoezi la 3

- (a) Wakituita tutaitika.
(b) Mkiwaomba vitabu watawapa.
(c) Tutawatafuta tukifika kwenye mikutano.
(d) Vikombe hivi vikianguka vitavunjika.

- (e) Kuta zikijengwa zitazuia uhalifu.
- (a) Kisima kisingechimbwa mwanakijiji asingepata maji.
(b) Gari lingefuata lisingesababisha ajali.
(c) Unywele ungekuwa mrefu ungenyolewa.
(d) Seremala angetengeneza samani angeuza.
(e) Ugonjwa ungezuilia usingesababisha kifo.
- (a) Usingalianika nguo isingalikauka.
(b) Nguo zisingalichafuka zisingalivutia vimelea.
(c) Tusingalihifadhi mazingira tusingaliepuka magonjwa mengi.
(d) Tusingalishirikiana kudumisha usalama tusingalishinda ugaidi.

D Kuandika

Kuandika insha: Insha ya masimulizi

Tathmini na kuhakiki insha aliyoiandika mwanafunzi.

11 Ushuru

A Kusikiliza na kuzungumza

Kuzungumza na kujieleza kwa ufasaha: Kutoa masimulizi

Zoezi la 1

Tathmini mwanafunzi anavyomsikiliza mwanafunzi mwenzake akisoma na kumtuza mwanafunzi huyo.

B Kusoma

Kusoma kwa ufahamu: Kifungu cha ufahamu

Zoezi la 2

Tathmini shughuli za mwanafunzi.

C Kuandika

Barua rasmi

Zoezi la 3

Tathmini na kuihakiki insha aliyoandika mwanafunzi.

D Sarufi

Ukanushaji wa maneno: Viambishi vya hali ya masharti -nge, -ngali na -ki

Zoezi la 4

- Kitabu kisingenunuliwa nisingesoma.
 - Asingesikia wito asingefua dafu.
 - Maembe yasipoiva hayatatolewa.
 - Maji yasipoenea kote hayataleta mbu.
 - Mvua isingenyesha nisingepanda miti.
- Wangalitii wangalipokea tuzo.
 - Akifika mapema atanipata.
 - Wangeuliza usaidizi wangesaidika.
 - Angaliwasha kiberiti angalichoma nguo.
- Ningalikuona ningalikuletea kitabu chako.
 - Angalitaka kuja angaliruhusiwa.
 - Ungetia bidii maishani ungefaulu.
 - Nisingalitoka mapema nisingalipata gari.
 - Kikombe kisingeanguka kisingevunjika.

Ukubwa na udogo wa nomino

Zoezi la 5

	Wastani	Ukubwa (Umoja)	Ukubwa (Wingi)
1.	(a) kitabu	jitabu	majitabu
	(b) kikapu	kapu	makapu
	(c) kikombe	kombe	makombe
	(d) kijiko	jijiko	majijiko

(e) kitanda	jitanda	majitanda
-------------	---------	-----------

2.	Ukubwa	Udogo (Umoja)	Udogo (Wingi)
	(a) jiatu	kijiatu	vijiatu
	(b) jisu	kijisu	vijisu
	(c) jichwa	kijichwa	vijichwa
	(d) jitanda	kijitanda	vijitanda
	(e) jikalamu	kijikalamu	vijikalamu

3. (i)	Wastani	Ukubwa (Umoja)	Ukubwa (Wingi)
	(a) mguu	guu	maguu
	(b) mkono	kono	makono
	(c) mto	jito	majito
	(d) mji	jiji	majiji
	(e) ndovu	dovu	madovu

(ii)	Wastani	Ukubwa (Umoja)	Ukubwa (Wingi)
	(a) mguu	kiguu	viguu
	(b) mkono	kikono	vikono
	(c) mto	kijito	vijito
	(d) mji	kijiji	vijiji
	(e) ndovu	kidovu	vidovu

Majibu ya Tamrini ya Mwisho wa Muhula wa Tatu

- A
- C
- Kujiwekea maazimio makuu kupita uwezo wa mtu.
 - Kutokujiamini wakati wa kutekeleza majukumu.
 - Kudhalilishwa na wenzake
- B
- A
- Tathmini jinsi mwanafunzi anavyomtathmini mwezake anaposoma.
- D
- B
- A
- C
- B
- D
- Kutambua kwamba kuvunjika kwa mwiko si mwisho wa mapishi.

- (b) Si vyema kujinyamazia upatapo shida. Zungumza na wenzako.
 (c) Si kila wakati tutaweza kufikia malengo tunayojiwekea.
 (d) Ni vyema kuendelea kutia bidii hata tunapokosa kufikia malengo tuliyojiwekea.

14. A 15. D 16. A 17. A
 18. B 19. B 20. C 21. C
 22. C 23. D

24.

Kifaa	Sentensi
(a) kikapu Udogo – kijikapu Ukubwa – jikapu	Hakiki sentensi ya mwanafunzi.
(b) kioo Udogo – kijioo Ukubwa – jioo	Hakiki sentensi ya mwanafunzi.
(c) kiatu Udogo – kijiatu Ukubwa – jiatu	Hakiki sentensi ya mwanafunzi.
(d) kichana Udogo – kijichana Ukubwa – jichana	Hakiki sentensi ya mwanafunzi.

25. D
 26. (a) mchoyo/bahili (b) jepesi
 (c) kijidole (d) jisu
 27. Mukai asingalifanyia mada hiyo utafiti wa kina asingalielimishwa zaidi.
 28. Mfanyakazi mkaidi hupata manufaa machache.
 29. Tathmini insha aliyoiandika mwanafunzi.

Majibu ya Tamrini ya 1 ya Mwisho wa Mwaka

1. Msikilize mwanafunzi anavyosoma kwa kuzingatia matamshi bora.
 2. A 3. C 4. B 5. C
 6. B 7. C 8. A 9. D
 10. A 11. A 12. A
 13. Insha ya masimulizi. Inatoa habari kuhusu tukio fulani; harusi.
 14. D 15. C 16. A 17. D

18. D 19. A 20. A 21. C
 22. B 23. C 24. B 25. D
 26. B 27. A 28. A 29. B
 30. C

Majibu ya Tamrini ya 2 ya Mwisho wa Mwaka

1. Hakiki utathmini wa mwanafunzi kwa mwenziwe.
 (a) kabumbu, soka, gozi
 (b) mashabiki
 (c) Timu ya Wusi
 (d) Tashbihi
 (e) Bao liliingia kimiani.
 (f) Ubinafsi kati ya wachezaji.
 (g) Asiyekubali kushindwa si mshindani. Aidha kidole kimoja hakiui chawa. Ni muhimu wachezaji kushirikiana wanapocheza.
 (h) Tathmini maana ya maneno atakayotoa mwanafunzi.
2. (a) Fadhili na Seruni ni ndugu.
 (b) Salamu anavyomuamkua kuonyesha Fadhili anamzidi kwa umri.
 (c) • Kusakura mtandaoni.
 • Kusoma makala vitabuni.
 • Kuuliza maelezo kutoka kwa watu wengine.
 (d) Anafanya mazoezi ya viungo kwa kushiriki katika mbio za mchakamchaka.
 (e) Marahaba
 (f) Sabalkheri au chewa.
 (g) Buriani – Buriani dawa
 (h) Tathmini maana ya maneno atakayotoa mwanafunzi.
3. (a) Buriani dawa
 (b) Binuru (c) Chewa
 (d) Majaaliwa/inshallah
 (e) Yenye mafanikio
4. (a) Meno na ulimi (b) Kufuli

5. (a) kumi na mitatu (b) chache
6. chuma, darasa, kadi, keki, rafiki, sahibu
7. (a) nyekundu (b) mzuri

8. (a) thurea (b) filimbi
(c) reki (d) themometa
9. D 10. C 11. B 12. C

1 Whole numbers

Practice Activity 1.1

- Tens of thousands
 - Thousands
 - Millions
 - Ones
 - Tens
 - Hundreds of thousands
- 8 351 647
 $7 \Rightarrow 7$
 $4 \Rightarrow 40$
 $6 \Rightarrow 600$
 $1 \Rightarrow 1\ 000$
 $5 \Rightarrow 50\ 000$
 $3 \Rightarrow 300\ 000$
 $8 \Rightarrow 8\ 000\ 000$
- 1 987 534
 $4 \Rightarrow \text{Ones}$
 $3 \Rightarrow \text{Tens}$
 $5 \Rightarrow \text{Hundreds}$
 $7 \Rightarrow \text{Thousands}$
 $8 \Rightarrow \text{Tens of thousands}$
 $9 \Rightarrow \text{Hundreds of thousands}$
 $1 \Rightarrow \text{Millions}$
- 500 000
 - 50
 - 5
 - 5 000 000
 - 5 000
 - 50 000
- 600 000
 - 200

Practice Activity 1.2

- 2 576 002, 2 576 003
 - 8 004 129, 8 004 130
 - 9 090 908, 9 090 910
- Sixty five thousand three hundred and eighty two.
 - Ninety seven thousand eight hundred and fifty.

- Ninety nine thousand nine hundred and ninety four.
- Twenty thousand and three.

- 9 900 000
- 99 001
- 9 876 543
 - 9 865 210
 - 1 034 678
 - 2 034 789

Practice Activity 1.3

- 16 089, 89 470, 90 900, 100 001
 - 11 382, 23 752, 42 116, 100 000
 - 19 875, 57 118, 65 555, 71 851
- 84 003, 83 041, 80 043, 38 406
 - 98 764, 84 679, 67 948, 48 967
 - 78 600, 60 708, 60 087, 17 860
- Sunday
 - Friday
 - 103 200, 100 050, 99 999, 97 635, 96 328, 92 854, 89 799
- 56 934, 70 482, 80 479, 86 792, 97 645

Practice Activity 1.4

- 80 000
 - 58 000
 - 21 000
 - 16 000
- 49 200
 - 91 800
 - 14 400
 - 19 800
- 13 000
- 31 000
- 46 380
 - 46 400
 - 46 000

Practice Activity 1.5

- 1 296
 - 2 025
 - 3 969
- 3 600
 - 576
 - 2 304
- 1 225
- 6 889
- 4 356

Practice Activity 1.6

- (a) 21 (b) 31 (c) 38 (d) 42
- (a) 62 (b) 67 (c) 72 (d) 96
- 57 4. 94

Revision Activity 1

1.

Millions	Hundreds of thousands	Tens of thousands	Thousands	Hundreds	Tens	Ones
6	7	9	4	2	3	8

- 1 962 435
 $5 \Rightarrow 5$
 $3 \Rightarrow 30$
 $4 \Rightarrow 400$
 $2 \Rightarrow 2\ 000$
 $6 \Rightarrow 60\ 000$
 $9 \Rightarrow 900\ 000$
 $1 \Rightarrow 1\ 000\ 000$
- (a) 30 000 (b) 487 000
- 23 003, 23 004
- 9 764 321
- (a) Eleven thousand one hundred and eleven.
 (b) Twelve thousand one hundred and twelve.
- (a) 18 627, 23 892, 23 982, 24 871
 (b) 26 782, 36 728, 62 827, 63 827
- (a) 29 269, 19 926, 19 692, 19 269
 (b) 83 883, 38 833, 38 388, 38 338
- (a) 68 900 (b) 49 300
- (a) 6 174 (b) 5 265
- 80 trips
- 1 600 tiles
- 3 136 seedlings
- (a) 60 000, tens of thousands
 (b) 6 000, thousands
- 936 256

2 Multiplication

Practice Activity 2.1

- (a) 325 (b) 4 048
 (c) 94 752 (d) 28 476
- (a) 37 520 (b) 28 890
 (c) 38 808 (d) 36 400
- (a) 7 296, 7 296 (b) 4 212, 4 212
 (c) 4 284, 4 284
- 7 500, 9 000
- (a) 306 (b) 13 041
 (c) 65 128 (d) 16 368
- sh 31 250
- 78 750 tree seedlings

Practice Activity 2.2

- (a) 38 700 (b) 12 300
 (c) 16 400
 (d) 43 800 (e) 41 400
 (f) 73 200
- (a) 11 500 (b) 28 800
 (c) 91 800 (d) 52 500
- (a) 79 200 (b) 90 300
 (c) 52 000 (d) 184 800
- 13 500

Practice Activity 2.3

- (a) 1 800 (b) 6 000
- (a) 2 200 kg, 2 750 kg
 (b) 920 litres, 1 150 litres
- Thursday: 3 000
 Saturday: 4 500

Revision Activity 2

- (a) 3 616 (b) 1 827
 (c) 47 934 (d) 64 890
- (a) 47 956 (b) 113 490
 (c) 22 890
- (a) 16 200 (b) 43 800
 (c) 84 600

4. (a) 2 210 (b) 11 328
 2 210 11 328
 26 354
 26 32
5. (a) 612 (b) 1 175
 (c) 229 944
6. 2 000 kg, 2 400 kg
7. 17 820 books

3 Division

Practice Activity 3.1

1. (a) 36 (b) 45 rem 8
 (c) 67 rem 20 (d) 15 rem 194
2. (a) 41 rem 4 (b) 488 rem 7
 (c) 36 rem 7
3. 161 bags
4. 66 kg

Practice Activity 3.2

1. (a) 19 (b) 288
 213 12
 19 3 456
 12
 (c) 136 (d) 14
 26 126
 26 1 764
 136 14
2. 815

Practice Activity 3.3

1. (a) 80 (b) 80 (c) 213
 (d) 421 (e) 47 (f) 123
2. 45
3. 119

Practice Activity 3.4

1. (a) 22 (b) 32 (c) 125
 (d) 24 (e) 0 (f) 43

2. (a) 64 (b) 57 (c) 577
 (d) 529 (e) 823 (f) 70
3. (a) 42 (b) 35
 (c) 175 seedlings (d) 35 seedlings

Revision Activity 3

1. (a) 71 (b) 124 (c) 15
 (d) 95 (e) 251 rem 7
2. (a) 59 rem 5 (b) 330 rem 4
 (c) 35 rem 72 (d) 39 rem 125
3. (a) 60 (b) 528 (c) 46
 (d) 26 (e) 1
4. (a) 48 (b) 142 (c) 282

4 Fractions

Practice Activity 4.1

1. (a) 30 (b) 40 (c) 28
2. (a) 40 (b) 12
3. 14 weeks
4. 6 hours

Practice Activity 4.2

1. (a) $\frac{9}{14}$ (b) $\frac{7}{12}$
2. (a) $\frac{11}{40}$ (b) $\frac{1}{12}$ (c) $\frac{1}{18}$
3. (a) $\frac{1}{4}$ (b) $\frac{3}{4}$
4. $\frac{1}{4}$ litres

Practice Activity 4.3

1. (a) $3\frac{13}{30}$ (b) $5\frac{7}{12}$ (c) $7\frac{17}{30}$
2. (a) $2\frac{1}{6}$ (b) $1\frac{22}{45}$ (c) $4\frac{1}{4}$
3. $6\frac{9}{10}$ kilograms
4. $4\frac{11}{20}$ litres
5. $4\frac{5}{8}$ litres

Practice Activity 4.4

1. (a) $\frac{3}{2}$ (b) $\frac{5}{7}$ (c) $\frac{1}{9}$ (d) $\frac{11}{6}$
 (e) $\frac{1}{4}$
2. (a) $\frac{3}{4}$ (b) $\frac{4}{11}$ (c) $\frac{2}{9}$ (d) $\frac{5}{27}$

Practice Activity 4.5

1. (a) $\frac{1}{64}$ (b) $\frac{9}{25}$ (c) $\frac{49}{100}$
 (d) $\frac{4}{81}$ (e) $\frac{121}{36}$ (f) $\frac{144}{25}$
2. (a) $\frac{25}{4}$ (b) $\frac{169}{16}$ (c) $\frac{196}{9}$

Practice Activity 4.6

1. (a) $\frac{80}{100}$ (b) $\frac{60}{100}$ (c) $\frac{28}{100}$ (d) $\frac{2}{100}$
2. (a) $\frac{50}{100}$ (b) $\frac{125}{100}$ (c) $\frac{150}{100}$ (d) $\frac{140}{100}$

Practice Activity 4.7

1. (a) 25% (b) 70%
 (c) 95% (d) 225%
2. 80%
3. 90%

Practice Activity 4.8

1. (a) $\frac{1}{5}$ (b) $\frac{7}{50}$ (c) $\frac{17}{20}$
 (d) $\frac{3}{4}$ (e) $\frac{7}{20}$
2. $\frac{33}{50}$ 3. $\frac{3}{4}$ 4. $\frac{3}{20}$

Revision Activity 4

1. 60 2. $\frac{41}{45}$ 3. $\frac{3}{20}$
4. $\frac{5}{24}$ metres 5. $1\frac{1}{4}$ litres 6. $12\frac{1}{2}$
7. $\frac{3}{7}$ 8. $\frac{25}{36}$ 9. 75% 10. $\frac{87}{100}$

5 Decimals

Practice Activity 5.1

1. (a) Hundredths
 (b) Thousandths
 (c) Ten thousandths
 (d) Tenths
 (e) Tens
- 2.

	Tens	Ones	Decimal points	Tenths	Hundredths	Thousandths	Ten thousandths
(a)		1	.	3	6	8	4
(b)	2	0	.	3	0	1	
(c)		4	.	6	8	2	1
(d)		0	.	6	0	0	4

3. (a) 2 (b) 0 (c) 4

Practice Activity 5.2

1. (a) 6.78 (b) 0.457
 (c) 73.390 (d) 134.7
2. (a) 99.0 (b) 98.96
 (c) 98.964 (d) 100
3. (a) (i) 4 (ii) 6
 (b) (i) 2.46 g (ii) 2.457 g

Practice Activity 5.3

1. (a) $\frac{24}{100}$ (b) 0.24 (c) 0.76
2. (a) $\frac{1}{5}$ (b) $\frac{7}{50}$ (c) $\frac{1}{40}$
 (d) $\frac{9}{40}$ (e) $1\frac{1}{4}$ (f) $\frac{37}{1\ 000}$
3. (a) 0.9 (b) 0.32 (c) 0.64
 (d) 0.4 (e) 3.45 (f) 3.8
4. (a) 0.45 (b) $\frac{9}{20}$

Practice Activity 5.4

- (a) 8% (b) 48% (c) 11.3%
(d) 250% (e) 1740% (f) 145%
- (a) 0.07 (b) 0.34 (c) 0.97
(d) 1.2 (e) 0.015 (f) 0.0625
- 0.96

Practice Activity 5.5

- (a) 58.008 (b) 10.8400
(c) 45.3631 (d) 77.1419
(e) 90.1811
- (a) 60.505 (b) 7.9327
(c) 120.8915 (d) 11.1024
(e) 70.6206
- (a) 47.6668 kg (b) 9.0332 kg
- 1.6206 m

Revision Activity 5

- (a) Hundredths
(b) Ten thousandths
(c) Thousandths
(d) Ten thousandths
- (a) 0.29 (b) 0.03 (c) 0.58
(d) 1.05
- (a) 69.29 (b) 76.14
- (a) Ten thousandths
(b) 1.357 m
- (a) 60% (b) 12% (c) 108% (d) 9%
- 0.8
- (a) $\frac{7}{10}$ (b) $\frac{9}{25}$ (c) $\frac{1}{200}$ (d) $1\frac{3}{4}$
- (a) 64.7751 (b) 6.2169
- (a) 0.32 (b) 0.25
(c) 0.78 (d) 3.6
- (a) 9.8866 m (b) 2.9086 m

Term One Assessment Paper

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

6 Length

Practice Activity 6.1

- (a) 50 mm (b) 25 mm
(c) 40 mm
- (a) 
(b) 
(c) 
-

Object	Length in mm	Length in cm
(a) Chalk	50 mm	5 cm
(b) Pencil	60 mm	6 cm

Practice Activity 6.2

- (a) 20 mm (b) 540 mm
(c) 96 mm (d) 439 mm
- (a) 6 cm (b) 8.3 cm
(c) 12.5 cm (d) 25 cm
- 9 cm
- 138 mm

Practice Activity 6.3

- (a) 37 cm 1 mm (b) 86 cm 6 mm
(c) 25 cm 1 mm (d) 255 cm 5 mm
- (a) 5 cm 8 mm (b) 30 cm 9 mm

(c) 28 cm 7 mm

(d) 45 cm 1 mm

3. (a) 29 cm 7 mm (b) 3 cm 9 mm

Practice Activity 6.4

1. (a) 40 cm 2 mm

(b) 218 cm 5 mm

(c) 435 cm

(d) 674 cm 8 mm

2. (a) 7 cm 3 mm (b) 8 cm 4 mm

(c) 8 cm 8 mm (d) 3 cm 4 mm

3. 281 cm 4 mm

4. 5 cm 5mm

Practice Activity 6.5

1. (a) 8.8 cm (b) 6.3 cm

(c) 15.7 cm

2. (a) (i) Radii = AO, CO, BO

(ii) Diameter = AB

(b) (i) Radii = RP, TP, QP, SP

(ii) Diameter = RQ

3.

Circle	Radius	Diameter
A	2.4 cm	4.8 cm
B	1.8 cm	3.6 cm

Diameter is twice the length the radius for a circle.

Practice Activity 6.6

1. (a) 22 mm (b) 88 cm

(c) 13.2 cm

2. (a) 15.7 cm (b) 40.82 cm

(c) 62.8 mm

3. 17.6 cm

4. 150.72 mm

Revision Activity 6

1. (a) 3 cm (b) 9.5 cm

(c) 11.4 cm

2. (a) 130 mm (b) 75 mm

(c) 198 mm

3. (a) 42 cm 1 mm (b) 98 cm

4. (a) 7 cm 7 mm (b) 23 cm 7 mm

5. (a) 200 cm 4 mm

(b) 669 cm 6 mm

6. (a) 18 cm 4 mm (b) 15 cm 3 mm

7.

Radius	Diameter	Circumference
3 cm	6 cm	18.84 cm
2.5 cm	5 cm	15.7 cm
6.5 mm	13 mm	40.82 mm
4 mm	8 mm	25.12 mm

8. (a) 4.4 cm (b) 56.52 cm

(c) 154 mm

9. (a) 65 cm 9 mm

(b) 191 cm 3 mm

10. 219 cm 2 mm

11. 37 cm 6 mm

12. (a) 110 mm (b) 11 cm

7

Area

Practice Activity 7.1

1. (a) 50 cm² (b) 96 cm²

(c) 54 cm² (d) 72 cm²

2. (a) 32 cm² (b) 24 cm²

(c) 216 cm²

3. (a) 60 cm² (b) 345 cm²

4. (a) (i) 144 cm² (ii) 54 cm²

(iii) 168 cm²

(b) 366 cm²

Revision Activity 7

1. (a) 216 cm² (b) 98 cm²

2. (a) 128 cm² (b) 384 cm²

3. (a) 304 cm² (b) 984 cm²

4. (a) 7 700 cm² (b) 3 850 cm²

8

Capacity

Practice Activity 8.1

- (a) 8 000 ml (b) 11 000 ml
(c) 4 750 ml
- (a) 6 500 cm³ (b) 5 500 cm³
(c) 10 000 cm³
- (a) 11.5 litres (b) 26 litres
(c) 13.2 litres (d) 18.75 litres
- (a) 7 000 cm³
- (a) 10 000 ml (b) 10 000 cm³

Practice Activity 8.2

- (a) 35 000 ml (b) 47 000 ml
(c) 24 750 ml (d) 38 250 ml
- (a) 28 litres (b) 31 litres
(c) 43.35 litres (d) 17.125 litres
- 50 000 ml
- (a) 28 litres (b) 28 000 ml

Revision Activity 8

- (a) 20 000 ml (b) 16 000 ml
(c) 44 000 ml (d) 39 000ml
- (a) 9 litres (b) 13.5 litres
(c) 22 litres (d) 41 litres
- (a) 23 000 cm³ (b) 18 500 cm³
(c) 27 000 cm³ (d) 31 000 cm³
- (a) 15 000 cm³ (b) 26 000 cm³
- (a) 6 000 ml (b) 6 litres
(c) 6 000cm³
- (a) 20 000 ml (b) 20 litres

9

Mass

Practice Activity 9.1

- (a) 100 tonnes (b) 65.4 tonnes
(c) 4.2 tonnes (d) 0.5 tonnes
- (a) 7 000 kg

(b) 3 000 kg (c) 5 750 kg

(d) 40 kg

3. 3.8 tonnes

4. 1 250 kg

5. 5 000 kg

Practice Activity 9.2

- (a) 14 t 940 kg (b) 15 t 928 kg
(c) 50 t 805 kg
- (a) 16 t 310 kg (b) 20 t 118 kg
(c) 67 t 315 kg
- 7 t 250 kg
- 11 t 66 kg

Practice Activity 9.3

- (a) 1 t 732 kg (b) 10 t 131 kg
(c) 12 t 260 kg
- (a) 57 t 775 kg (b) 7 t 600 kg
(c) 280 kg
- 14 t 600 kg
- 2 t 680 kg

Practice Activity 9.4

- (a) 64 t 672 kg (b) 144 t 630 kg
(c) 44 t 800 kg
- (a) 56 t 12 kg (b) 71 t 570 kg
(c) 109 t 35 kg
- 1 t 680 kg
- 4 t 472 kg

Practice Activity 9.5

- (a) 4 t 122 kg (b) 4 t 102 kg
(c) 9 t 76 kg
- (a) 8 t 445 kg (b) 12 t 225 kg
(c) 5 t 45 kg
- 12 t 115 kg
- 90 kg

Revision Activity 9

- 15 t 636 kg
- 21 tonnes
- 1 t 752 kg
- 6 400 kg
- 4 t 300 kg
- 7 t 148 kg

7. 8.08 tonnes 8. 6 t 40 kg
 9. 505 t 20kg
 10. Company A, 186 t 248 kg

10 Time

Practice Activity 10.1

1. (a) 10:30 a.m (b) 5:00 p.m
 (c) 9:15 a.m
 2. (a) 1:30 a.m (b) 7:15 p.m
 (c) 6:20 a.m
 3. 6:15 p.m
 4. 8:05 a.m

Practice Activity 10.2

1. (a) 1000H (b) 0200H
 (c) 1200H (d) 0000H
 (e) 2300H
 2. (a) 6:00 a.m (b) 9:00 a.m
 (c) 2:00 p.m (d) 10:00 p.m
 (e) 12:00 a.m

Practice Activity 10.3

1. (a) 1030 H (b) 1236 H
 (c) 0001 H (d) 1720 H
 2. (a) 3:20 p.m (b) 6:24 a.m
 (c) 3:05 a.m (d) 10:15 p.m
 3. 8:16 p.m
 4. 0715 H

Practice Activity 10.4

1. 8:30 a.m 2. 1 hour
 3. 30 minutes 4. 12:30 p.m
 5. 2:00 p.m
 6. 4 hours 15 minutes

Revision Activity 10

1. (a) 11:35 a.m (b) 11:18 p.m
 2. (a) 0900H (b) 2100H
 3. 1245 H 4. 11:47 a.m
 5. 1400 H 6. 8:55 a.m

7. (a) 0800 hours (b) 30 minutes
 (c) Kiganjo (d) 1:30 p.m

11 Money

Practice Activity 11.1

1. (a)

Item	Quantity	Amount
Oranges	4	sh 80
Bananas	8	sh 80
Kiwi	2	sh 200
Melon	1	sh 200
Apples	5	sh 150
Lemons	10	sh 200
	Total	sh 910

- (b) sh 590
 2. (a) (i) Buy hand sanitizer
 (ii) Buy hand washing tanks
 (iii) Buy thermo gun
 (iv) Paint the dispensary
 (b) (i) Sh 300 000
 (ii) No
 (iii) Sh 50 000
 (c) Painting the dispensary

Practice Activity 11.2

1. (a) Sh 600 (b) Sh 1 400
 (c) Sh 1 700
 2. (a) Sh 600 (b) Sh 550
 (c) Sh 90
 3. (a) Sh 600 (b) Sh 42 000
 4. Sh 900

Practice Activity 11.3

1. Value added tax (VAT)
 2. Value added tax (VAT)
 3. (a) PAYE (b) VAT

Revision Activity 11

- sh 2 500
- (a) sh 550 (b) sh 140
- (a)

Item by priority	Amount to spend
Buy food for his family	Sh 10 000
Pay house rent	Sh 5 000
Buy books for his children	Sh 2 000
Pay water bills	Sh 1 700
Pay electricity bills	Sh 1 500
Travelling	Sh 4 300
Entertainment	Sh 1 500
Buy clothes	Sh 6 000
Total	Sh 32 000

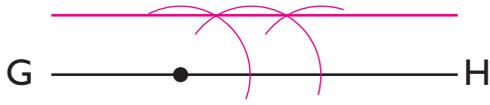
- (b) sh 32 000, NO
- (c) Buy clothes; They do not have enough money to buy more clothes.
- (d) (i) PAYE through his salary deduction.
 (ii) VAT on buying books, some VAT charged food, paying electricity bills among others.

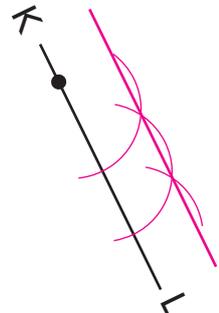
Term Two Assessment Paper

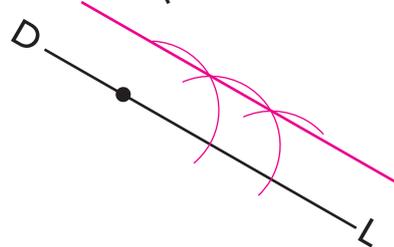
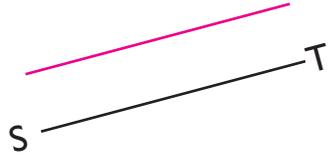
- | | | | | |
|-------|-------|-------|-------|-------|
| 1. B | 11. D | 21. A | 31. B | 41. B |
| 2. A | 12. C | 22. B | 32. D | 42. D |
| 3. C | 13. A | 23. B | 33. A | 43. D |
| 4. D | 14. C | 24. B | 34. B | 44. C |
| 5. C | 15. C | 25. C | 35. D | 45. B |
| 6. D | 16. B | 26. A | 36. C | 46. C |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

12 Lines

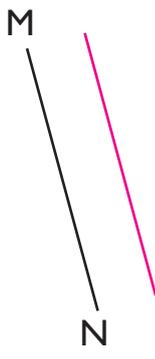
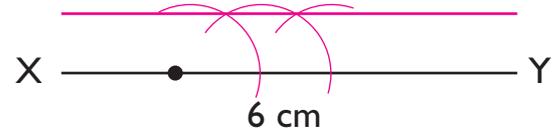
Practice Activity 12.1

- (a) 

(b) 

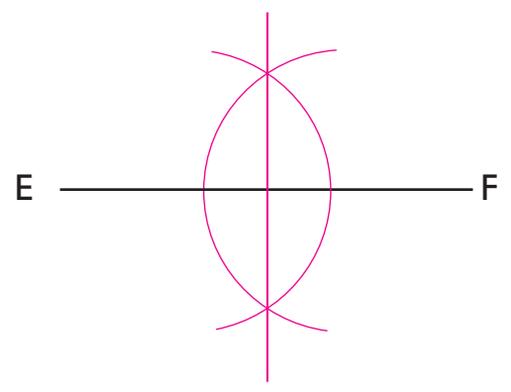
(c) 
- (a) 

(b) 

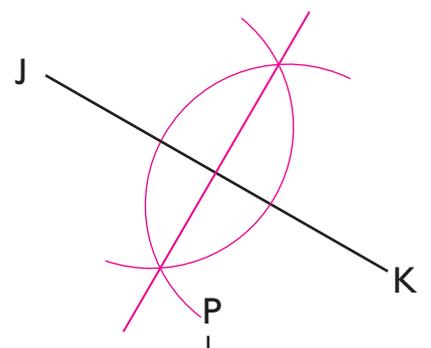
(c) 
- 

Practice Activity 12.2

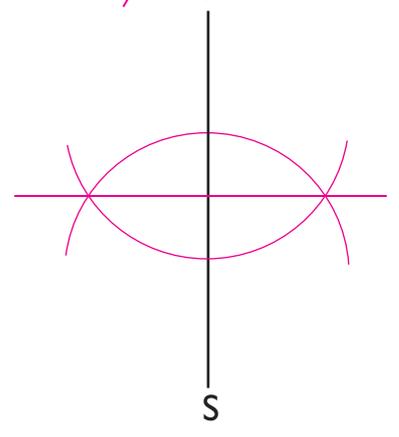
1. (a)



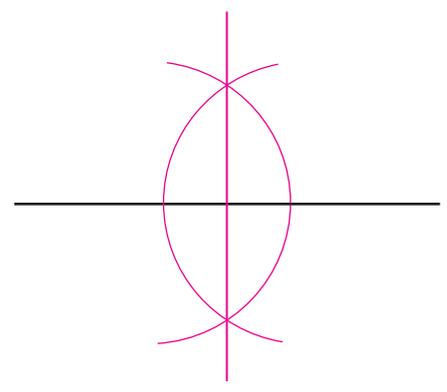
(b)



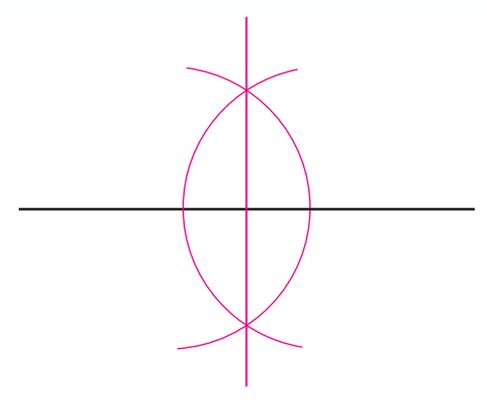
(c)



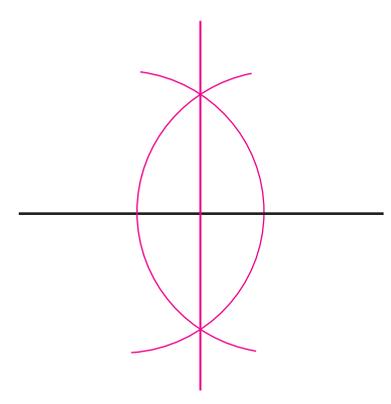
2. (a)



(b)

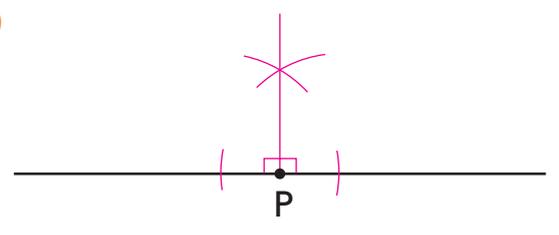


(c)

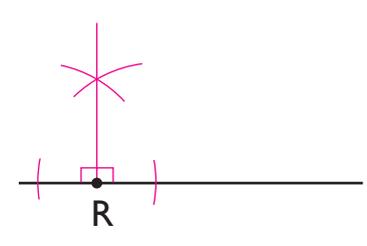


Practice Activity 12.3

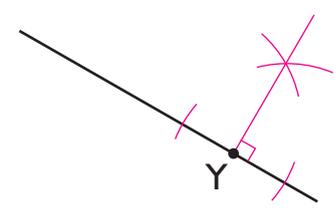
1. (a)



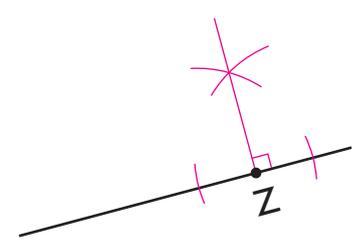
(b)



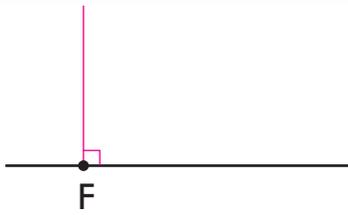
(c)



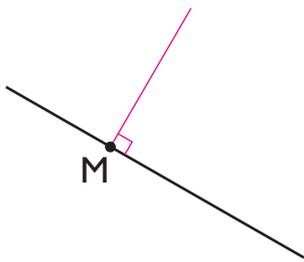
(d)



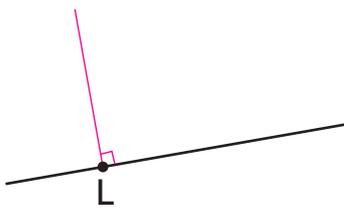
2. (a)



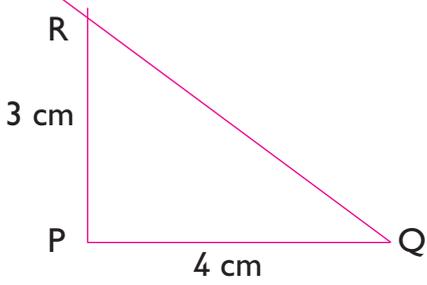
(b)



(c)



3.



(a) 90°

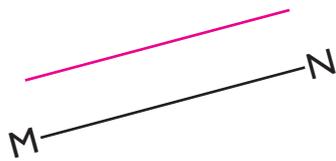
(b) 5 cm

Revision Activity 12

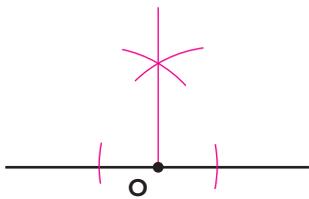
1. (a)



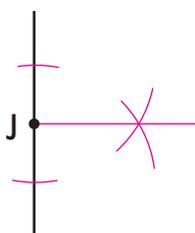
(b)



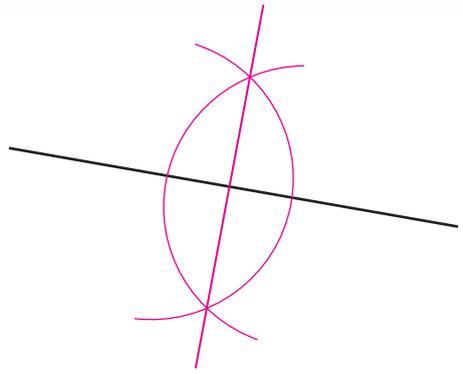
2. (a)



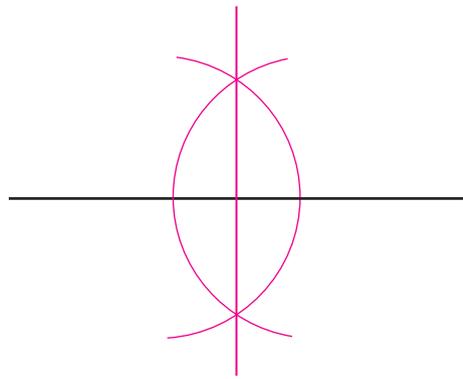
(b)



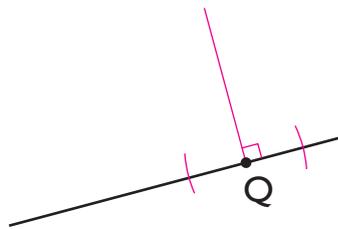
3. (a)



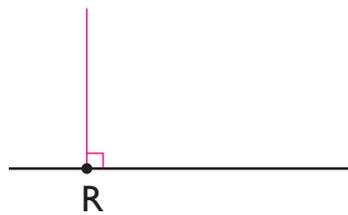
(b)



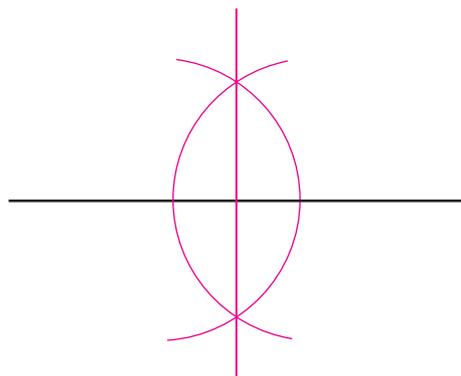
4. (a)



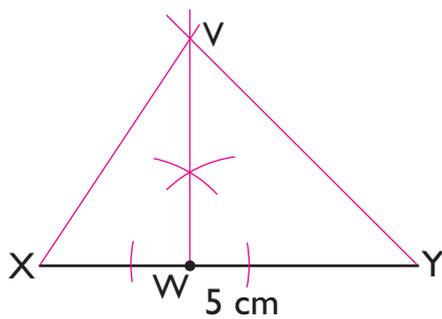
(b)



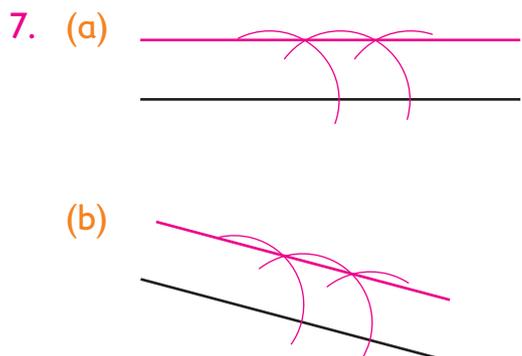
5.



6.



- (a) 3.6 cm (b) 4.2 cm
 (c) 90° (d) 45°



13 Angles

Practice Activity 13.1

- (a) r and s (b) x, y and z
 (c) w and z (d) e, f and h
- (a) $p = 90^\circ, q = 50^\circ, r = 40^\circ$
 (b) $w = 70^\circ, x = 55^\circ, y = 55^\circ$
 (c) $a = 130^\circ, b = 50^\circ$
 (d) $c = 60^\circ, d = 90^\circ, e = 30^\circ$
- z = 80° 4. 105°

Practice Activity 13.2

- (a) $j = 80^\circ, i = 50^\circ, k = 50^\circ$
 $80^\circ + 50^\circ + 50^\circ = 180^\circ$
 (b) $p = 40^\circ, q = 30^\circ, r = 110^\circ$
 $40^\circ + 30^\circ + 120^\circ = 180^\circ$
 (c) $e = 30^\circ, f = 60^\circ, g = 90^\circ$
 $30^\circ + 60^\circ + 90^\circ = 180^\circ$
 (d) $a = 60^\circ, b = 60^\circ, c = 60^\circ$
 $60^\circ + 60^\circ + 60^\circ = 180^\circ$
- (a) $x = 45^\circ$ (b) $e = 100^\circ$

Revision Activity 13

- (a) a and b (b) x, y and z
- (a) $p = 90^\circ, q = 90^\circ$
 (b) $g = 45^\circ, h = 90^\circ, i = 45^\circ$
- (a) $r = 50^\circ, s = 90^\circ, t = 40^\circ$
 $50^\circ + 90^\circ + 40^\circ = 180^\circ$
- B 5. D

14 Geometry

3-D objects

Practice Activity 14.1

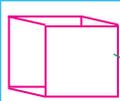
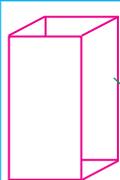
- B, C and E
- A – Cylinder B – Pyramid
 C – Cuboid D – Cube
 E – Cylinder

Practice Activity 14.2

- (i) (a) U, V, W, X, Y, T, S, Z
 (b) UVWX, TSZY, UVSZ, UXYZ, XWTY, WVST
 (c) UX, XW, WV, UV, UZ, VS, WT, XY, ZS, ST, TY, YZ
- (ii) (a) J, K, L, M, N
 (b) JML, JLK, JMN, JKN, KLMN
 (c) JM, JN, JK, JL, MN, NK, KL, LM
- (a) 2 (b) 0 (c) NO

Revision Activity 14

1.

3-D Objects	Its name
	Pyramid
	Cube
	Cuboid
	Cylinder

- (a) 11 (b) 13 (c) pyramid

15 Bar graphs

Practice Activity 15.1

1.

Nation	Tally marks	Frequency
US		24
Ethiopia		15
Kenya		18
Britain		14
Uganda		4
Jamaica		9

2.

Day	Tally marks	Frequency
Monday		21
Tuesday		18
Wednesday		20
Thursday		14
Friday		9
Saturday		12
Sunday		16

3.

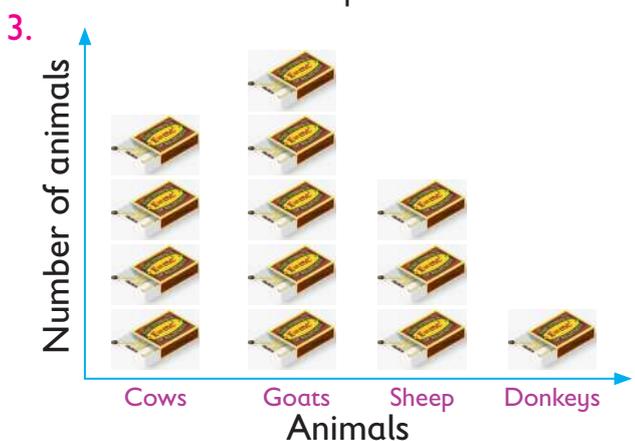
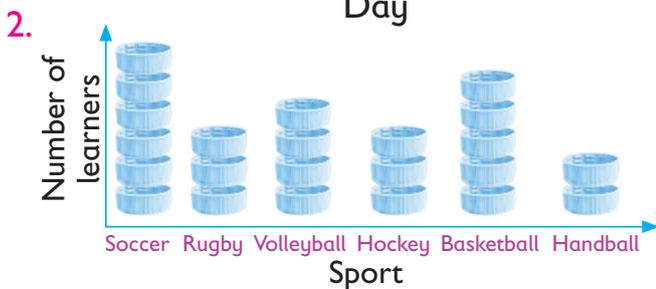
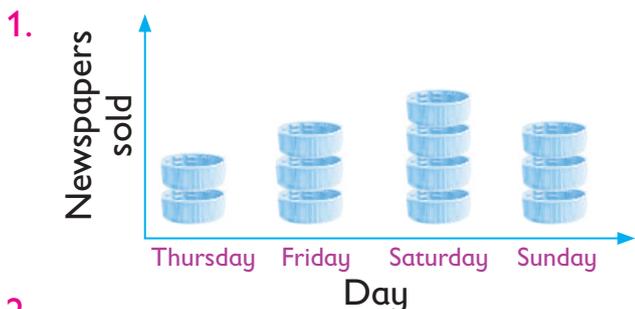
Fruit	Tally marks	Frequency
Watermelons		8
Pawpaws		6
Oranges		24
Mangoes		18
Pineapples		12

4. (a)

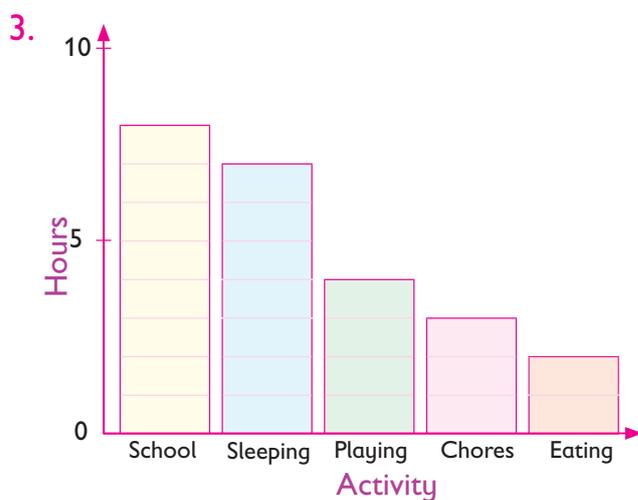
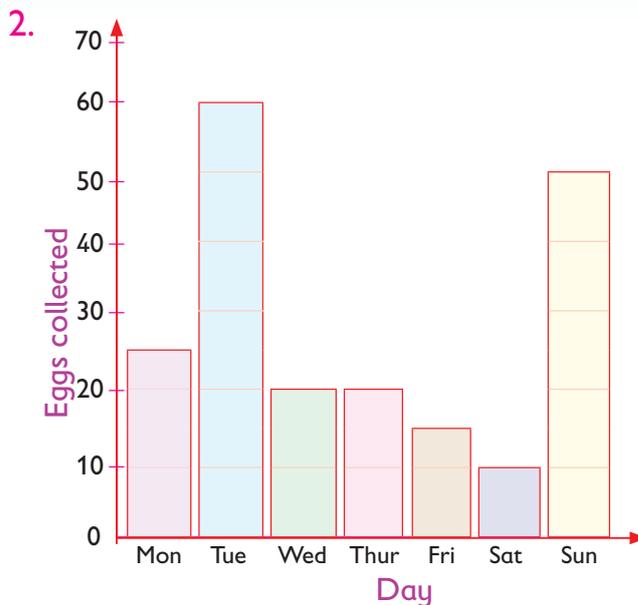
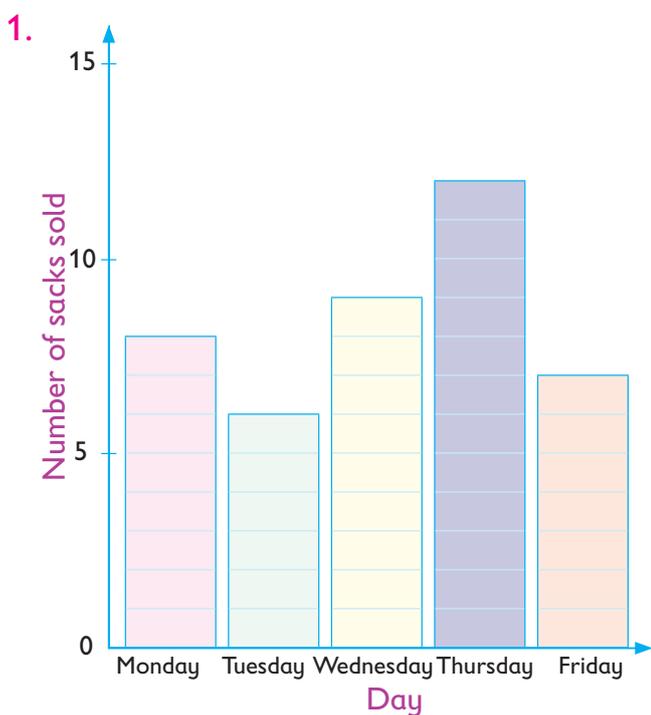
Day	Tally marks	Number
Monday		36
Tuesday		38
Wednesday		40
Thursday		39
Friday		35

(b) 5 learners

Practice Activity 15.2



Practice Activity 15.3



Practice Activity 15.4

- (a) March and June

(b) January (c) 8 mm

(d) 8 mm
- (a) Tuesday (b) Friday

(c) 28 patients (d) 44 patients

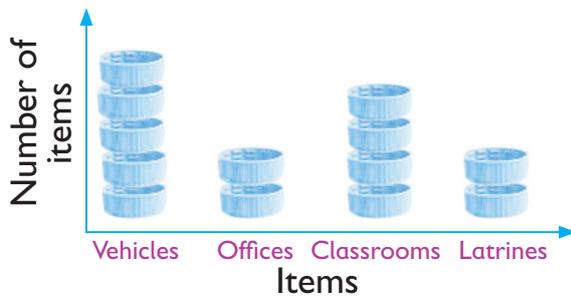
(e) 62 patients (f) 200 patients

Revision Activity 15

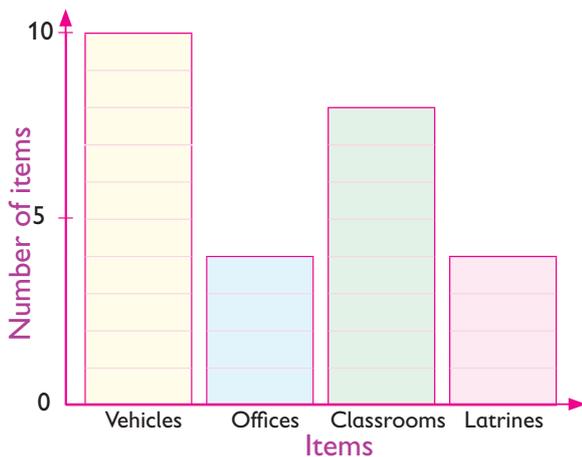
Day	Tally marks	Frequency
Monday		15
Tuesday		9
Wednesday		8

Thursday		11
Friday		7
Saturday		16
Sunday		14

2. (a)



(b)



3. 4 rulers

4. 9

5. 76 items

16 Inequalities

Practice Activity 16.1

- $60 < y$
- (a) $4m + 50 > 2m + 80$
(b) $2m + 80 < 4m + 50$
- (a) $w < 1$ (b) $m > 1$
(c) $n > 10$ (d) $7 < b$
(e) $y > 10$ (f) $m < 13$
- (a) $n < 3$ (b) $t > 10$
(c) $m > 32$ (d) $p < 20$
(e) $w > 40$ (f) $p < 30$

- (a) (i) $75 + 2y > 65 + 4y$
(ii) $65 + 4y < 75 + 2y$
(b) (i) $5 > y$ (ii) $y < 5$

Revision Activity 16

- (a) $9 < m$ (b) $y > 48$
(c) $w < 9$ (d) $m > 14$
- (a) $m < 10$ (b) $y > 35$
(c) $k < 22$ (d) $w > 8$
- $4w - 50 > 2w + 20$
- (a) $20y + 4 > 18y + 8$
(b) $y > 2$

Term Three Assessment Paper

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

End of Year Assessment Papers

Assessment Paper 1

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

Assessment Paper 2

- | | | | | |
|------|-------|-------|-------|-------|
| 1. A | 11. C | 21. B | 31. D | 41. A |
| 2. D | 12. A | 22. A | 32. A | 42. B |
| 3. B | 13. D | 23. C | 33. A | 43. D |
| 4. C | 14. B | 24. B | 34. A | 44. C |

- | | | | | |
|-------|-------|-------|-------|-------|
| 5. C | 15. B | 25. C | 35. C | 45. C |
| 6. C | 16. A | 26. D | 36. B | 46. A |
| 7. A | 17. C | 27. A | 37. D | 47. B |
| 8. D | 18. C | 28. C | 38. C | 48. D |
| 9. A | 19. D | 29. C | 39. B | 49. D |
| 10. B | 20. A | 30. C | 40. D | 50. A |

1 Living things

1.1 Plants

Plants found in the locality

Practice Activity 1

1. Flowering and non-flowering

Types of plants	Examples of plants
Herbs	Garlic plant, mint plant, rosemary plant, coriander plant
Shrubs	Cactus plant, acacia plant
Trees	Guava tree, orange tree, coconut tree, avocado tree
Grasses	Star grass, napier grass, couch grass, Rhodes grass

3. (a) aloe vera plant, mint plant
(b) They are used as medicine.

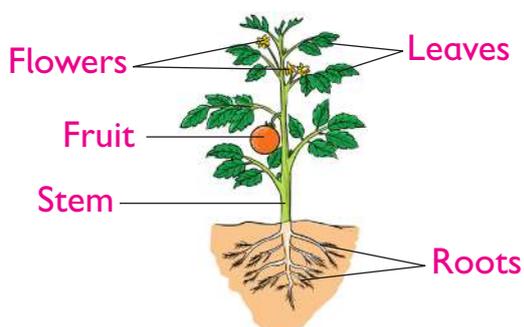
4. a _____ c
b _____ d
c _____ a
d _____ b

Parts of a plant

Practice Activity 2

1. (a) gloves, overalls, gumboots
(b) tongs, hoes

2.



Functions of different parts of a flower

Practice Activity 3

- (a) Absorption of water by roots.
(b) The stem appear coloured.
(c) (i) Absorbing water and mineral salts.
(ii) Holding the plant firmly in the soil.
- (a) B (b) A
- (a) John wanted to investigate on functions of leaves.
(b) Water droplets were formed inside the polythene bag.
(c) The water droplets in the clear bottle are from the plants. The plant has lost water through transpiration.
- (a) The water droplets were formed as water vapour evaporated from the surface of the leaf.
(b) They wanted to find out if plants remove excess water through their leaves.
- (a) Flower _____ They produce fruits.
(b) Fruits _____ They store food and protect the seeds.
- Mary and Jack
- (a) cassava, carrots and arrowroots
(b) sugarcane, cactus, ginger
- water and mineral salts
- stem
- (a) leaves (b) roots
(c) stem (d) stem

Importance of different plants in the community

Practice Activity 4

- (a) A. source of food for human beings

- B. Source of medicine
C. Source of food for animals
- (b) • plants are the source of oxygen
• makes our environment to look beautiful.
• it is a home for animals
2. (a) used for making sisal fibres
(b) used as a source of food for human beings
(c) The plant makes our environment to look beautiful
3. For making clothes

Types of roots

Practice Activity 5

1. Tap roots and fibrous root
2. (a) A. Tap root and B. Fibrous root

(b)

A	B
carrots plant	Sorghum plant
peas plant	Millet plant
bean plant	Wheat plant
groundnuts plant	Maize plant

3. Tap root grow vertically down wards in the soil while fibrous root grows horizontally in all directions.
4. Gumboots, overall and gloves.

5.

Tap root	Fibrous root
(b) Grows vertically downwards reaching deep in the soil for firm anchorage.	(a) Have a thread-like roots growing at the base of the stem.
(c) Have one main root.	(d) Has a network of roots that are closer to the soil surface.

Grouping plants based on the type of roots

Practice Activity 6

1. (a) A. They have parallel veins.
B. They have network veins.
(b) Plant A has fibrous root while plant B has tap root.
2. (a) tap root (b) fibrous root
(c) tap root (d) fibrous root
(e) tap root
3. (a) fibrous root (b) tap root
(c) fibrous root (d) tap root
4. Garden peas, irish potato, arrow root, mango tree
5. (a) true (b) false
(c) false (d) true
6. millet plant, wheat plant

1.2 Animals

Invertebrates

Practice Activity 1

1. (a) Group B (b) Group A

2.

vertebrates	invertebrates
cows	butterfly
goat	snail
sheep	spider
rabbit	mosquito

Accept any other relevant answer.

3. (a) crab (b) millipede
(c) bee
4. (a) Gloves, masks, dust coat
(b) clear jars with lids, tongs, magnifying lenses
5. (a) D, E, F
(b) clear glass, tongs, magnifying lenses

Grouping invertebrates

Practice Activity 2

- Insects, arachnids, molluscs, myriapods, crustaceans
- (a) insects (b) arachnids
(c) molluscs (d) crustaceans
(e) myriapods (f) worms
- (a) C (b) insects
- (a) scorpion
(b) A scorpion is an arachnid while others are crustaceans.
- (a) ticks, spiders, mites
(b) ants, mosquitoes, weevils
(c) hook worm, pin worm, tape worm
(d) slugs, snails

Characteristics of invertebrates

Practice Activity 3

- (a) earth worm
(b) long bodies, have no legs, they have a head and tail end
- (a) They have three body parts, they have three pairs of legs, they have a pair of antennae
- (a) B (b) B
(c) A (d) A
(e) None of the above
- Locust, housefly
- (a) arachnids (b) molluscs
(c) myriapods

Importance of invertebrates

Practice Activity 4

- Help in pollination
- a) source of food b) source of food
- (a) A – worm B – insect
(b) Worms aerate the soil making it suitable for farming. Crickets are a source of food.
- They help in pollination.
 - They aerate soil
 - They provide food.
 - They eat pests that destroy crops.

1.3 Human circulatory system

Parts of the human circulatory system

Practice Activity 1

- A. capillaries in lungs
B. lung C. aorta
D. artery E. heart
F. capillaries in body organs
- Circulating blood throughout the body.
- Liver, gullet

The human heart

Practice Activity 2

- Brandon
- (a) A - Pulmonary artery
B - Pulmonary vein
C - Left ventricle
D - Right ventricle
E - Valve
F - Right auricle
G - Aorta
H - Superior vena cava
(b) E
(c) Prevent the backflow of blood.
- (a) heart (b) four
(c) two (d) auricles
(e) ventricles (f) lower
(g) upper
- The blood vessels of the heart are; aorta, pulmonary vein, pulmonary artery, vena cava
- Left side of the chest

Functions of different parts of the human heart

Practice Activity 3

- vena cava, right ventricle, pulmonary artery, pulmonary vein, left auricle, left ventricle
- (a) Pumps deoxygenated blood to the lungs.

- (b) Receives oxygenated blood from the lungs.
- (c) Carry deoxygenated blood from all the tissues and organs of the body to the heart.
- (d) Carry deoxygenated blood from the body to the heart.
- (e) Pumps oxygenated blood to all parts of the body.
3. (a) left auricle, left ventricle
(b) right auricle, right ventricle
4. (a) They use a lot of force to pump blood .
(b) they pump blood to all parts of the body.
5. (a) pulmonary vein
(b) oxygenated (c) oxygenated
(d) bright red (e) heart
(f) aorta

Blood vessels

Practice Activity 4

1. Blood vessels are tubes that carry blood around the body.
2. Artery, capillary and vein.
3. (a) vein (b) artery
(c) vein
4. (a) artery (b) veins
(c) capillaries
5. (a) vein (b) artery

Blood vessel a	Blood vessel b
Have thin elastic wall	Have thick elastic walls
Carry blood to the heart	Carry blood away from the heart

6. • have thin walls.
• Have no valves.
• Allow movement of oxygen and food nutrients from blood into the body.

Functions of the blood vessels

Practice Activity 5

- Carry blood away from the heart.
- Aorta and pulmonary artery. Aorta carries oxygenated blood away from the heart to the rest of the body while pulmonary artery carries deoxygenated blood from the heart to the lungs.
- (i) Pulmonary vein and aorta
(ii) Vena cava and pulmonary artery
- Capillaries
- Carry blood towards the heart.
- Artery – carry blood away from the heart to other parts of the body.
Vein – carry blood towards the heart.
- Tick a, b
- Pulmonary vein

Blood

Components of blood

Practice Activity 6

- Plasma, white blood cells, red blood cells, platelets.
- (a) red blood cells
(b) white blood cells
(c) platelets
(d) plasma
- red, white
- plasma

Functions of components of blood

Practice Activity 7

- (a) Transport oxygen from the lungs to all parts of the body. It also transport carbon dioxide from the body tissues to the lungs.
(b) Transports dissolve substances such as carbon dioxide, urea, salts, digested food nutrients and blood cells around the body.
- a ____ c, b ____ a, c ____ b
- (a) plasma

- (b) White blood cells
(c) plasma
4. urea, salts, digested food nutrients, carbon dioxide, blood cells.

Blood groups

Practice Activity 8

1. Amani
2. Blood group A, Blood group B, Blood group AB, Blood group O
3. (a) Blood group AB
(b) Blood O

5.

Blood groups	Can receive blood from	Can donate blood to
A	A and O	A and AB
B	B and O	B and AB
AB	All groups	AB
O	O	All groups

4. B and O
5. Donor, recipient

Importance of blood groups in blood transfusion

Practice Activity 9

1. Blood transfusion is the process by which blood from one person is added to another person.
2. (a) The red blood cells will clump together.
(b) Blood group O
3. (a) A, B, AB, O
(b) • To ensure the blood is matching.
• To avoid clumping together of the red blood cells.
4. It was the only one that was not matching that one of Butita.

1.4 Human reproductive system

Meaning of reproduction

Practice Activity 1

1. It is the process by which living things give rise to young ones.
2. (a) Reproductive systems.
(b) Male reproductive system and female reproductive system.
3. They help in the reproduction process.

Parts of the male reproductive system and their functions.

Practice Activity 2

1. (a) A – penis
B – testis
C – prostate gland
D – sperm duct
E – scrotum
F – urethra
(b) B
(c) A
2. Passage of sperms out of the body.
3. Passage of urine out of the body.
4. Sperm duct
5. (a) true (b) true
(c) true (d) false

Female reproductive system

Parts of the female reproductive system and their functions

Practice Activity 3

1. It is the place where the fertilization of the egg by the sperm takes place.
2. (a) A – Oviduct B – Ovary
C – Uterus D – Cervix
E – Vagina
(b) A
(c) They produce egg cells. They also produce hormones.
(d) E
3. uterus

4. • It receives semen during intercourse.
- It is the birth canal through which the baby passes through during birth.
5. oviduct
6. Tick – a, b, c

Physical changes during adolescence

Practice Activity 4

1. Hussein
2. (a) Dickson, Teresa
(b) Their age is between 10 to 19 years.
3. • Shoulders and chest broaden.
- Experience wet dreams.
- Appearance of Adam's apple.
- The voice breaks.
- Increase in body and weight.
4. • Increase in weight and height.
- Breasts have appeared.
- Hips have broaden.
5. • Increase in weight and height.
- Growth of hair in the pubic areas.
- Growth of hair in the armpits.
- Pimples may appear on the face.
- Production of mature eggs for the girls and mature sperms for the boys.

Implication of physical changes in adolescence

Practice Activity 5

- | Physical changes | Implications to the physical changes |
|---|---|
| <ul style="list-style-type: none"> • increase in height. • pimples on the face. | <ul style="list-style-type: none"> • rebellious to authority. • shy about wet dreams. |
2. (a) Practice self control and seek guidance from trusted people.

- (b) Observe personal hygiene.
3. • Rebellious to the authority
- felling embarrassed
- developing mood swings.
- worrying about their appearance.
4. Behavioural change.

End of Term 1 Assessment

- | | | | |
|-----------------|----------------|----------------|-------|
| 1. C | 2. C | 3. A | 4. D |
| 5. C | 6. B | 7. (a) D (b) A | |
| 8. D | 9. (a) C (b) C | 10. D | |
| 11. D | 12. A | 13. A | 14. A |
| 15. D | 16. C | 17. B | 18. D |
| 19. (a) C (b) D | 20. C | 21. D | |
| 22. B | 23. C | 24. A | 25. C |
| 26. A | 27. C | 28. A | 29. B |
| 30. D | | | |

2 Environment

2.1 Water conservation

Meaning of Water Conservation

Practice Activity 1

1. (a) A
(b) The practise of using water without wastage.
2. (a) Do not let water run while brushing your teeth..
(b) Fixing leaking taps.
(c) Taking shorter showers.
(Accept any other relevant answers)
3. (a) Check your toilet for leaks.
(d) Take shorter showers.
(e) Take baths instead of showers.
(f) Turn off the water while brushing your teeth.

Ways of conserving water at home

Practice Activity 2

1. (a) Reducing our water usages reduces the energy required to process and deliver it

to homes, businesses, farms, and communities, which, in turn, helps to reduce pollution and conserve fuel resources.

- (b) Water reuse (also commonly known as water recycling or water reclamation) reclaims water from a variety of sources then treats and reuses it for beneficial purposes such as agriculture and irrigation, potable water supplies, groundwater replenishment, industrial processes, and environmental restoration.
 - (c) Recycling refers to treating domestic waste water that is used more than once before it passes back into the water cycle.
2. (a) B (b) Recycle
 3. (i) and (iii) re-using
(ii) reducing
 4. Sieve to remove debris then boil your water to make it safe to drink. Boiling is the surest method to kill disease-causing germs, including viruses, bacteria, and parasites. Adding a pinch of salt for each quarter or litre of boiled water.
 5. Reducing by turning off water taps, using irrigation methods such as drip. Reusing by collecting rain water using storage tanks. Recycling by treating and boiling dam and river water.
 6. Reducing

Importance of water conservation

Practise Activity 3

1. (a) Collect and conserve rain water in storage tanks and building of dams.
(b) People of Karatasi village experience two seasons in a year Rainy season and dry season.

2. (a) The uses are endless. We use water every day of our lives.
(b) Water helps in the growth of plants and animals which are sources of food.
(c) It protects our ecosystem and wildlife.
(d) Less water usage means more savings.
(e) Water supply is already limited.
(f) Conserving water also saves energy.
3. Okuku
4. Pere's action reduces the amount of water being used hence conserving water.

Computer 3 Operating Systems

Spreadsheets

Practice Activity 1

1. Spreadsheet application
2. Desktop, laptop, tablets
3. Google Sheets - (online and free), iWork Numbers - Apple Office Suite, LibreOffice -> Calc (free), Lotus 1-2-3

Practice Activity 2

1. The plus button after worksheet 2
2. (a) A column is a vertical series of cells in a chart, table, or spreadsheet.
(b) A row is several data banks (cells) laid out horizontally in a table or spreadsheet.
(c) A cell reference, or cell address, is an alphanumeric value used to identify a specific cell in a spreadsheet.
(d) An active cell is the selected cell in which data is entered when you begin typing.

3. Once you open a spreadsheet app click the File tab. Click New. Under Available Templates, double-click Blank Workbook. Keyboard shortcut To quickly create a new, blank workbook, you can also press CTRL+N.

4. Create a spreadsheet with Google Sheets

Step 1: Visit the [Google Sheets website](#). If prompted, log in to your Google account.

Step 2: Click the green plus to start a new blank spreadsheet or select from one of the pre-made templates.

Step 3: After creating and opening a new spreadsheet, any information can be added. As you continue to work, Google automatically saves all changes. To name the spreadsheet, click Untitled spreadsheet in the top-left corner and enter a new name. You can also click the share button in the top-right corner to share the spreadsheet to work collaboratively. Create a spreadsheet with Microsoft Excel

To use Microsoft Excel to create a spreadsheet, follow the steps below.

Step 1: Open Excel in Windows Open Microsoft Excel.

Step 2: Once Excel is open, any new information and formulas can be entered.

Once complete or while working on the spreadsheet, you can Save your work through the File tab to the destination of your choice.

Practice Activity 3

1. Prepare (written material) for publication by correcting, condensing, or otherwise modifying it.

2. Edit

3. Click the cell that contains the data that you want to edit, and then click anywhere in the formula bar. This starts Edit mode and positions the cursor in the formula bar at the location that you clicked. Click the cell that contains the data that you want to edit, and then press F2.

4. They are used for editing data.

Practice Activity 4

1. Addition, multiplication, division, subtraction.

2. In Excel, a formula is an expression that operates on values in a range of cells or a cell. For example, =A4+A5+A6, which finds the sum of the range of values from cell A4 to cell A6.

Functions are predefined formulas in Excel. They eliminate laborious manual entry of formulas while giving them human-friendly names. For example: =SUM(A1:A3). The function sums all the values from A1 to A3.

3. Formulas and functions

4. SUM: This function adds all the values of the cells in the argument.

AVERAGE: This function determines the average of the values included in the argument.

COUNT: This function counts the number of cells with numerical data in the argument.

Practice Activity 5

1. (a) Save As

(b) Steps for saving spreadsheet document:

Click File tab >> Choose Save or Save As option

2. (a) Daniella was Saving a spreadsheet document

(b) Desktop folder

Practice Activity 6

- Steps:
 - Open a new Excel workbook.
 - Click the 'File' tab.
 - Click on 'Open'
 - Click the Recent Workbook option (it's at the top-left)
 - Click the 'Recover Unsaved Workbooks' button which is at the bottom.
- To open a document of your choice you can use This PC option or the browse option.

Practice Activity 7

- (e) and (f)
- Use a personal firewall.
 - Keep your browser and operating system up-to-date with software updates.
 - Activate a pop-up blocker.
 - Scan your computer for spyware regularly.
 - When you are not using your computer, shut it down or disconnect it from the internet.
- They should not use the computer while it is on charge. They should let it charge completely before using it again.
 - They should use the right charger for our device. It is advisable to use the charger that comes along with the computer.
 - Always keep the table clean where the computer is kept. The dirt (like hair, thread, dust) gets inside the system and can clog the vents.
 - Always use original software/ operating system to avoid hacking and virus. Using the right software also provides better shelf life to phones or computers.

- Invest in good computer glasses that help you put less strain on your precious eyes.
- They should sit in correct posture to avoid straining their back.

Practice Activity 8

- Preparation of a budget
 - Check learner's budget sample on excel.
- Use spreadsheet to track business performance and stock taking.
 - Use spreadsheet to perform daily business calculations.
- Spreadsheet skills allow students to organize, calculate, graph, and analyse data. These skills provide a critical foundation in preparation for future studies and the workplace.
- To create budgets, produce graphs and charts, and for storing and sorting data. Within business spreadsheet software is used to forecast future performance, calculate tax, completing basic payroll, producing charts and calculating revenues.

End of Term Two Assessment

- | | | | |
|-------|-------|-----------------|-------|
| 1. D | 2. C | 3. B | 4. C |
| 5. D | 6. C | 7. B | 8. A |
| 9. B | 10. B | 11. C | 12. D |
| 13. C | 14. D | 15. B | 16. D |
| 17. D | 18. B | 19. (a) C (b) A | |
| 20. D | 21. A | 22. D | 23. B |
| 24. D | 25. A | 26. D | 27. C |
| 28. C | 29. C | 30. A | |

4 Matter

Properties of matter

Practice Activity 1

- To give allowance for expansion and contraction of the wire.

2. (a) Increase in size of matter when heated.
- (b) Decrease in size of matter when cooled.
3. Expansion of matter occurs when heated while contraction of matter occurs when they are cooled.

Demonstrating expansion and contraction of matter

Practice Activity 2

1. Learner 3
2. iii, i, iv, ii, v
 - (v) Before heating the ball is able to pass through the metallic ring. When the ball was heated it could not pass through the ring because it **expanded**. After cooling the ball, it passed through the ring because it **contracted**.
3. There will be increase in size of objects during expansion and decrease in size of objects during contraction.
4. (a) Nail, metallic tin, source of heat like a burning jiko, protective clothing such as oven gloves, a tong and a hammer.
 - (b) **Step i:** Use a hammer and a nail to make in a hole in a metallic tin. Ensure the nail can pass through the hole.

Step ii: Take the same nail and heat it on a source of heat for about 20 minutes.

Step iii: Wear oven gloves and use a tong to remove the hot nail from the source of heat. Hold the nail with the tong and try to fit it back into the hole on the tin.

Step iv: Put the nail in cold water for 5 minutes. Try putting it back into the hole in the tin.

- (c) Before heating the nail, it passed through the hole. After heating the nail, it did not pass through the hole because it had **expanded**. When the hot nail was placed in cold water for some time and returned back into the hole, it passed through the hole. This is because the cold water made the nail to **contract**.

Expansion and contraction in liquids

Practice Activity 3

1. (a) The Liquids expand when heated and contract when cooled.
- (b) When coloured water was heated, it gradually rose up in the straw. When water was left to cool, the level of water gradually dropped in the straw.
- (c) When coloured water was heated, it **expanded** and gradually rose up in the straw. When water was left to cool, the level of water **contracted** and gradually dropped in the straw.
2. (i) Collect all the materials needed for the experiment.
- (ii) Set up the experiment and take a photograph of the set up.
- (iii) Note down the level of water in the straw. Heat the water for sometime and observe the level of water in the straw.
- (iv) Remove the source of heat and observe the level of water in the straw after sometime.
- (v) Record your observation.

Expansion and contraction in gases

1. (a) Thin-walled glass bottle, a

balloon, hot water in a basin, digital devices, protective clothing like oven gloves and apron.

- (b) Steps to follow include:
- Wear protective clothing: oven gloves and apron.
 - Fix a balloon on the neck of a bottle.
 - Place the base of the bottle with the balloon in hot water. Take photograph of the set up. Observe what happens.
 - Remove the bottle from hot water and observe what happens to the balloon after sometime.
- (c) When the bottle was placed in hot water, the balloon inflated. When the bottle was removed from hot water, the balloon deflated.
- (d) When the bottle was placed in hot water, air in the bottle expanded. When the bottle was removed from hot water, the bottle cooled and air in it contracted. This made the balloon to deflate.

Application of expansion and contraction in everyday life

Practice Activity 5

- The liquid inside the thermometers expand as the temperature rises and contracts as the temperature falls.
- (a) Gaps in the railway lines are left to allow expansion and contraction of metal rail.

(b) The expansion of gases in hot air balloons makes them to rise up. The contraction of gases in hot air balloons enable them to move down. They can be used for transportation and recreation.

- (c) Thermometers work on the fact that the liquid in them expand as the temperatures rises and contract as temperature falls.

- Accept relevant responses.

Composition of air

Practice Activity 6

- Learner B.
- b
- (a) Air

(b) Carbon dioxide, oxygen, nitrogen and inert gases.
- Candle, matchstick, a plate, water, ruler, transparent glass container with uniform size from the top to bottom.

Percentage composition of different components

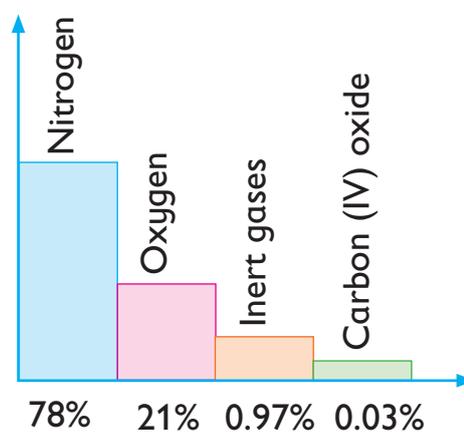
Practice Activity 7

- (a) 78%

(b) 21%

(c) 0.03%

(d) 0.97%
- Composition of gases



(The teacher to check the accuracy of percentages as shown above.)

- (a) Candle, matchstick, a plate, water, ruler, transparent glass container with uniform size from the top to bottom.

(b)

 - Light a candle and stick it at the base of the plate.
 - Fill the plate half full with water.

- (iii) Measure the length of the glass and note it down as length 1.
 - (iv) Invert a clear glass over lit candle.
 - (v) Observe what happens to the candle after some minutes.
- (c) When the clear glass was inverted over the burning candle, you will notice that the candle burnt for sometime then went off. The level of water in the glass rose to at least a fifth of the length of the glass.
- The water rose up by a fifth to occupy the space left by oxygen gas which had been used up in burning. The other part not occupied by water (four fifths of the glass) is not occupied by oxygen gas. The gas present there does not support burning. Hence, the burning candle went off. At least a fifth of air by volume is occupied by oxygen. This is approximately 21%. The remaining gases are nitrogen, carbon dioxide and inert gases. They take approximately 79% of the air. The experiment shows us that air is a mixture of gases.
4. (a) Demonstrating the presence of oxygen gas in the air.
 - (b) (iii), (i), (iv), (ii)
 - (c) Air is a mixture of gases.
 5. (a) Water glass, lime water, straw, string and four balloons.
 - (b) (i) Pour lime water in a glass of water until it is an eighth full.
 - (ii) Blow air into the balloon, then insert a straw into the balloon. Use a string to tie the balloon.

- (iii) Insert the straw into lime water.
 - (iv) Press the balloon to release the air inside through the straw into the glass with lime water.
 - (v) Repeat steps 2,3 and 4 with other three balloons.
 - (vi) Observe what happens.
6. (a) Demonstrating the presence of oxygen gas in air.
 - (b) They concluded that oxygen is a component of air.

5 Force and energy

Force of friction

Meaning of friction and its effect

Practice Activity 1

1. Group 3.
2. (a) A
 - (b) Friction is a force that opposes motion between two surfaces over each other.
3. more
4. (a) Ray
 - (b) Rough floor
 - (c) The rough floor had more friction than the smooth surface.
5. (a), (c)
6. Heat energy.

Advantages of friction

Practice Activity 2

1. (a) A. It helps us to walk.
 - B. It helps us to write.
 - C. It helps to smoothen the surface of the stool.
 - D. It increases grip between car tyres and the road.
- (b) Friction helps in lighting a matchstick.

Friction helps us to run.
Friction helps us to paint.

(Accept other relevant answers.)

2. (a), (d) and (e).
3. In riding bicycles, writing on a note book and chewing. (Accept other relevant answers.)

Disadvantages of friction

Practice Activity 3

1. Group 1, 2 and 5.
2. Car tyres, our clothes, shoes, pencils and kitchen knives. (Accept other relevant responses.)
3. Friction between the chain and other metallic parts.
4. Wearing out of car tyres due to friction.

Ways of increasing friction

Practice Activity 4

1. (a) True (b) False
(c) True (d) True
2. (a) The tyre is worn out due to friction.
(b) By increasing treads on the tyre.
3. (a) Reduced friction
(b) Spreading coarse material such as sand on the verandah and putting rough tiles on the verandah.
(Accept other relevant responses.)
4. He should put coarse material like stones or murram near the tyres and around the road surface towards where the car is heading to.
5. Rough.

Ways of reducing friction

Practice Activity 5

1. Use rollers under the box or use ball bearings under the box.
2. Because fish and birds have streamline body shape which reduces friction in air and water.

3. The head teacher should apply grease or oil on the door hinges.
4. (a) Rough road
(b) There is more friction on rough roads. This enables movement rollers on the skates.

Uses of friction in everyday life

Practice Activity 6

1. Riding bicycles, walking on the road, applying brakes on a moving vehicle, lighting a match stick and writing on a note book. (Accept other relevant responses.)
2. (a) In movement of motorbikes on the road; friction between the tyres and the road.
(b) Walking on the road; friction between the treads on the shoe and the road.
(c) Skating on the road; friction between the rollers and the road for movement.
3. (a) Cut a suitable size of manila paper (15 cm x 15 cm).
(b) Apply and spread some stick glue on the manila paper.
(c) Sprinkle sand particles on the glued part of the paper and allow it to dry.
(d) Feel the surface after it is dry.
(e) Use it to smoothen a piece of wood.
4. Safety precautions when:
 - (a) Sharpening a knife
 - Secure the knife firmly at the handle when sharpening the knife.
 - File the first edge with a shallow angle.
 - Turn the knife over. Sharpen the other edge.
 - (b) Lighting a match stick

- Hold the match stick an arm's length away.
- Strike the match away from the direction of your body.
- Never light a match near flammable liquids such as petrol and methylated spirit.

Light energy

Reflection of light

Meaning of reflection of light

Practice Activity 7

1. Juliet
2. (a) Clear water, Clear glass and clear plastic material. (Accept other relevant responses.)
(b) A book, a stone and a piece of wood. (Accept other relevant responses.)
3. Smooth and shiny.
4. Switch the torch on and direct the light to the mirror which has been placed side by side to the screen or wall. The light from the mirror will bounce back on the screen or wall.
5. Piece of wood and a manila paper.

Types of reflection

Practice Activity 8

1. (a) Regular reflection of light.
(b) Irregular reflection of light.
2. ray
3. A mirror, white manila paper, smooth aluminium foil and steel metal sheet. (Accept other relevant responses.)
4. (a) True (b) False
(c) True (d) True
5. (a) Hold one of the pieces of aluminium foil in the sun. Tilt its position to reflect sun rays on the wall.
(b) Observe the light patch formed.

- (c) Now take the other piece of aluminium foil and fold it. Unfold the aluminium foil and hold it in the sun. Tilt it to reflect sunlight rays to the wall.
- (d) Observe the light patch formed.

Application of reflection of light in day to day life

Practice Activity 9

1. Reflection of light enables us to see, submarines are able to see on the surface of water using a periscope, applied in dressing rooms where mirrors are mounted on the walls.
2. (a) Periscope
(b) It is used by submarines to view what is on the surface of water bodies like oceans.
3. (a) To see approaching moving cars from behind to avoid collision and accidents.
(b) To look at ourselves on the mirror.
4. (a) Use a pair of scissors to make a viewing window at the base of one empty packet.
(b) Place the empty packet on its side so that the window faces your right. Use a protractor to measure an angle of 45° and draw a line along this angle.
(c) Make a cut along the line using a pair of scissors.
(d) Repeat step (c) but on the opposite side from where you made the cut.
(e) Insert the mirror into the cut slot. Hold the packet up and view through the mirror. Check if you can see images above. Support the mirror with a tape at the edges.

- (f) Follow step (a) to (e) using the other empty packet.
- (g) Lay one empty box at the table with its viewing window facing upwards. Place the other packet with its viewing window facing downwards on the table. Slip one packet inside the other and tape them tightly.
- (h) Your periscope is ready for use to view things around you.

Machines

Slopes

Meaning and forms of slopes

Practice Activity 10

1. A. A ladder B. An escalator
C. Stair case D. Slopping ramp.
2. Easier
3. Inclined planes.
4. A. Contour road B. Slopping ramp
5. Check the learners drawing of slopes found in their school or at home.
6. Slopping ramp.

Uses of slopes in everyday life

Practice Activity 11

1. (a) ladder (b) escalator
2. Stair are used by people to move from one floor to a storey building to the other, ladders are used to do maintenance and repair of the roof of a house, wheelchair ramps enable physically challenged people to move safely and free in storey buildings. (Accept other relevant answers.)
3.
 - Ensure that the slope are well lit to avoid accidents.
 - The slopes should have clearly marked edges.
 - The slopes should be free from trip hazards. (Accept other relevant answers.)

4. A ramp.
5. (a) To move from one floor to another in a building.
(b) For maintenance and cleaning of windows.
6. (a) Take the two long pieces of wood and lay them side by side.
(b) Place the small pieces of wood in between the long pieces of wood to make sure they are properly spaced. Ensure the distance between the small pieces of wood is the same.
(c) Join the small pieces of wood to the long pieces of wood using nails.
(d) Drive in the nails using a hammer and make sure it is firmly fixed. 5. Use the slope you have made.

End of Term 3 Assessment

1. B
2. (a) A (b) B
3. D
4. Matter **expands** when exposed to heat and **contracts** when cooled. Solids **increase** in size when heated for some time. This is known as **expansion**. Metals are solids that expand easily when heated. Some solids may not expand easily when heated. This includes insulators like **wood**, thick glass and rubber.
5. B 6. B 7. A 8. C
9. A 10. A and D
11. (a) C (b) B 12. (a) D (b) B
13. C 14. C 15. C 16. A
17. D 18. A 19. A 20. C
21. A 22. C 23. B 24. B
25. B 26. D 27. A 28. C
29. B 30. C

End of Year Assessment

Assessment 1

- | | | | |
|----------------|-------|-------|-------|
| 1. C | 2. D | 3. A | |
| 4. (a) B (b) A | 5. C | 6. A | |
| 7. B | 8. C | 9. D | 10. B |
| 11. B | 12. B | 13. D | 14. B |
| 15. C | 16. A | 17. B | 18. B |
| 19. B | 20. B | 21. C | 22. B |
| 23. A | 24. B | 25. D | |

Assessment 2

- | | | | |
|------|-------|-------|-------|
| 1. D | 2. C | 3. B | 4. B |
| 5. A | 6. A | 7. C | 8. A |
| 9. D | 10. A | 11. D | 12. D |

- | | | | |
|-------|-------|-------|-------|
| 13. A | 14. B | 15. C | 16. C |
| 17. B | 18. C | 19. C | 20. C |
| 21. D | 22. B | 23. C | 24. C |
| 25. C | | | |

Assessment 3

- | | | | |
|----------------|-------|-------|-------|
| 1. C | 2. A | 3. D | 4. A |
| 5. (a) B (b) D | 6. B | 7. C | |
| 8. (a) D (b) B | 9. D | 10. A | |
| 11. B | 12. C | 13. D | |
| 14. A | 15. C | 16. A | 17. B |
| 18. D | 19. A | 20. A | 21. A |
| 22. C | 23. A | 24. A | 25. A |

Agriculture

Practice Activity 1

- (a) Raindrops (b) Splash erosion
- (a) Rill erosion
(b) Use of terraces and contour ploughing.
- (a) Gully erosion
(b) Flowing water
(c) Building gabions

Practice Activity 2

- Shallow pits
- (a) Sunken seedbed
(b) Mix the scooped soil with organic manure and return the mixture to the bed.
(c) Apply mulch
- (i) Dig 15 cm deep holes. Space the holes correctly for easy movement in the seedbed.
(ii) Apply organic manure in each shallow pit.
(iii) Mulch the shallow pits to conserve and sustain soil moisture.
- Peas, french beans, beans
- (iv), (ii), (v), (iii), (i)
- (i) They collect and trap rain water for growing crops.
(ii) They dry out less quickly thus maintain moisture for plant use
- For easy movement in the seedbed.
- B

Practice Activity 3

- A – Innovative sound device
B – Safe trap
- (a) Hawk
(b) It deters the hawk from damaging the chicken.

- (a) Bird deflectors.
(b) To scare away birds.
- C
- (a) Wire mesh fence
(b) C

Term 1 Assessment Paper

- | | | | |
|-------|-------|-------|-------|
| 1. D | 2. A | 3. D | 4. B |
| 5. B | 6. B | 7. A | 8. B |
| 9. C | 10. D | 11. A | 12. C |
| 13. B | 14. A | 15. A | 16. B |
| 17. C | 18. D | 19. B | 20. C |
| 21. D | 22. A | 23. B | 24. B |
| 25. C | 26. C | 27. D | 28. C |
| 29. A | 30. B | | |

Practice Activity 4

- They are plants that grow close to the ground and spread their flexible stems horizontally on the ground.
- Watermelons, pumpkins, calabash, strawberries, cucumbers, sweet potatoes
- Cuttings, seeds and splits.
- Gardens or farms, local nurseries, agrovet shops, markets
- Pumpkin
- Shading, watering, weeding, training, manuring
- (a) It promotes proper and healthy growth.
(b) It ensures creeping crops get enough nutrients as weeds take nutrients from the garden.
- Uprooting or digging out.
- Fences, wires, strings, long poles

Practice Activity 5

- Change of colour of the fruits, the stalk holding the pumpkin fruit will

start drying and when you thump the pumpkin with your fingers, the rind will feel hard and sound as if it is hollow.

- Consumed as vegetables when young and harvested when mature to be dried and used as utensils.
- It protects them against physical damage.
- Mulching inhibits the growth of weeds as well as conserving soil moisture.
- Sickle, fruit harvest blade
- Be careful not to step on the weak vines of the creeping crops.
- Manure should not touch the stems of the young creeping crops.
- They have flexible stems.
- It ensures availability of food to the society.

Practice Activity 6

- (a) Rabbit (b) Hen
(c) Cat (d) Bee
- Proper housing, feeding, parasite control, watering, veterinary check up, cleaning tools and equipment.
- Clean bowls used to feed and water poultry, dogs and cats.
- The dog can be kept as a pet or for security.
- Watering
- Proper housing and feeding

Term 2 Assessment Paper

- | | | | |
|-------|-------|-------|-------|
| 1. A | 2. D | 3. B | 4. B |
| 5. D | 6. B | 7. C | 8. A |
| 9. C | 10. D | 11. A | 12. D |
| 13. C | 14. A | 15. C | 16. A |
| 17. D | 18. B | 19. B | 20. D |
| 21. B | 22. B | 23. A | 24. D |
| 25. C | 26. B | 27. D | 28. B |
| 29. A | 30. D | | |

Practice Activity 7

- Peas, beans, green grams, soya beans
- Compost manure, farm yard manure
- C
- (i) Use compost manure instead of fertilisers.
(ii) Mulching around the legume crops to suppress weeds and conserve soil moisture.
(iii) Use organic seeds that are pest and disease free.
(iv) Removing parts of plants that are diseased.
- Ladybird beetle and soldier beetle
- B
- D
- D
- (i) Weeds compete for nutrients and space with growing legume crops.
(ii) They also harbour pests that destroy crops.
- (i) The changing of colour of the pods from dark green to bright green.
(ii) Pressing pods between your finger, pods with ripe seeds will feel hard.
(iii) When the legume crops have dried.

Practice Activity 8

- B
- (a) Soil medium
(b) Soilless medium
- (a) Smartphone, camera
(b) Flash disk, memory cards, computer, tablet, laptop
(c) Smartphone, tablet, live presentation in class
- (a) Watering, uprooting weeds

- (b) Feed the plants regularly using water mixed with compost manure. Protect them through fencing.

Practice Activity 9

1. Moisture bed is a garden lined with polythene sheet.
2. Polythene sheet prevents water loss in the soil through seepage.
3. D
4. It prevents loss of water through evaporation.
5. Arrowroots

Term 3 Assessment Paper

- | | | | |
|-------|-------|-------|-------|
| 1. B | 2. C | 3. C | 4. B |
| 5. A | 6. D | 7. D | 8. B |
| 9. A | 10. C | 11. C | 12. B |
| 13. D | 14. D | 15. A | 16. B |
| 17. D | 18. A | 19. B | 20. D |
| 21. D | 22. B | 23. D | 24. C |
| 25. B | 26. A | 27. B | 28. C |
| 29. C | 30. A | | |

End of Year Assessment Papers

Assessment paper 1

- | | | | |
|-------|-------|-------|-------|
| 1. B | 2. D | 3. A | 4. A |
| 5. D | 6. B | 7. D | 8. A |
| 9. B | 10. D | 11. C | 12. B |
| 13. C | 14. B | 15. C | 16. A |
| 17. D | 18. C | 19. C | 20. A |
| 21. C | 22. A | 23. A | 24. A |
| 25. A | 26. C | 27. B | 28. C |
| 29. B | 30. D | | |

Assessment paper 2

- | | | | |
|-------|-------|-------|-------|
| 1. B | 2. D | 3. C | 4. A |
| 5. B | 6. D | 7. A | 8. D |
| 9. B | 10. C | 11. D | 12. B |
| 13. A | 14. A | 15. B | 16. C |
| 17. B | 18. D | 19. C | 20. B |
| 21. A | 22. B | 23. A | 24. D |
| 25. C | 26. B | 27. A | 28. C |
| 29. A | 30. B | | |

Term 1

1 Healthy Living

1.1 Adolescence

Meaning of adolescence

Practice Activity 1

1. A boy or a girl who is between the ages of 13 to 19 years and undergoing transitional changes from childhood to adulthood.
2. (a) False (b) True (c) True

Changes during adolescence

Practice Activity 2

1. (b) (✓) (c) (✓)

Boys	Girls
(a) Feel embarrassed about their voice change	Feel embarrassed about menstruation
(b) Feel worried about their weight	Feel worried about their weight
(c) Attracted to the opposite sex	Attracted to the opposite sex
(d) Have mood swings	Have mood swings

3. (a) False (b) True
(c) False (d) False

Good grooming as a healthy habit for an adolescent

Practice Activity 32

1. Four good grooming habits:
 - (a) They should take a bath at least twice a day.
 - (b) They should wear well-laundered clothes.
 - (c) They should use deodorants sparingly.
 - (d) They should shave regularly.
2. (a) brushing teeth
(b) Combing the hair
(c) Taking a shower/a bath.
3. (i) Collect all the required materials
(ii) Place the old sweater on a flat surface
(iii) Measure and mark 25 cm by 25 cm on the old sweater
(iv) Cut the old sweater along the marked line
(v) Finish the raw edges using loop stitches

Healthy eating habits for adolescents

Practice Activity 4

Juma	Halima
Food rich in calcium	Food rich in iron
Proteins	Proteins
Energy-giving foods	Energy-giving foods
Water	Water

2. Accept well drawn diagrams of any three appropriate foods.
3. (b), (c)

Physical exercise as a healthy habit

Practice Activity 5

- (a) (A), (B). Accept reasonable explanations.
(b) (C), (D). Accept reasonable explanations.
(c) (i) Racing
(ii) Swimming
(iii) Cycling
(iv) Weight lifting
- (a), (b), (c), (d), (e).

Importance of physical exercise

Practice Activity 6

- (a) Joan (b) Joab
(c) Overweight and heart disease
- (a) Reduces symptoms of anxiety and depression
(b) Reduces the risk of developing heart disease
(c) Controls weight
(d) Improves the functioning of the heart and lung.
- (a), (c)
- (a) Accept reasonable answers.
(b) (i) To keep fit
(ii) To control weight, (Accept any other appropriate answers)

Safety precautions to observe when using grooming items

Practice Activity 1

- (a) No, he is not.
(b) Accept any appropriate answer
- (a) They should pay attention to their surroundings.
(b) Walk in a well-lit public area at night.

- The points in the explanation may include:
 - Using the grooming items for their appropriate functions.
 - Avoiding sharing grooming items.
 - Keeping the grooming items in a safe place after use.
 - Cleaning the grooming items such as combs, shavers and nail cutter after use.
- (a) Be polite when using social media.
(b) Should not share social media passwords with everyone.
(c) Pay attention to the happenings around them.

1.2 Accessories and cosmetics used by adolescents

Practice Activity 1

- Accessories and cosmetics

w	a	t	c	h		b	s		
						e	c		
		n	e	c	k	l	a	c	e
						t	r		
							f		
l	i	p	b	a	l	m			
s	u	n	g	l	a	s	s		

- Accept any appropriate answers.
- (a) Deodorant
(b) body oil
(c) perfume
(d) lip balm

Uses of accessories and cosmetics

Practice Activity 1

1. Uses of accessories	Uses of cosmetics
(a) Improve our appearance	(a) make skin smooth and beautiful
(b) Have functional use	(b) Protect the skin from drying
(c) Complement our dressing	(c) Enhance freshness
(d) Create confidence	(d) Promote healthy skin

2. The explanation should include some of the uses mentioned in No 1 above.

Misuse of accessories and cosmetics

Practice Activity 1

1. Accessories and cosmetics	How it can be misused
(a) Tie	Worn inappropriately
(b) Belt	Worn inappropriately
(c) Hair food	Used for the wrong purpose
(d) Deodorants and perfumes	Apply excessively/ overuse
(e) Bangles and earrings	Worn at the wrong place
(f) Scarf	Worn at the wrong place
(g) Cap	Worn at the wrong place

2. The explanation may include:
- it tells about one's personality
 - it makes us feel confident
 - makes us feel good about ourselves
3. (a) If the chemical within the cosmetic reacts with the scalp.
(b) When the cosmetic has harmful chemicals which reacts with the skin.

1.3 Non-communicable diseases and disorders

Meaning and causes of non-communicable diseases

Practice Activity 1

1. (a) (i) obesity
(ii) hypertension
(iii) cancer
(iv) asthma
(v) epilepsy
(vi) diabetes
- (b) They are diseases that cannot be passed directly from one person to another.
2. (a) hypertension (b) obesity
(c) epilepsy (d) asthma
(e) cancer (f) diabetes
(g) heart disease

Prevention and management of common non-communicable diseases and disorders

1. Non-communicable disease	How to prevent the disease or disorder
(a) Diabetes	Avoid taking excess sugar
(b) Obesity	Exercise regularly and eat healthy foods

(c) Cancer	Go for regular medical check-up
(d) Hypertension	Use salt moderately
(e) Epilepsy	Avoid injuries to the head
(f) Heart diseases	Exercise regularly and avoid substance abuse

2. (i) Stay calm and remain with the person
(ii) Roll them on their side if they have food in their mouths
(iii) Place something soft under their heads
(iv) Clear the area around the person of anything hard or sharp
(v) Time the seizure where possible
(vi) Roll them gently on their side when jerking stops
3. An inhaler
4. (a) To reduce chances of getting non-communicable lifestyle diseases and disorders
(b) To control body weight
(Accept any other relevant answer)

2 Consumer Education

2.1 Budgeting

Practice Activity 1

1.

Items	Amount to spend Ksh
6 ballpoint pens @ 20.00	120.00
Saving	230.00

2. A budget is a plan for spending income which allocates money to one's needs starting with the most important needs.
3. (a) It helps people to save money for future use.
(b) It helps people to spend money wisely.
(c) It helps people to live within their means.
4. Four factors to consider when budgeting
(a) Amount of money available
(b) The most important needs
(c) Emergencies
(d) Savings
(e) Needs of the family
5. Check that the learner's individual answer is practical and included saving.
6. (a) It prevents impulse buying.
(b) It allows one to create a spending plan for their money.
(c) It helps one to buy the most important things first.

Term 1 Assessment Activity

- | | | |
|-------|-------|-------|
| 1. C | 11. B | 21. D |
| 2. B | 12. B | 22. D |
| 3. C | 13. B | 23. B |
| 4. C | 14. D | 24. A |
| 5. A | 15. A | 25. C |
| 6. C | 16. A | 26. D |
| 7. B | 17. B | 27. C |
| 8. B | 18. D | 28. D |
| 9. D | 19. D | 29. B |
| 10. A | 20. B | 30. B |

Term 2

3 Food and Nutrition

3.1 Minerals (Iodine and Iron)

Practice Activity 1

- A. yoghurt B. fish
C. Spinach D. Liver
E. Salt F. Pumpkin
 - A. calcium B. Iron
C. iron D. iron
E. iodine F. iron
- iron, iodine, calcium, sodium, phosphorous, potassium, fluoride.
(Accept other correct answers.)

Sources of iodine and iron in foods

Practice Activity 2

- A, B, D, E, F (b) C
- Peas, spinach, green leafy vegetables (Accept other correct answers.)
 - sea foods, cod liver oil

Importance of different minerals in the body

Practice Activity 3

- help in the formation of red blood cells in the blood. b. iodine
- goitre
 - nutritional anaemia

Planning a meal with essential minerals

Practice Activity 4

- The varied meal plan should contain sources of iodine including eggs, beef, liver, chicken, sea weed and fish and sources of iron including oats, nuts, dried fruit, legumes, dark leafy

green vegetables such as spinach and broccoli.

- A
 - Add to food B any sources of iron and iodine listed in number (1) above.

3.2 Nutritional deficiencies and disorders

Practice Activity 1

- goitre
 - Kwashiorkor
 - Marasmus
- kwashiorkor (b) constipation
 - anemia (d) goitre

Causes of nutritional deficiencies and disorders

Practice Activity 2

- lack of iodine
 - kwashiorkor
 - lack of all food nutrients
 - constipation
 - lack of iron
- lack of food, poverty, ignorance, traditions and customs.

Signs and symptoms of nutritional deficiencies and disorders

Practice Activity 3

- assess if correct.
- A. kwashiorkor b. marasmus
c. constipation

Prevention of the nutritional deficiencies and disorders

Practice Activity 4

- Eating enough varied diet. b. eat a variety of protein foods c. using iodized table salt in foods.

2. Constipation
3. Nutritional anaemia

3.3 prevention and storage of meat

Practice Activity 1

1. (a) A. chicken, B. fish, C. beef
(b) Check for appropriate places within the locality.
(c) Answers should include camel, turkey, rabbit, sheep among others.
2. Goat, sheep, camel, accept any answer if correct

Importance of preserving and storing meat at home

Practice Activity 2

1. (a) Observe as they read
(b) Control spoilage, for future use, avoid wastage
(c) Sun drying, salting, smoking
2. (a) false, b true, c. true

Facilities used for preserving and storing meat

Practice Activity 3

1. (a) Refrigerator (b) freezer
(c) pot
2. (a) A. pot B. freezer
C. refrigerator D. cooler
(b) Mark for correct answers per the locality.

Method and procedure of preserving and storing meat

Practice Activity 4

1. (a) Smoking (b) Salting
2. (a) Accept any correct method for preserving meat

- (b) Refrigeration, salting, sun drying, smoking
3. (a) Refrigeration
 - (i) Prepare and clean food to be preserved
 - (ii) Wrap it in a well sealed foil or put in a plastic container.
 - (iii) Store it on the coldest section of the refrigerator
- (b) Salting
 - (i) Cut meat into desired pieces
 - (ii) Rinse in cold water
 - (iii) Leave meat to drain
 - (iv) Rub a thin layer of table salt all over
 - (v) Find a cool and safe place to hang the salt coated meat.
- (c) Sun-drying
 - (i) Prepare and clean food to be preserved.
 - (ii) Clean the drying rack.
 - (iii) Spread the food on the rack in the sun.
 - (iv) Keep turning the food over so the both sides can dry
 - (v) Store in a cool dry place.
- (d) Smoking
 - (i) Gather enough wood
 - (ii) Start smoky fire
 - (iii) Clean and prepare food to be preserved
 - (iv) Cut the food open
 - (v) Suspend the food above the fire
 - (vi) Store in a dry place.
4. (a) Assess if correct
(b) Check for correct answers from number (3) above.
(c) Assess if correct.

Storing preserved meat at home

Practice Activity 5

- (a) put in a container with a lid. Cover and store in a cool dry place.
 - (b) put in an air tight container. Store in the coldest part of refrigerator.
 - (c) put in a container in a cool dry place.
- Put it in an open container and store it in a safe cool dry place.

Hygiene measures observed while preserving and storing meat

Practice Activity 6

- Wash hands thoroughly, use clean utensils
- Use clean surfaces to prepare meat, ensure storage facilities are clean, use separate cutting boards
- Ensuring storage facilities and storage area are clean.
- Avoid spoilage, future use, avoid wastage.

3.4: Preservation of fruits and vegetables

Practice Activity 1

- | | |
|--------------|------------|
| A. paw paw | B. mango |
| C. pineapple | D. pigweed |
| E. cabbage | F. spinach |
| G. kales | |
- Accept if fruits.
- Cabbage, kales, onions, lettuce, cucumber
- Accept any answer if fruits and vegetables.

Importance of preserving and storing fruits and vegetables

Practice Activity 2

- For future use, stay longer, prevent wastage.
 - stay longer, use them when out of season, prevent wastage.
 - keep them for transportation, save time when preparing, use them when out of season.
- a. b.

Facilities used for preserving and storing fruits and vegetables

Practice Activity 3

- | | |
|-----------------|--------|
| A. refrigerator | B. can |
| C. drying rack | |

 - accept any answer if correct
 - cans, freezers.
 - nutrients are not lost, they can stay longer period
- sun-drying, electric drying
 - sun-drying accept any
 - choose fresh and clean vegetable or fruit, wash thoroughly, cut, select a place with enough sunlight, place in the sun to dry on a rack or plastic sheet.
- Choose fresh, clean and ripe fruits and vegetables, wash thoroughly, peel and slice fruits or prepare vegetables, deep in lemon, lay them out without overlapping, dehydrate them, store in air-tight container.

Practice Activity 4

- Yes b. used clean water, worked on clean surface

- Use clean water to clean, use clean and covered working surface, ensure storage facilities are clean.
- Saves money, to avoid wastage

3.5: cooking equipment

Types of cooking equipment

Practice Activity 1

- Gas cooker, electric cooker, charcoal stove, paraffin stove.
- Firewood stove, Gas cooker, electric cooker, charcoal stove, paraffin stove.
- A. open fire place, B. paraffin stove, C. gas cooker D. electric cooker, E. charcoal stove

Daily cleaning of cooking equipment used at home

Practice Activity 2

- soft piece of cloth, soap, warm water and drying cloth
 - sponge, soap, warm water and basin.
 - soft brush, water, empty container
 - broom, dustpan and dustbin.
- A. Gas cooker
B. Charcoal stove
 - A. Gas cooker - collect all materials, switch off the cooker, use cloth wrung out of warm water to wipe, rinse, dry with dry cloth, clean materials used.
B. Gas stove - put out burning charcoal, leave to cool, empty ash, dust the jiko, store in dry place, clean and store cleaning materials.
- A. dust pan – cut out from a plastic bottle, soft cloth - old

piece of cloth, Broom - twigs or grass, sponge - sisal fibre or a piece of cloth.

- Accept any three correct answers.

Safety precautions observed when cleaning cooking Equipment

Practice Activity 3

- Put out fire, leave it to cool, handle with care, store in dry place
- A. switch off before cleaning, B. unplug electric cooker before cleaning, C. wipe the stove when still warm.
- Make them last longer, provide safe environment for cooking.

3.6 Planning meals for a family

Practice Activity 1

- meal planning means deciding what a family will eat during different meal times. Factors to consider: number of people, time taken to prepare, family income, variety in the diet, kind of fuel.
- Factors to consider: number of people, time taken to prepare, family income, variety in the diet, kind of fuel.

Different types of meals for a family at different times of the day

Practice Activity 2

- Accept any answer if correct.
- Breakfast, supper
- Breakfast, lunch, supper

Reason for planning a meal

Practice Activity 3

- Saves time, saves money, eat more healthy food, there is less wastage.

2. Save time, avoid food wastage, variety in the diet.
3. To save time, save money and for family members to eat varied diet.

Planning and preparing a simple meal for a family

Practice Activity 4

1. Use of food stuffs that is readily available, ensure food ingredients are enough, meal can be prepared within available time.
2. Assess and accept if correct.

3.7: Stewing

Practice Activity 1

1. Group A:
A. cassava, B. beans, C. maize D. eggs.
Group B:
A. Fish, B meat C. chicken D. green bananas
(b) group B C. liver, vegetables
2. Assess if correct

Procedure for stewing locally available foods

Practice Activity 2

1. v, i, ii, vii, iii, iv, vi
2. Ingredients: fish, tomatoes, cooking fat, curry powder, onion, salt, water, lemon.
Method: clean and cut fish, chop onion, rub lemon juice on the fish, put fat or oil in pot or pan heat. Add chopped onions and fry lightly. Add chopped tomatoes and cook for a few minutes, add salt, add two cups teacups of water and bring to boil, place the piece of fish gently in the pot, serve as you want.

3. Instead of buying you use a clay pot or a sufuria made by ironsmith

Safety measures observed when stewing food

Practice Activity 3

1. Handle knives with caution, wear protective clothing, lift the lid away from you to avoid burning, clean the pan or pots only when they have cooled.
2. Lifting the lid towards himself, B. wearing protective clothing
3. (a) Check answers from number (1) above.
(b) The safety measures ensure that food is protected from all possible sources of contamination at all stages including preparation and storage.

3.8 Baking (Rubbed-in method)

Practice Activity 1

1. A. pancake, B. beans C. maize D. bread E. scones F. spinach
(b) A, D, E
(c) scones, potatoes, pizza, biscuits
2. cookies, pastry, buns, bread rolls, cakes, bread

Equipment and materials used for baking

Practice Activity 2

1. (a) A. brush, B. Hand mixer C. whisk, D fine mesh sieve, E rolling pin, F. baking tins
(b) A. spreading on the surface, B mixing dough and butter, C beating eggs D. sifting dry

- ingredients E. shaping and flattening the dough F. for baking.
2. (a) shaping and flattening the dough,
 - (b) measuring cups
 - (c) baking
 - (d) whisk
 - (e) mixing dough
 - (f) turning food on a pan.

Procedure for baking a simple cake

Practice Activity 3

1. (a) Plain flour, sugar, eggs, flavouring, milk, fat, baking powder.
- (b) grease baking tin with fat and sprinkle flour. Light the oven up to 180 degrees. Sieve together all dry ingredients, rub-in the fat using your fingertips, add the sugar and mix well, beat the egg and mix with milk, create a well at the mixture, pour in mixture of eggs and milk, pour the mixture into the prepared tin and bake until it is well raised, brown and cooked, remove from the oven, let it cool.
2. Use the procedure (b) above

Safety measures to observe when baking

Practice Activity 4

1. Bake in a well-ventilated place, handle fragile tools carefully, use oven cloth, switch off equipment used for baking after use.
2. Bake in a well-ventilated place, handle fragile tools carefully, use oven cloth, switch off equipment used for baking after use.
3. Assess if they are correct equipment

4. Keep in an air-tight container, in a cool dry place, under room temperature.
5. d. put the cake to bake in a small sufuria then place it on the hot sand. Cover the big sufuria or pot, place hot burning charcoal on top of the lid.

Term Two Assessment Activity

- | | | |
|-------|-------|-------------|
| 1. A | 11. B | 21. B |
| 2. C | 12. C | 22. D |
| 3. B | 13. C | 23. C |
| 4. D | 14. B | 24. B, C |
| 5. B | 15. D | 25. A, D |
| 6. A | 16. C | 26. B |
| 7. A | 17. D | 27. A, B, D |
| 8. C | 18. B | 28. A |
| 9. B | 19. A | 29. A |
| 10. A | 20. D | 30. B |

Term 3

4 Clothing

Practice Activity 1

1. (a) A. iron box B. Ironing board
C. spraying can D. bodkin
- (b) assess if correct.
2. (a) sleeve board (b) ironbox
(c) sprinkler (d) bodkin

Factors to consider when choosing tools and equipment for sewing

Practice Activity 2

1. Correct size, durability, affordability, suitable for the purpose
2. Affordability, durability, availability of spare parts
3. a. metal b. it is durable
4. a, b, c

Caring for and storing tools and equipment used for sewing

Practice Activity 3

1. Fold an ironing board and store well when not in use, use for the right purpose, do not place hot iron box on the ironing board
2. a. true b. true
c. False
3. (a) use for the right purpose
(b) avoid dropping it
(c) empty the can after use.

Practice Activity 4

1. A. using too hot iron b. cloth and himself will burn.
2. Do not handle electric iron box with wet hands, switch off and unplug an electric iron box from socket, do not leave sewing tools scattered all over working area.
3. Make sewing work easy and fast, ensure accuracy when sewing, make clothes being sewn look neat in appearance.

4.2 Fabric construction

Practice Activity 1

1. A. loom B. yarn
C. shed stick D. needle
(b) sisal leaves, small wooden ruler
2. (a) sisal fibre
(b) piece of wood
(c) small ruler
3. A. plain weaving, B. basket weaving
(b) mat, wall hanging
(c) baskets
4. plain weave: place the loom on a flat table and insert the shade stick, tie one end of the weft yarn to the warp

thread, pull the weft yarn and guide it over and under the warp yarns, ensure yarn is pulled tight, turn over the weft yarns at the end of the loom and repeat the process, finish the edges and thread the loose end of the weft yarn into the needle on the loom and sew them back.

Basket weave: place the loom on a flat table and insert the shed stick, choose the yarns for the warps and wefts. Set the warps on the loom. Weave three wefts over the two warps on the loom, introduce the basket weave by using two weft yarns at the same time up to the end, remove woven item from the loom and fasten the loose yarn

Practice Activity 2

1. For safety purpose, to avoid injuries
2. Cut, pricking accept any other answer if correct
3. Work in a well lit place, be careful when using a shuttle, ensure enough working space, keep fingers away from the blade

4.2.2 Knitting

Practice Activity 1

1. A. yarn B. knitting needles C. loom
2. knitting needle, yarn, knitting machine
3. knitting needle, yarn, knitting machine

Practice Activity 2

1. (a) yes (b) yes
(c) yes (d) no
2. Ensure knitting needle points away from you, keeping knitting needles out of reach of children, using knitting needle for the correct purpose.

3. (a) keep neatly rolled into a ball
(b) do not leave knitting needles all over the floor and working area.
4. For decoration, keep us warm, earn money

4.2.3 Crocheting

Practice Activity 1

1. (a) crochet and yarn
(b) crocheting is the process of interlocking loops of yarn with a crochet.
2. A. scissors B. yarn
C. tape measure
D. crocheting hook
3. (a) Old crocheted sweater
(b) chopstick or pencil

Practice Activity 2

1. A. double crochet
B. single crotchet
2. Double crochet is done by wrapping the yarn a second time after the first wrap before completing the stitch. Single crochet involves wrapping the yarn around the hook once to complete the stitch.

Practice Activity 3

1. (a) Keep your eye on the work to avoid pricking yourself.
(b) do not leave unrolled yarn on the floor.
2. keep your fingers away from the blade when cutting, do not use your teeth or hand to cut the yarn, do not leave unrolled yarn on the floor.
3. (a) storing them in clean container or drawers
(b) by not dropping them.

4.3 Repair and maintenance

Practice Activity 1

1. A. seam pocket B. patch pocket
2. Seam pocket is hidden in a seam, patch pocket is made by fixing a pre cut piece of cloth on the outside of the garment.

Practice Activity 2

1. Torn pocket
2. (a) Torn pocket, loose stitches
(b) torn pocket have holes on the pocket, loose stitches occur when threads are not tight enough to hold pieces of fabric together.

Practice Activity 3

1. Position of the damage, colour of the thread
2. Size of the damage, texture of the fabric, colour of the thread, type of pocket damage
3. a, c
4. use thimble when sewing, work in a well lit area, do not put needle in your mouth.

5 Laundry work

Practice Activity 1

1. It is the extra care given to clothes other than the normal laundry process. Special treatment includes: stain removal, disinfecting and bleaching.

Special treatment	True or False
(a) Stain removal	True
(b) Bleaching	True

(c) Rinsing	False
(d) Disinfecting	True
(e) Mending	False
(f) Soaking	False
(g) Removal of chewing gum	True
(h) Use of fabric conditioners	True

3. (a) Disinfecting kills germs
 (b) Bleaching whitens white cottons and linens
 (c) Stain removal removes stain and discolouration on clothes
 (d) Using fabric conditioners softens clothes and gives them fresh smell.

4. (a) Colour of fabric
 (b) Type of fabric
 (c) Type of stain
 (d) Stage of laundry work

Material	Special treatment
(a) Fabric softener	Soften clothes
(b) Household bleaches	Bleaching
(c) Disinfectants	Kill germs
(d) Lemon juice and milk	Remove ink stains

6. (a) Read and follow the manufacturer's instructions on the container
 (b) Wear protective clothes when using bleaches and disinfectants
 (c) Keep special treatment materials away from small children
7. (a) Lemon juice and milk
 (b) soap and water

- (c) a small basin
 (d) a clean cloth
8. Chewing gum stain
 9. To make it whiter or remove discolouration
 10. In lockable cupboards

Activity	Reason
(a) Dry woollen or acrylic article on a flat surface	To avoid stretching them out of shape
(b) Wash woollen or acrylic article in warm water	To avoid destroying them
(c) Wash woollen or acrylic article with mild soap	To prevent fading

12. To take the measurement of the garment before and after laundering to ensure that the size and shape are maintained.
13. It is a garment whose colour runs when it is wet and the colour can be seen in the water used for laundry.
14. When they are laundered or hung together with other articles/garments
15. (a) Salt (b) basin
 (c) mild soap (d) warm water
 (e) A flat drying rack
16. Steps of laundering loose coloured articles
- Do not soak loose coloured articles
 - Wash separately in lukewarm soapy water
 - Wash with mild soap
 - Use kneading and squeezing method
 - Wash quickly to reduce loss of colour

- (vi) Rinse in lukewarm water
 - (vii) Final rinse in cold water with salt to fix colour
 - (viii) Squeeze out excess water
 - (ix) Dry flat on a clean surface under a shade
 - (x) Press on the side using a warm iron
17. (a) To prevent transferring colours onto other clothes
- (b) To maintain the original colour of the article
- (c) To prevent the articles from looking old because of fading

Term Three Assessment Activity

- | | | |
|-------|-------|-------------|
| 1. C | 11. B | 21. A, B, D |
| 2. B | 12. B | 22. C |
| 3. D | 13. A | 23. A |
| 4. A | 14. B | 24. A |
| 5. C | 15. A | 25. B |
| 6. C | 16. D | 26. A |
| 7. A | 17. A | 27. B |
| 8. B | 18. C | 28. B |
| 9. B | 19. B | 29. A, C |
| 10. A | 20. B | 30. B |

End of Year Assessment Papers

Assessment Paper 1

- | | | |
|------|-------|-------|
| 1. B | 11. A | 21. D |
| 2. D | 12. B | 22. B |
| 3. A | 13. D | 23. B |
| 4. B | 14. C | 24. C |
| 5. C | 15. B | 25. A |

- | | | |
|-------|-------|-------|
| 6. C | 16. A | 26. C |
| 7. A | 17. D | 27. D |
| 8. B | 18. B | 28. B |
| 9. D | 19. A | 29. B |
| 10. C | 20. C | 30. D |

Assessment Paper 2

- | | | |
|-------|-------|-------|
| 1. C | 11. B | 21. C |
| 2. A | 12. D | 22. C |
| 3. D | 13. A | 23. C |
| 4. B | 14. C | 24. C |
| 5. A | 15. B | 25. B |
| 6. C | 16. D | 26. D |
| 7. A | 17. B | 27. C |
| 8. C | 18. A | 28. B |
| 9. A | 19. D | 29. D |
| 10. B | 20. D | 30. C |

Assessment Paper 3

- | | | |
|-------|-------|-------|
| 1. B | 11. B | 21. B |
| 2. B | 12. B | 22. B |
| 3. C | 13. D | 23. D |
| 4. C | 14. B | 24. C |
| 5. A | 15. A | 25. D |
| 6. B | 16. C | 26. C |
| 7. A | 17. D | 27. A |
| 8. B | 18. D | 28. C |
| 9. C | 19. B | 29. A |
| 10. D | 20. D | 30. A |

1 Track events

Practice exercise 1

1. Bunch start
2.
 - Use a flat running ground.
 - Avoid running into other runners lanes.
 - Wear appropriate sports kit.
 - Clear any dangerous objects from the running ground.
3. Picture A: On your marks
Picture B: Set
Picture C: Go
4. B
5. crouch start
6. C
7. A
8. (a)
 - Appreciating hard work.
 - Be self-disciplined.
 - Learn to keep time during training.
 - Appreciate the need of observing rules in life.
 - Collaborating with others for team spirit.(b)
 - Build friendships.
 - Learn to communicate effectively.
 - Be able to resolve conflicts.
 - Learn to show respect to other peoples' ideas.
 - To socialise and collaborate with others.
9. C

Practice exercise 2

1. Drop finish technique
2. A
3. C
4.
 - Sharing equipment.
 - Playing in turns.

- Taking care of each other when injured.
- Respecting the rules.
- Communicating with each other.
- Forming groups or pairs when playing.
- Listening to each other.

5. lane
6. warm-up
7. B
8. Chest
9. chest, legs

Practice exercise 3

1. Drop finish and shoulder shrug techniques.
2. Shoulder shrug technique
3. The chest is turned sideways so as one of the arm is in front and other arm behind.
4.
 - Take regular water breaks.
 - Perform warm-up activities.
 - Have controlled body movements.
 - Avoid running on a slippery ground.
5. The shoulder cross the finish line or touches the tape first in shoulder shrug technique while drop finish technique the chest crosses the line or touches the tape first.
6. Drinking enough water.
7. So that the shoulder can cross the finish line first.
8. C

Practice exercise 4

1. A – Incoming runner
B – Outgoing runner
2. non-visual
3. (a) The eyes of incoming runner should focus on the receiving palm of outgoing runner.

- (b) The eyes of outgoing runner should focus in front.
4. B
 5. down sweep
 6. palm facing up
 7. (a) Incoming runner
(b) Outgoing runner
 8.
 - Avoid crossing in front of the other runners.
 - Clear dangerous objects from the running ground.
 - Wear appropriate games kit.
 9. True

2 Field Events

Practice exercise 1

1. horizontal bar
2. (a) Tape measure (b) Uprights
(c) Horizontal bar
3. Landing gear and landing pit.
4.
 - Landing area to be clear off dangerous objects.
 - Wear appropriate sports kit.
 - Perform warm-up and cool-down activities.
 - Take turns while jumping.
5. D
- 6.

Equipment facility	Function
(a) Crossbar	Jumping over.
(b) Landing mat	Used for soft landing for safety.
(c) Tape measure	Measuring the jumped heights.
(d) Vertical upright	Supporting the crossbar.

7. Mattress, sawdust, dry grass or sand
8. lower
9. sand or sawdust
10. A tape measure

Practice exercise 2

1. High jump

2. A. Approach B. Take-off
C. Flight D. Landing
3. sitting
4. obstacle jumping races, hopping races
5. an angle
6. (b)
7. for safety
8.
 - Honesty
 - Integrity
 - Fair play
 - Respect
9. Lead leg
10. One leg
11. To avoid injuries by landing safely.

3 Standing javelin

Practice exercise 1

1. Javelin throw
2. The javelin sector
3. distance
4. A. Run way B. Throwing arc
C. Landing area
5. javelin
6. A. Metal tip B. Head
C. Cord grip D. Shaft
E. Tail
7. (a) The implement that is thrown in the event.
(b) For performing the approach or run.
(c) The place where the javelin lands after the throw.
8. 400
9. B
10. Wooden sticks

Practice exercise 2

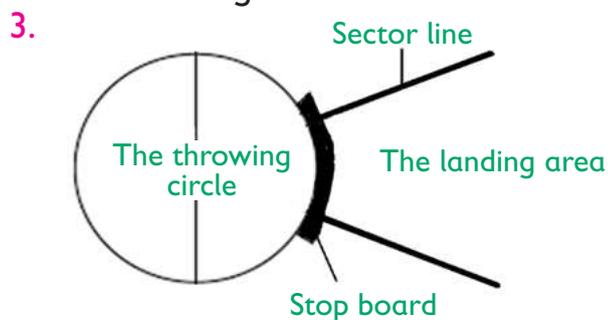
1. Standing javelin
2. grip
3. palm, throwing
4. (b)
5. Carriage
6. Above the head.
7. landing
8. Recover

9. (a) (b) (c)
10. • Follow the teacher's instructions.
• Carry the javelin correctly after the throw.
• Avoid stepping into the landing area when others are throwing the implement.

4 Standing shot put

Practice exercise 1

- Shot put sector
- A. Throwing circle
B. Stop board
C. Sector line
D. Landing area



- 3.99kgs, 2.72kgs
- Iron, brass
- A
- putting
- carried
- white
- 25 metres

Practice exercise 2

- Stance, grip, release and recovery.
- shoulder width
- (a), (c)
- A
- landing
- Round metal ball or round wood ball

5 Jump rope

Practice exercise 1

- B
- B

- flat, smooth
- rope
- B
- balls
- By jumping in turns.
• By doing jump rope relay.
• Jumping in groups.
• Jumping rope skills using different foot to start.
- To correct any mistakes.
• To help each other improve on how to perform the skill.
- safety

Practice exercise 2

- B
- hop
- B
- C
- B
- D
- B
- B
- Jumping together in turns.
• Sharing playing equipment.
• Forming groups and teams.
• Being honest to each other.
- turners, jumpers

Practice exercise 3

- (a) • Strengthens bones and muscles.
• Help to manage weight.
• Improve heart health and coordination.
• Helps to reduce stress
• Maintains a healthy step.
(b) B
- signal
- True
- D
- B
- Through honest communication.
• By giving feedback.
• By playing fairly.

- By observing rules of safety.

- False
- D

6 Soccer

Practice exercise 1

- Sole trap
 - Chest trap
- Thigh trap
- Thigh
- (a) True (b) False
- Away from the ball and thigh.
- A
- C
- Through group activities.
 - Through fair play.
 - Through observation of safety measures.
 - By respecting each other during play.
- True

Practice exercise 2

- Chest
- chest trap targets the ball using the chest while the thigh trap controls the ball by the thigh.
- To the side of the body and away from the chest.
- A
- B
- backward
- The ball will bounce away and the player loses control of it.
- Love
 - Social justice
 - Patience
 - Respect
 - Fair play
 - Honesty
 - Responsibility

Practice exercise 3

- A
- This is to place the foot on the ground such that when the incoming ball touches it, the player can then

control it using the mid part of the sole of the foot.

- The mid part of the sole of the foot.
- Path
- B
- C
- D
- Self-confidence
- True
- toes

End of Term 1 Assessment

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

7 Volleyball

Practice exercise 1

- Single hand dig pass
- Volleyball
- Inside of the forearm
- ball
- high
- True
- To pass the ball to teammates.
- Always be alert.
 - Wear proper sports wear
 - Keep safe distance.
 - Follow your teachers instructions strictly.
- Relieves stress.
 - Increases flexibility.
 - Allow development of healthy friendships.
 - Building muscle strength.
 - Improving heart health.

Practice exercise 2

- Overarm serve
- (a) Ken is ready to serve the ball using overarm serve.

- (b) The ball is high in the air in front of the player.
- (c) The dominant leg steps back comfortably part.
- 3. (a) shoulder-width apart
- (b) non-dominant
- (c) Hit
- 4. Proper body balance.
- 5. fist
- 6.
 - To start the game.
 - To keep the ball in play.
 - To involve all players as they serve in turns.
- 7. C

Practice exercise 3

1. They are games participated in to learn and improve skills while having fun.
2.
 - Each team consists of 6 players.
 - A maximum of 3 touches per team.
 - A ball hitting a boundary line is in play.
 - Players have 2 touches per ball in play.
3.
 - To learn and improve sports skills.
 - To practise skills.
 - To have fun and enjoy the play.
4.
 - Running games
 - Ball passing games
 - Jumping games
5. A
6. in

8 Handball

Practice exercise 1

1. Handball
- 2.



3.
 - The 7 metres line is measured 7 metres away from the goal line.
 - The 9 metres line is 9metres from goalposts.

4.
 - The height is 2 metres.
 - The length is 3 metres.
 - The width is 1 metre.
5.
 - The goal keeper is allowed to move freely in the space within the marked line.
 - The goal keeper can use his body in defense while inside the space.
 - Only the goal keeper can play in the marked space.
6.
 - (a) The equipment used for play in a handball game.
 - (b) Players equipment worn during play.
 - (c) Sports' wear that differentiates a team from the other.
 - (d) It is an area where a goal is scored.
7.
 - Goal nets
 - Sports shoes
 - Whistle
8. True
9.
 - Wear proper sports kit.
 - Keep safe distance when playing.
 - Avoid a rough playing surface.
 - Remove dangerous objects from field of play.
 - Have controlled body movements to avoid collision with others.
10. goalkeeper, back players and front players

Practice exercise 2

1. Warm-up
2.
 - rolling the ball through spread legs.
 - drop and catch ball.
 - passing and receiving ball.
3. confidence, creativity
4. throwing, dribbling, catching
5. cool-down
6.
 - Keep safe distance from play mates.

- Avoid hitting each other with hard balls.
 - Follow the teacher's instructions.
7.
 - Communication
 - Creativity
 - Problem solving
 - Conflict resolution

Practice exercise 3

1.
 - Accuracy
 - Fast
 - Tactful
2. (a) and (c)
3. (a)
4. one hand
5. Martinez
6. forward
7. pointing the target
8. target

Practice exercise 4

1. He is ready to receive the ball or he is about to receive the ball.
2. It is a "W" hand formation.
3. True
4. W
5. (b)
6. cup
7. possession
8. At head height level

Practice exercise 5

1. Dribbling the ball
2. Moving the ball up and down using the finger tips in a continuous movement.
3. A maximum of 3 steps
4. below
5. push
6.
 - Dribbling on the same spot using one hand.
 - Dribbling on the same spot while interchanging hands.
 - Dribbling between the legs.
7. guarded
8. (b) Alice

9. (b)

Practice exercise 6

1. B
2. The goalkeeper
3. The attacking half
4. (b)
5. highest
6. D
7. Score
8.
 - Keep safe distance from each other.
 - Avoid playing on rough ground.
 - Perform adequate warm-up and cool-down activities.
 - Wear appropriate games kit.

Practice exercise 7

1. When the ball passes between the two goal posts, over the goal line and below the cross bar.
2. B
3. goal posts, goal line, cross bar
4. communicate
5.
 - Focused on the ball.
 - Be on ready position.
 - Communicate with teammates.
 - Be fit to jump or dive when saving.
 - Reduce shooting space of the attacker.
6. Jumping, diving
7.
 - Always be alert.
 - Avoid jumping or diving into other players.
 - Remove objects from field of play such as stones and sticks.
8.
 - Communication skills
 - Conflict resolution skills
 - Networking
9. ready
10. False

Practice exercise 8

1. Tackling and blocking
2. defending

3. tackling
4. blocking
5.
 - To stop an opponent from scoring.
 - To offer support to goalkeeper.
6. A
7. True
8. C
9.
 - Always alert.
 - Focus eyes in front.
 - Be well balanced.
 - Be fast on the feet.
10.
 - Soccer
 - Rugby
 - Handball

9 Netball

Practice exercise 1

1. A – Goal circle B – Centre circle
C – Goal third D – Goal line
2. Side lines, goal lines
3. True
4. Size 5
5.
 - netball ball
 - bibs
 - Two goal post with rings and net.
6. To score goals.
7. Goal attack
8. They are penalised.
9. 2 goal thirds and a center third.
10. B
11. C

Practice exercise 2

1. B
2.
 - Stand feet shoulder width apart with knees slightly bent.
 - Hold the ball behind the head and above the shoulder with fingers well spread on the ball.
 - Push the ball forward and release it towards the target.
 - Follow the flight of the ball with the back leg.
3.
 - Handball
 - Netball
 - Basketball

4. False
5. By standing on the balls of the feet.
6. C
7. D
8.
 - Keep safe distance when passing the ball.
 - Avoid playing while wearing jewellery.
 - Keep your fingernails short.
9. balance

Practice exercise 3

1. Lob pass
2. High and curved.
3. To prevent the ball from being intercepted by defenders.
4. looped
5. high
6. To pass the ball to a teammate when closely guarded by the defender, to avoid the ball being intercepted and by pass the defending player.
7. B
8. 2, 3
9. D
10.
 - Do not bump into each other during play.
 - Put on comfortable sports wear.
 - Keep your fingernails short.
 - Remove dangerous objects from field of play.

Practice exercise 4

1. Marking
2. (a) Grace (b) Jessica
3. To intercept any pass or shot.
4. To mark a player, ball and space.
5.
 - Keep safe distance between each other.
 - Avoid wearing jewellery during play.
 - Wear comfortable sports kits.
6.
 - Marking the player in front.
 - Marking the ball close.

- Marking the space.
7. True
 8. opponent
 9. D
 10. To prevent the opponents from gaining possession of the ball.

10 Softball

Practice exercise 1

1. Using a figure 8 pattern to bring the ball down and from behind the body.
2. together, both hands
3. (a)
4. 8
5. shoulder
6. non dominant
7. False
8. To avoid any injuries.

Practice exercise 2

1. Bent knee slide
2. Upper leg
3.
 - Use a surface free from harmful objects.
 - Ensure the surface is not slippery.
 - Wear appropriate sports wear.
 - Perform warm-up and cool-down activities.
4. True
5. bent
6. Bat, mitt and ball.
7. To help the team work together and succeed.
8. C

Practice exercise 3

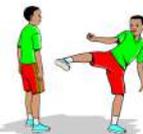
1. Softball
2. For safety purpose so as to avoid head injuries.
3. Bat, ball and helmet.
4.
 - Communication
 - Creativity
 - Cooperation

5. • To keep safe from collisions, communication to each other.
- Keep safe distance while playing.
- Wear safety equipment.
- Have controlled body movements to avoid colliding with others.
6. batters
7. fielders
8. mitt

11 Kabaddi game

Practice exercise 1

1. It is to raid the opponents' court by entering from the defensive side.
2. Side kick, cross kick and front kick.
- 3.

(a)		(i)	Side kick
(b)		(ii)	Front kick
(c)		(iii)	Cross kick

4. (b)
5. Side kick
6. Front kick
7. Cross kick
8. Raiding
9. • By playing it during games time.
- By telling other learners in the school about the game.
10. • Playing on a safe surface.
- removing dangerous objects from the playing field.
- Avoid roughness during play.
- Follow the teacher's instructions.
11. Circle the player in a red shirt.
12. To attack the blue team.

Practice exercise 2

1. Defensive skills
2. B
3. Ankle catch, crocodile catch, wrist catch, chain formation.
4. A – wrist catch
B – crocodile catch
5. True
6. Chain formation
7. Wrist catch
8. To defend your team's territory.
9. • To avoid collision during play.
- For teamwork.

12 Swimming

Practice exercise 1

1. Inverted breaststroke
2. Picture B
3. Back
4. streamlined
5. (b)
6. Keep the face out of the water to breath comfortably.
7. Arm action and leg action.

Practice exercise 2

1. Tuck dive
2. Diving board
3. To keep streamlined.
4. deep
5. • Avoid pushing each other into the pool.
- Avoid running around the pool.
- Swim under supervision.
6. Arms
7. • For fun and creativity.
- For enjoyment purpose.
- For water survival tactics.

End of Term 2 Assessment

- | | | | |
|------|-------|-------|-------|
| 1. D | 2. C | 3. A | 4. C |
| 5. C | 6. A | 7. B | 8. C |
| 9. C | 10. C | 11. B | 12. C |

13. C 14. D 15. B 16. C
 17. D 18. D 19. A 20. B
 21. D 22. D 23. D 24. A
 25. B 26. A 27. A

13 Frisbee

Practice exercise 1

1. Frisbee
2. By passing the disc to the play in the end zone of the pitch.
3. Pancake catch
4. centre
5. end zone
6. when palms are facing each other.
7. The dominant hand
8. (b)
9. The defenders start by throwing the disc to the opponents.
10. 10
11. The attackers lose the disc to the defenders.
12. After a score or in case of injury of a player.
13. Players contact each other.
14.
 - The game is self-regulated.
 - Contact is against the rules.
 - The disc is thrown in any direction.

Practice exercise 2

1. Pancake catch, hammer throw
2. Hammer throw
3. top side
4. Vertical
5. True
6. catching
7. Frisbee tennis

Practice exercise 3

1. A fun game which helps in maintaining a healthy mind and body.
2.
 - Bean bag throwing
 - Speed games
 - Partner passes

3. Six
4. Throwing and catching
5. Through building healthy social ties.
6. Throwing, catching and running.
7. Beanbags
8. D
9.
 - No contact is allowed.
 - Have controlled body movement and eyes focused on the disc.
 - Always be alert.
 - Receive the disc with palms open.

14 Static balance

Practice exercise 1

1. Elbow stand
2. Forearms
3.
 - Ensure the ground is free from dangerous objects.
 - Follow teacher's instructions.
 - Perform warm-up and cool-down activities.
4. balance
5. head
6. (a) kneel (b) flat
(c) V (d) up
(e) vertical
7. call the teacher
8. forearms

Practice exercise 2

1. legs wide
2. roll
3. squatting
4. head, hands, legs
5.
 - Varying speed.
 - Competing with a playmate.
6.
 - To build fitness.
 - Helps to strengthen bones and muscles.
 - To relieve stress.
 - To reduce the chances of heart diseases.
7.
 - Keep safe distance.

- Follow the teacher's instructions.
- Remove dangerous objects from field of play.

8. Confidence

Practice exercise 3

1. It is a skill in which a player jumps over a vaulting box.
2. Both
3. True
4. To avoid injuries.
5. To keep good balance.
6. Body size and weight of the partner.
7.
 - Space out well
 - Wear comfortable sports wear
 - Play on a safe ground, free from dangerous objects.

Practice exercise 4

1. Back to back partner balance
2. Three
3. weight
4.
 - Build strength of muscles.
 - Improves bone health.
 - Relieve stress.
 - Reduce the chances of being overweight.
5. Three group and pair balances
6. A combination of skills in one continuous motion.
7. Six, continuous
8. True
9.
 - Wear appropriate sports wear.
 - Perform warm-up and cool-down activities.
 - Have controlled body movements to avoid collisions.
10. For fairplay

15 Skill related fitness

Practice exercise 1

1. Sprinting or running at a speed
2.
 - high knees
 - butt kicks
 - relays
 - rope skipping

3. Shuffle
4. Skipping relays
5. B
6.
 - To develop speed.
 - Help reduce weight.
 - Improve heart health.
 - Improve the strength of bones and muscles.
7. Avoiding collisions.
8.
 - High knees raise knees to chest level.
 - Butt kicks aim at kicking behind with heels of the foot.
9. C

Practice exercise 2

1. Power
2. Ability to apply as much force in a short amount of time as possible.
3.
 - Triceps curls
 - Biceps curls
 - Push ups
4. Lateral lift
5. shoulder
6. C
7. A
8.
 - Follow the teacher's instructions.
 - Avoid working on slippery ground
 - Wear comfortable sports kit.

Practice exercise 3

1. Coordination
2.
 - Swimming
 - Soccer
 - Dancing
 - Rugby
3. True
4. Coordination
5.
 - Ball juggling
 - Bouncing balls on the wall
 - Tossing balloons in air
6. D
7. Balloon juggling
8.
 - Rope skipping
 - Bike riding
 - Dancing
9.
 - Keep safe distance from playmates.

- Follow teacher's instructions.
 - Avoid playing on slippery grounds.
10. • To reduce injuries of falling.
- For good balance.
 - For fitness purposes.

16 Outdoor activities

Practice exercise 1

1. A person who directs other people in a social setting.
2. To guide, direct, manage, coordinate and motivate others.
3. Kind, self-controlled, wise, disciplined, understanding and peaceful.
4. Authoritarian, Democratic and Laissez-faire.
5. Authoritarian
6. Laissez-faire and democratic
7. Laissez-faire
8. Authoritarian or Democratic or Laissez-faire
9.
 - Rock climbing
 - Treasure hunting
 - Hiking
 - Water games
 - Bonfire
 - Photography
9.
 - Saves time and arguments are avoided.
 - Resolves conflicts fast

Practice exercise 2

1. Campfire
2. It is a fire that is lit in the outdoors during outdoor activities like camping for the purpose of light, warmth and heat.
3.
 - Firewood
 - Tinder
 - Dry grass or leaves
4.
 - Avoid playing near the campfire for the purpose of light warmth and heat.

- Put out the fire when finished.
 - Carry adequate water.
 - Build a campfire in a place that is not too windy.
 - Dig a pit away from overhanging branches.
 - Circle the pit with stones and rocks.
5. To stop the fire from spreading to unwanted areas.
 6. (b)
 7. Extinguish or put out the fire carefully.
 8.
 - Circling the fire place.
 - Extinguishing the fire after use.
 - By avoiding burning dangerous object such as cans.
 - By not cutting whole trees.

Practice exercise 3

1. A shelter is a structure that protects and gives you a place to live in.
2.
 - Wicki-up
 - Round lounge
3.
 - Ropes
 - Stones
 - Long sticks
4.
 - Check weather forecasts.
 - Inform the caregivers.
 - Be cautious when moving objects.
5. To conserve the environment and recycle readily available materials.

Sports related

17 injuries

Practice exercise 1

1. First aid activity
2. Fainted
3. D
4.
 - Sickness such as heart diseases.
 - Severe bleeding.
 - Dehydration
 - Injuries on the head or chest.
 - Standing for too long.

5. C
6. above
7. True
8. A
9. A
10. Signs, symptoms

Practice exercise 2

1. Bees, wasps
2. Mosquitoes, Black ants, fleas
3. D
4. B
5. True
6. (a) Apply steroid cream
(b) Wash with soap and water. Treat with an ice compress.
7. A
8. Oatmeal, basil, crushed ice, onion, honey, aloe vera, vinegar
9. Hydrocortisone

Practice exercise 3

1. Tenderness, swelling, convulsions, dizziness
2. Signs
3. B
4. Apply pressure to stop bleeding.
5.
 - Use a clean cloth to apply pressure on the area.
 - Clean the area with soap and water.
 - Apply antibiotic cream.
 - Cover the wound with a sterile bandage and seek medical attention
6. False
7. False
8. Green mamba, spitting cobra, black mamba, African rock python, Egyptian cobra, the boomslang, Mount Kenya bush viper.
9. True

Practice exercise 4

1. Dressing

2. B
3. Triangular, roller and tubular bandages.
4. B
5. Roller
6. Tubular
7. Triangular
8.
 - For large dressings to be used as a tourniquet.
 - Immobilisation of an injury of a bone or joint.
 - To improvise a sling to support limbs.
 - Specialised application as on the head.
9. base
10. Clean bed sheets, pillow cases, handkerchiefs, shirts, blouses, thin towels, napkins.

Practice exercise 5

1. A sling is a material that is used to immobilise an injury. A splint is an equipment that supports fractures to avoid further injury.
2. (a) To allow safe movement of a casualty.
(b) To keep fractured bones in place.
3. To reduce further injury through movement.
4. Wrap the left strap over and under the right strap. Then do the same again starting with the right strap on the left strap. Finally secure by pulling both straps tightly.
5. Sling
6. wrist
7. lower leg
8. Pieces of smooth wood, carton pieces, cardboards

Practice exercise 6

1. When a casualty is conscious, mildly injured but cannot walk on either leg.
2. B

3. To carry a conscious casualty who can support self.
4. conscious
5. foot
6. walking together.
7.
 - Follow the first aid procedures.
 - Avoid dropping a casualty.
 - The first aiders should at least be of the same size.
 - Take rest.
8. D
9. Two-handed
10. Four-handed

Practice exercise 7

1. A fracture is a broken bone while a dislocation is an injured joint.
2. Falling, Vigorous movements and hard impact by objects.
3. Shoulder, elbow, wrist, knee, ankle and hip.
4. Open, closed, displaced, non-displaced
5. Open fracture, the bone breaks and protrudes through the skin while closed fracture the bone breaks but there is no puncture or open wound in the skin.
6. B
7.
 - Stop bleeding where necessary.
 - Immobilise the fracture.
 - Calm down the casualty.
 - Use a splint to immobilize the limb.
 - Watch for signs of circulation loss to hands and feet.

8. A
9. A

End of Term 3 Assessment

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

End of Year Assessment Papers

Assessment Paper 1

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

Assessment Paper 2

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

Assessment Paper 3

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

1

Natural and the Built Environments

Practice Activity 1

- | | |
|---------------|------------------|
| (a) Sudan. | (b) South Sudan. |
| (c) Ethiopia. | (d) Djibouti. |
| (e) Somalia. | (f) Kenya. |
| (g) Uganda. | (h) Rwanda. |
| (i) Burundi. | (j) Tanzania |
| (k) Eritrea. | |
- | | |
|--------------|-----------------|
| (a) Ethiopia | (b) South Sudan |
| (c) Tanzania | (d) Somalia |
- Somalia, Kenya, Tanzania, Eritrea, Djibouti, Sudan.
- East -Indian Ocean
- North East - Red Sea

Practice Activity 2

- | | |
|-----------------|--------------|
| (a) Somali | (b) Uganda |
| (c) South Sudan | (d) Tanzania |
- | | |
|-----------------|-----------|
| (a) Kenya | (b) Kenya |
| (c) South Sudan | |
- | |
|--|
| (a) Rwanda, Burundi, Tanzania. |
| (b) South Sudan, Ethiopia, Djibouti, Eritrea, Sudan. |
- Uganda, Kenya, Somalia.
- Assess the responses of learner.
- Assess the work of learners.
- Assess the responses of learners.
- Uganda, Rwanda, Burundi, South Sudan.
- Accept the correctly drawn map of Eastern Africa.

Sizes of counties of Eastern Africa

Practice Activity 3

- | | |
|---------------------|-------|
| (a) 9 | (b) 7 |
| (c) 2, 4, 6, 10, 11 | |
- 9, 10, 11, 8, 2, 1, 6, 5, 3, 4, 7.

Locating places using Longitudes and Latitudes

Practice Activity 4

- Emily
- Assess the work of Learners.
- Assess the Learners work.
- | |
|--|
| Kenya – 580 367 km ² . |
| Uganda – 241 038 km ² . |
| Ethiopia – 1 104 300 km ² . |
| Eritrea – 117 600 km ² . |
| Burundi – 27 834 km ² . |
| Rwanda – 26 338 km ² . |
| Tanzania – 94 5087 km ² . |
| Somalia – 637 657 km ² . |
| Djibouti – 23 200 km ² . |
| South Sudan – 644 329km ² . |
| Sudan – 1 861 000 km ² . |

Main physical features in Eastern Africa

Practice Activity 5

- | |
|---|
| (a) Relief: The highest and lowest elevation points that are based in a particular region. For example mountains, ridges and valleys. |
| (b) Drainage: A natural or man-made feature that collects, conveys or stores surface water or storm water. For example channel, stream, lake. |

2. Accept answers such as: Rivers, lakes, oceans, canals.
3. Accept answers such as: Mountains, hills, plains, valleys.
4. (a) Mountain
 - (b) (i) Mount Kenya
 - (ii) Mount Ruwenzori
 - (iii) Mount Pare
 - (iv) Danakil Alps
 - (v) Mount Gimbaka.
5. (a) Valley
 - (b) Ethiopian Rift
 - (c) Malawian Rift.
6. (a) River (b) River Tana
 - (c) River Yala (d) Omo river.
7. (a) Lake
 - (b) (i) Lake Turkana
 - (ii) Lake Abaya
 - (iii) Lake Ngozi
 - (iv) Lake Nakuru
 - (v) Lake Katwe
 - (vi) Lake Kiru
8. (a) Lotikipi (b) Awara
 - (c) Wachadima (d) Bilesha
 - (e) Coastal Plain (f) Athi plain
 - (g) Loita plains
 - (h) Serengeti plains

Formation of the main physical features in Eastern Africa

1. Block Mountains

Practice Activity 6

1. Horst mountain
2. Faulting
3. (a) Aberdares (b) Ruwenzori
 - (c) Usambara (d) Danakil Alps
4. (a) 1. Block mountain
 2. Escarpment
 - (b) A. Compressional forces
 - B. Upthrust force

The Rift Valley

Practice Activity 7

- (a) Fault lines
- (b) Tensional forces
- (c) Horst
- (d) Riftvalley
- (e) Escarpment
- (f) (i) Lake Nakuru
 - (ii) Lake Naivasha
 - (iii) Lake Turkana

Lava Dammed Lakes

Practice Activity 8

1. Formed when lava flows accross a river blocking it to form a lake.
2. Accept answers such as:
 - (a) Tana – Ethiopia
 - (b) Kivu – Rwanda

Practice Activity 9

1. (a) Ox-bow Lake (b) Deposition
 - (c) Accept answers such as:
 - (i) Kanyaboli on R.Yala
 - (ii) Shakabobo in Kenya
 - (iii) Gambi in Kenya
 - (iv) Utanga in Tanzania
2. (i) River Yala (ii) River Tana
 - (iii) River Rufiji (iv) River Tana
 - (v) River Tana

Crater lakes

Practice Activity 10

1. (a) Crater Lakes
 - (b) Formed when rain water collects in a volcanic crater.
 - (c) Kenya – Paradise, Chala
 - Tanzania – Ngozi
 - Uganda – Katwe
 - Ethiopia – Shala

- Formed through downwarping where part of the land curves downwards due to internal pressure.

Rift valley Lakes

Practice Activity 11

- Lakes that formed as a result of faulting leading to cracks in the earth surface and water collected in these cracks to form faulty lakes.
- Lake Turkana, Lake Nakuru, Lake Naivasha.
 - Lake Tanganyika, Lake Natron, Lake Manyara.
 - Lake Edward, Lake Albert, Lake Kyoga.
 - Lake Abaya, Lake Chamo, Lake Stephanie.
- Lake Shakababo – Ox-bow Lake.
 - Lake Bunyonyi – Lava dammed.
 - Lake Manyara – Depression Lake.
 - Lake Masinga – Human-made Lake.
 - Lake Speke – Tarns.
 - Lake Kyoga – Rift Valley Lake.
 - Lake Tana – Lava Dammed Lake.

Location of the main physical features of Eastern Africa

Practice Activity 12

- X- Serengeti plains
Y- Bilesha Plains
- Imatong
 - Mount Elgon
 - Mount Kenya
 - Mount Meru
 - Mount Kilimanjaro
 - Mt. Gimbala
- Lake Malawi
 - Lake Albert

- Lake Kyoga
 - Lake Victoria
 - Lake Rukwa
 - Lake Tanganyika
 - Lake Tana
 - Lake Edward
 - Lake Kivu
- River Tana
 - River Juba
 - River Nile
 - River Omo
 - River Orange. (A)
 - River Athi
 - River Shebo
 - River Rufiji

Main Climatic Regions in Eastern Africa

Practice Activity 13

- Long term pattern of weather in a particular area.
- The region is hot and wet.
 - Very heavy rainfall, I received between 1000 mm – 2000 mm.
 - Massive evaporation occurs in mid-morning.
 - Temperature range is very low.
 - The climate is cool and wet.
 - The area receives very high rainfall about 1250 mm-2200 mm.
 - Temperatures are as low as 150° C.
 - Most of rainfall in this region falls on the wind-ward side.
 - The climate experienced is hot and dry.
 - High temperature of about 350° C.
 - Humidity is low.
 - The area has clear skies.

- D. (i) The temperatures are very low.
 (ii) The slopes on the leeward side are usually cool and dry.
 (iii) The slopes on the windward sides receive very high rainfall.
3. (a) Dairy animals do well in cool and wet areas because they need pasture and water to survive.
 (b) People living in arid and semi-arid areas practice pastoral nomadism due to scarcity of water and pasture.
 (c) Extreme weather is increasing the cost of operations and reducing the number of tourists rising certain destinations.
 (d) High temperatures, severe storms and flooding affect the reliability and capacity of transportation system.

Vegetation in Eastern Africa

Practice Activity 14

- The total plant cover growing in a particular place.
- Access and accept learners responses..
- Access the learners responses.
- Accept answers such as:
 - (i) Trees are ever green.
 (ii) Trees grow to almost the same height.
 (iii) Presence of climbing plants.
 - (i) Mangrove trees are hard.
 (ii) The vegetation has aerial roots.
 (iii) The trees grow in salty waters.

- (i) The vegetation is characterized by papyrus reeds.
 (ii) Grass is shorter.
 (iii) Trees shed their leaves in very dry seasons.
 (iv) Trees are more frequent.
 - (i) Comprises cactus, euphorbia and spiky grass.
 (ii) Plants have flashy stems and leaves.
 (iii) Modified into thorns.
 (iv) Trees have thick barks.
 (v) Trees have deep roots.
5. (a) Watering – Watering is done when there is less rainfall for plants to thrive.
 (b) Pruning – Removing or reduction of plants that hinder growth.
 (c) Weeding – Removing unwanted plants which are considered undesirable.
 (d) Mulching – is done to conserve soil moisture, improve soil fertility and reduce weed growth.

Historical Built Environment in Eastern Africa

Practice Activity 15

- Building or structure that has some kind of historical value and unique architectural design.
- Accept answers such as:
 - Arusha Declaration Monument, igali Genocide Monument, Tom Mboya monument
 - National Museum of Kenya, Lamu Museum, Meru Museum.
 - Fort Jesus, Gedi Ruins, Koobi Fora.

3. (a) Khalifa House – Museum
(b) Saryan – Museum.
(c) Bahir Dar – Monument
(d) Namugongo – Museum.
(e) Meroe – Historic Building.
4. Monument is a statue, building constructed to remember a notable person or event while museums are buildings where important artefacts about history, art and science are kept.
5. (i) Controlling environmental factors such as dust, air.
(ii) Archive the sources properly.
(iii) Digitalizing all the sources.
6. Accept answers such as:
 - They store artefacts, objects and paintings.
 - They attract tourists.
 - They act as recreational centres.
 - Store reference materials for research.
 - They are rich source of history.

End of Term One Assessment

- | | | |
|---------------|-------|-------|
| 1. D | 11. C | 21. A |
| 2. D | 12. C | 22. C |
| 3. C | 13. A | 23. D |
| 4. B | 14. C | 24. C |
| 5. B | 15. A | 25. B |
| 6. X- | 16. B | 26. A |
| Ruwenzori | 17. C | 27. D |
| Mountains, | 18. C | 28. C |
| Y- Mt. Kenya, | 19. C | 29. D |
| Z- Mt. Meru, | 20. B | 30. B |
| A- Lake | | |
| Tanganyika. | | |
| 7. A | | |
| 8. D | | |
| 9. D | | |
| 10. A | | |

People, Population and Social organisation

2

Practice Activity 1

1. (a) Bantus
(b) Accept answers such as: Abaluhya, Akamba, Abagusii, Batoro, Baganda, Chagga, Sukuma.
(c) Assess and accept correct responses from the learners.

Language group	Communities
(a) Bantus	Basoga, Aembu, Chagga
(b) Nilotes	Maasai, Acholi
(c) Cushites	Oromo, Dahalo, Borana

2. (a) Sparsely populated – Areas infested by pests and diseases discourage human habitation.
(b) Densely populated – Because of availability of jobs, education and recreational, activities.
(c) Sparsely populated - Areas with poorly drained soils are less populated.

Practice Activity 2

1. Assess and accept the learners responses.
2. (a) Climate (b) Arid
(c) Semi - arid (d) Tsetse flies
(e) Sparse
(f) Improved social amenities
3. Assess the drawn maps of the learners.

4. (a) Because of high population the social amenities in urban areas are not enough thus bringing pressure.
- (b) This is usually as the result of more affluent people living in these areas.
- (c) Poor air and water quality, insufficient water availability, water disposal problems and high energy consumption is associated with high population.
- (d) Land under temporary crops is used to build industries and factories to offer employment in densely populated areas.
- (e) Waste products such as air and water pollutants, toxic materials and greenhouse gases.

Culture and Social Organisations

Practice Activity 3

1. Age group is a group of people who were born at the same period while Age set is a group of people who were initiated at the same time.
2. (a) Magee, Migesa, Buliwa, Ngotia.
(b) (i) Joel, Mdochi, Korichwa
(ii) Buliwa, Migesa
(iii) Magee, Ngotia
3. A group of people united by actual kinship or descent.
4. (i) Invite players to join clan.
(ii) Accept request to join clan.
(iii) Decline requests to join clan.
5. (i) Showed times of an individual's life.
(ii) Introduce people of similar age to each other.

- (iii) Taught discipline and skills to the young.
6. They maintained social order, cohesion and mutual preservation of culture.
7. Accept correct responses from learners.
8. (a) Music
(b) To educate and entertain.
9. Moral values enhanced, unit, harmony and continuity of a community.

School and Community

Practice Activity 4

1. (a) Learners can engage in cleaning activities in the hospitals, markets, historical environments.
(b) Through harambees and also promote matching gifts to the community.
(c) Engage in tree planting in schools, markets for environmental conservation.
(d) Communities can have role models who can offer guidance and counselling services to the learners.
2. Assess and accept learners correct responses.
3. (a) (i) Environmental clean-up.
(ii) Fundraising for development of school projects.
(iii) Tree planting programs.
(b) Accept answers such as:
 - The community raise funds for infrastructural development in a school.
 - Through music and drama festivals schools help to conserve the tradition and culture of the community.

- The school offers employment opportunities to community members.
- Members of the school committee come from the community.
- Schools under sponsorship of religious groups get spiritual and moral guidance.
- The community can sell their farm produce to schools.

4. (i) Helping needy learners.
(ii) Organisation of community events in school.

5.

How collaboration will be promoted	Benefit
(a) Allowing sports to be held in the school.	Develop strong social bonds between school and community.
(b) Helping needy learners.	Helps the learners to take what they have learned in classroom and apply it to a project.
(c) Organisation of events and conducting the events at school.	Build relationship and prepare learners for the real world.

6. (a) FALSE (b) TRUE
(c) TRUE (d) FALSE
(e) TRUE
7. (a) (i) Offering spiritual and counselling services.

- (ii) Assess of learners welfare.
(iii) Fundraising for construction of workshop.
(iv) Volunteering to construct workshop.
- (b) (ii) Promotes talents in school.
(ii) Learners will grow spiritually.
(iii) Sponsor learners from poor backgrounds.

8. (a) (i) Tree planting around school, church, mosque.
(ii) Construction of poultry houses for the less privileged in the society.
(iii) Painting, clearing or pruning a fence around a historic built environment.
(iv) Develop posters to create awareness on a certain disease, drugs.
- (b) (i) Conserve the environment through tree planting.
(ii) Community events will nurture learners talents.
(iii) Clean-up will enhance increased health, sanitation and safety standards.
- (c) (i) Through mentorship programs.
(ii) Real-time learning opportunities.
(iii) Small group interaction.
9. (a) Culture day
(b) Community elders, dancers, parents, volunteers, sponsors.
(c) (i) Fundraising to promote school projects.
(ii) Sharing food together to help conserve tradition and culture.
(iii) Taking part in sports event.

9. (a) Licensing of fishermen to monitor illegal fishing.
- (b) Applying regulations on fishing nets and banning fishing subsidies.
- (c) Building a fish house for life and livelihoods for traders.

Wildlife and Tourism in Eastern Africa

Practice Activity 4

1. Assess and accept learners responses.
2. (a) Animals, birds, insects and plants in their natural environment.
- (b) The act of traveling to places and visiting sites of interest and attraction for enjoyment.
3. a, c
4. (a) Insecurity alerts discourages movement of tourists at a place.
- (b) (i) Poor transport and communication network limits access to tourist sites.
- (ii) High taxes charged discourage tourists and investors.
- (iii) Pollution of the environment.
- (iv) Inadequate money to advertise game parks and areas of interest abroad
5. (a) Poaching is the illegal killing and trafficking of wildlife.
- (b) Poaching threatens wildlife existence especially the lion and white rhino.
6. Check the matching statements.
7. (a) Peace and security in Eastern Africa.
- (b) Developed infrastructure in the countries.
8. (i) Reduce the taxes charged to encourage tourists and investors.

- (ii) Improving transport and communication network by constructing more roads in the reserves.

Game Reserves	National Parks
Maasai Mara	Nyerere
Nakfa	Sibilo
Kataki	Amboseli
Rungwa	
Bokoro	

10. Assess the responses given.

Transport in Eastern Africa

Practice Activity 5

1. The movement of people and goods from one place to another.
2. (a) Road
- (b) - It is flexible and maintenance cost is cheap.
- It is convenient to use.
- Movement is very fast compared to water ways.
3. Railway, pipeline, water, road.
4. Check the map showing the transport networks.
5. (a) Pipeline
- (b) (i) It is cheap and reduce destruction of roads by tankers.
- (ii) It is fast due to continuous flow of oil or gas.
6. Accept the correctly drawn map and indication of transport networks by the learners.
7. (i) Poor road since the road had potholes and it was untarmacked.
- (ii) Poor sidewalks and unlimited crossings because it was narrow.
- (b) Accept learners correct answers

8. (a) Policy instruments for sustainable road transport.
- (b) Coming up with transport policies which are integrated for sustainable road transport.
9. Accept answers such as:
 - Transport has led to fast and efficient transportation of goods and services.
 - Air transport has increased international trade enabling the region to earn foreign exchange.
 - Accessing remote areas has increased the volume of trade.
 - People have been employed due to various activities as a result of improved transport.

Communication in Eastern Africa

Practice Activity 6

1. Transmission of messages or information from one place to another.
 2. (a) Social media.
 - (b) Mobile phone.
 - (c) Video call.
 3. Mobile phone, radio, billboard, computer.
 4. Billboard, newspaper, computer, radio.
 5. (a) (i) Send information by electronic mail.
 - (ii) Send information through social media platforms such as: Twitter, Facebook, Whatsapp.
 - (b)
 - It is an expensive gadget.
 - Poor connection network.
- 6, 7, 8, 9 and 10 Check the responses given by the learner and guide.

Mining in Eastern Africa

Practice Activity 7

1. (a) Mining is the process of extracting valuable minerals from the surface of the earth.
- (b) Minerals are valuable products found on earth's surface or its interior and can be exploited to create wealth.
- (c) Ores are natural rocks or sediments that contain one or more valuable minerals, typically containing metals that can be mined.
2. (a) Gold
- (b) (i) Lupa gold field.
- (ii) Mpanda mineral field.
- (iii) East Tanzania gold (Handeni).
3. (i) Dredger (ii) Soda Ash
- (iii) Lake Magadi
4. Assess and accept learners' responses.
5.

Mineral	Method of Extraction
(a) Gold	Shaft method
(b) Soda Ash	Dredging Method
(c) Limestone	Open cast method
6. (a) Lio – Oil
- (b) aimondd – Dioamond
- (c) netosiemil – Limestone
- (d) tasl – salt
- (e) prsaourlf – fluorspar
7. (a) Lake Magadi (b) Soda ash
- (c) Dredging
8. and 9. Check learner's responses.
10. Three effects of mining
 - (i) Dumping of waste materials from mining industries pollutes the environment.

- (ii) Use of explosives like dynamites weakens the stability of the land and can lead to collapsing of buildings.
- (iii) Mining of oil can cause sea pollution in case of oil spills. Check the solutions suggested.

End of Term Two Assessment

1. B 2. C 3. C 4. B
5. C 6. A 7. C 8. D
9. B 10. C 11. B 12. A
13. D
14. Agriculture supports industry by providing inputs for Agro-based industries like textiles, sugar, tea, paper.
15. (a) Fishing (b) Tourism
(c) Mining
16. Fill the mines with soil and plant trees.
17. Access and accept learners answers.
18. True, because highlands experience cool climate.
19. • Marine
• Purse -Seining.
20. (a) Fishing provides raw materials for local industries.
(b) Fishing is a source of employment for many people.
21. Accept answers such as:
 - Fence and renovate National Parks and Game reserve facilities.
 - Advertisement and marketing strategies of tourist sites will determine the number of tourist who visit a country.
 - For tourist to visit they must be assured of their security and safety.

- Affordable food and good hotels for accommodation attract tourists.
 - Improved infrastructure and good transport network to enable smooth movement of tourists in and out of the parks.
22. Ruvubu – Uganda.
 23. National parks service, Kenya Wildlife Service.
 24. Recruiting more wild scouts to protect endangered animals.
 - Get the general public involved by educating them on the practice of poaching and how it is bad for animals, humans and economy.
 - Providing animals with sanctuary for paying special attention to animals who need protection and may be vulnerable to attacks.
 - Employing sensors and trackers to track accurate data of the animals and any threat to their lives.
 25. Accept learners correct responses.
 26. Mobile phone
Mobile phones send signals carrying voice, text and digital data which are transmitted through service providers such as Safaricom, Telkom, Airtel in Kenya.
 27. Assess the work of the learners.
 28. Accept correct responses.

4

Political Systems and Governance

Practice Activity 1

- | 1. Officials | Functions |
|---------------|-----------------|
| (a) Omulamuzi | Chief Justice. |
| (b) Katikiro | Prime Minister. |
| (c) Omwanika | Treasurer. |
- Batongole - Sub - Parish.
Muruka - Parish.
Ssaza Chiefs - Counties.
Gombolola Chiefs - Sub Counties.
 - Gombola
 - Bantu, Gunguli, Ntemi, Wanyamphala.
 - Check learners responses.
 - Assess learners responses.

Regional Co-operations in East Africa

Practice Activity 2

- Kenya, Tanzania, Uganda, Rwanda, Burundi, South Sudan and Democratic Republic of Congo.
- Making DRC the natural political center for hydro- electric power.
 - Common market assurance from the EAC.
 - EAC will provide security to DRC thus reducing political instability.
- Political instability among the members which interferes with trade.
 - Lack of a common currency among the trading centres.
 - Lack of common tax systems. In some countries taxes charged on imported goods are higher than in others.

- Poverty in the regions. Some countries are too poor, for their citizens to provide a ready market for goods.
- Employing more security by establishing a regional defence force.
 - Construction of more roads and repairing of the old roads.
 - Promote single customs plan in the region.
 - Having a common language that can be spoken by all members. For example Kiswahili.
 - Ensures the region invest in diverse agricultural production.
 - Guide learners on the drawn EAC Flag

Citizenship

Practice Activity 3

- The state of being a member of a particular country.
- Accept answers such as:
Right to life, Right to equality, equal protection, Right of access to information, Right to a clean and healthy environment.
- Accept answers such as:
 - Paying taxes.
 - Obeying the law of the country.
 - Voting during general elections.
 - Exercising patriotism.
 - Conserving and protecting the environment.
 - Working hard to contribute to national development.
- Patriotism
- | | |
|----------|-----------|
| (a) TRUE | (b) FALSE |
| (a) TRUE | (b) TRUE |

6. Hard working, Obedient, Truthful, Responsible, Peaceful.

Human rights

Practice Activity 4

- Human rights are privileges a human being is entitled to irrespective of colour, race, gender, tribe, faith, political opinion or status.
- Check learners responses.
- Accept answers such as:
 - Right to be adopted in a special home.
 - Right to special education.
 - Right to be employed.
 - Right to equal application of the law.
 - The deaf have a right to be provided with a good hearing aids.
 - Right to be taught special sign language.
- To beat, torture suspect by police when in custody.
 - Unfair court judgement.
 - Denial of freedom of worship and speech.
 - Denial of public resources and infrastructure.
 - Denial to express oneself and access to information.
 - Denying some basic human needs like food, clothing and shelter.
 - Denying workers a chance to join trade unions.
 - Wrongful arrest of innocent suspects.
- Citizens freely worship and practice any form of religion without fear.

- Citizens freely participating in the government by electing leaders of their choice.
- Citizens with special needs being accorded their due rights.

Peace and conflict resolution

Practice Activity 5

- By respecting one another, listen to one another and treat others well.
- Unfair treatment of some members of the community.
 - Political differences in the community.
 - Competition of community scarce resources.
 - Incitement by politicians in the community.
 - Misunderstanding among the community members.
 - Failure to agree on community matters.
- Peace – The state of harmony in society that is mainly experienced in the absence of conflict or disagreements.
 - Conflict – Misunderstanding or disagreement between people or groups of people.
 - Conflict Resolution – A state where conflict is resolved through agreement.

4-6 Accept correct responses.

Governance in Kenya

Practice Activity 6

- Collection of taxes.
 - Loans and grants.
 - Fines from courts.
 - Custom duties.
 - Sales of government property.

2. Ways in which the National Government spends its revenue	Ways in which the County Government spends its revenue
(a) Paying of wages and salaries.	(a) Fund development projects.
(b) Repair government facilities.	(b) Provision of basic social services
(c) Fund emergencies and unforeseen needs.	(c) Paying of wages and salaries.
(d) Funding health and security.	(d) Repair and maintenance of roads.

3. Assess and accept correct responses.

The preamble of the constitution of Kenya

Practice Activity 7

1-5 Check learners responses.

6. (a) Exercising (b) Honouring
(c) Respecting (d) Committed
(e) Recognising

End of Term Three Assessment

1. B 2. B 3. A 4. C
5. D 6. B
7. Proud, Committed, Exercising.
8. D 9. A 10. C 11. B
12. D 13. B 14. D 15. C
16. C 17. B 18. B 19. D
20. C 21. C 22. C 23. D
24. C 25. C 26. C. 27. A
28. D 29. A 30. B 31. D
32. A 33. C

End of Year Assessment Papers

Assessment Paper 1

1. B 2. D 3. D 4. B
5. B 6. D 7. B
8. (a) Poaching – Tough laws to prevent poaching and employ more wardens for security.
(b) Insecurity – improve security in parks.
(c) High charges – reduce rates and give discounts at the parks and hotels to domestic tourists.
(d) Political unrest and instability – promote peace and stability in the Eastern Africa countries.
9. B 10. D
11. A – Trawling
B – Purse Seining
C – Gillnet
D – Long lining
12. A 13. A 14. D 15. A
16. A 17. B 18. C 19. D
20. A 21. D 22. D 23. C
24. B 25. A 26. A 27. A
28. C 29. D 30. B

Assessment Paper 2

1. D 2. D 3. C 4. C
5. B 6. C 7. B 8. B
9. D 10. C 11. A 12. D
13. D 14. D 15. A 16. C
17. Pastoralism
18. B
19. (i) Because of cold temperatures at the top of the mountain. The ice has a high specific latent heat and so heat from the sun is not sufficient enough to melt large amounts of ice.

20.

	Museum	Historical buildings
Kenya	National Museum	Karen Blixen
Uganda	Uganda Museum	Bwanga house
Tanzania	Village Museum	Old Boma
Ethiopia	Ethiopian Museum	Bete Medhane Alem
Sudan	Sudan National Museum	Al-Nilein Mosque
Rwanda	Rwanda Museum	Kigali Genocide
South Sudan	National Museum	John Garang Mausoleum

Assessment Paper 3

- | | | | |
|-------|-------|-------|-------|
| 1. C | 2. B | 3. B | 4. D |
| 5. B | 6. D | 7. D | 8. C |
| 9. C | 10. D | 11. A | 12. D |
| 13. D | 14. D | 15. C | 16. A |
| 17. B | 18. A | 19. D | 20. D |
| 21. C | 22. C | 23. B | 24. C |
| 25. A | 26. A | 27. C | 28. B |
| 29. C | 30. A | | |

Christian Religious Education

1

Creation

A. My purpose

Practice Activity 1

1. A special natural skill that enables someone to do something well.
2. Write correct answers.
3. Write correct answers.
4. (a) (i) making good use of his talents.
(ii) being a good manager of his talents.
(b) by using talents to serve God and others.
by using abilities to serve the community.
(Write any other correct answer.)
5. Write correct answers.
6. Fill in the journal correctly.
7. Write correct answers.

Practice Activity 2

1. (a) God
(b) To serve God and others.
2. B, D
3. (a) He wanted them to understand that the different roles human beings perform ensure proper functioning of the community.
(b) Write correct answers.

Practice Activity 3

1. Hardworking, honesty, kindness, courage, unity, humility, responsibility, love, respect, discipline, integrity and peace.

2. (a) (i) They bought for him a ball and playing attire.
(ii) They enrolled him at a nearby football academy.
(b) (i) Responsibility (ii) Discipline
(iii) Hardworking (iv) Discipline
(v) Courage (vi) Love
(Write any other correct answer.)
3. (a) Write correct answers.
(b) Write correct answers.

B. Marriage and family

Practice Activity 4

1. (a) He made the man to sleep. He created a woman out of his rib.
(b) She was created to be a companion and helper of man.
(c) He at last had a companion and a helper.
(d) When the man leaves his father and mother.
2. (a) Marriage was started by God.
(b) Marriage is for companionship.
(c) A woman was created to be a man's helper.
(d) Marriage is a holy institution thus it should be respected.
3. (b), (c), (d)

Practice Activity 5

1. (a) — (ii) (b) — (iii) (c) — (i)
2. (a) Christian marriage
(b) Customary marriage
(c) Civil marriage

Practice Activity 6

1. B
2. (a) Rachel is under the age of 18 years.

- (b) They will violate their daughter's rights. This will affect Rachel's development.
- (c) (i) It violates the involved child's right to education.
- (ii) It puts the child involved at the risk of contracting HIV and AIDS.
- (iii) It negatively affects the development of the involved child.
- (iv) It leads to school dropout of the involved child.
- (v) It puts the child involved under risk of early adulthood responsibilities.

(Write any other correct answer.)

- (d) (i) Poverty
- (ii) Lack of education
- (iii) Insecurity
- (iv) Traditional milestones
- (v) Peer pressure.

(Write any other correct answer.)

3. (a), (b), (c), (e)

C. God's rest

Practice Activity 7

1. Active leisure activities require a lot of energy while passive leisure activities require minimal energy.

2.

Passive leisure activities	Active leisure activities
(a) Storytelling	(a) Swimming
(b) Watching movies	(b) Cycling
(c) Listening to music	(c) Dancing
(d) Visiting the sick	(d) Playing netball
(e) Reading storybooks	(e) Horse riding

3. (c), (e)

Practice Activity 8

1. (a) sixth day
 (b) He had completed His work of creation.
 (c) He had completed His work of creation.
 (d) resting
2. (a), (c)
3. (a) Gossips
 (b) Sexual abuse
 (c) Drug abuse
 (Write any other correct answer.)
4. (a) Holding fellowships.
 (b) Cleaning the church.
 (c) Singing in church choir.
 (d) Helping the needy.
 (e) Visiting the sick.
 (Write any other correct answer.)
5. (c)

Practice Activity 9

1. (a) self-control
 (b) responsibility, love, goodness
 (c) kindness, love, goodness, responsibility, sharing
2. (a) (i) love, joy, kindness, goodness
 (ii) unity, cooperation, responsibility
 (iii) joy, happiness, love.
 (iv) cooperation, peace, patience, self-control, tolerance.
 (v) tolerance, love, patience, humility, kindness, compassion.
 (vi) kindness, goodness, sympathy.
 (Write any other correct answer.)
- (b) Write correct answers.

2 The Bible

A. The Bible as the inspired Word of God

Practice Activity 1

- It was written by people who were inspired by God.
It contains God's message to His people.
- It was written by people who were inspired by God.
- Carol
- By encouraging them to read the Bible and follow its teachings.

Practice Activity 2

- (iv) (It hides faults)
- good deeds.
- Write correct answers.
- It teaches me the truth, corrects me, gives me instructions for right living.

Practice Activity 3

- | | |
|-----------------|-------------|
| (a) Genesis | (b) Exodus |
| (c) Leviticus | (d) Numbers |
| (e) Deuteronomy | |
- | | |
|-------------|------------|
| (a) Moses | (b) Samuel |
| (c) Solomon | |

3.

Habakkuk	Isaiah
Malachi	Amos
Isaiah	Nahum
Amos	Habakkuk
Nahum	Malachi

- Baruch
- David and other Psalmists
- Genesis, Exodus, Leviticus, Numbers, Deuteronomy, Judges, Ruth, 1st Kings,

2nd Kings, 1st Chronicles, 2nd Chronicles, Esther, Psalms, Proverbs, Ecclesiastes, Lamentations.

Practice Activity 4

- Gospel
- | | |
|-------------|-----------|
| (a) Matthew | (b) Mark |
| (c) Luke | (d) John |
| (e) Luke | (f) James |
- Luke, Paul, Peter, John
- Romans, 1st Corinthians, 2nd Corinthians, Galatians, Ephesians, Philippians, Colossians, 1st Thessalonians, 2nd Thessalonians, 1st Timothy, 2nd Timothy, Titus, Philemon.
- Unknown author
- John
- Mark, James, Philemon, Titus, Revelation, Timothy, Peter, John
- | | |
|-----------|-------------|
| (a) Acts | (b) Titus |
| (c) James | (d) Hebrews |

Practice Activity 5

- | | |
|-------|-------|
| (a) ✓ | (b) ✓ |
| (c) ✓ | (e) ✓ |
- True
- True
- English, Kiswahili, Kamba, Meru, Kikuyu (Write other correct answers.)

Practice Activity 6

- (a)
- Right - Stella, Tracy, Paul
Wrong - Betty
- | |
|--|
| (a) Improved communication among people. |
| (b) The Word of God is communicated better and clearer. |
| (c) The people understand and practise what the Bible teaches. |

4. (a)
5. (b)
6. Carol can read the Bible to her grandmother and translate the verses to a local language she can understand.

B. The Ten Commandments

Practice Activity 7

1. Sinai
2. (a)
 1. Worship no god but Me.
 2. Do not bow to any idol and worship it.
 3. Do not use the name of the Lord in vain.
 4. Observe the Sabbath day and keep it holy.
 5. Respect your father and your mother.
 6. Do not commit murder.
 7. Do not commit adultery.
 8. Do not steal.
 9. Do not accuse anyone falsely.
 10. Do not desire another man's house, his wife, his slaves, his cattle, his donkey or anything that he owns.
- (b) Worship no god but Me.
Do not bow to any idol and worship it.
Do not use the name of the Lord in vain.
Observe the Sabbath day and keep it holy.
- (c) Respect your father and your mother.
- (d) Observe the Sabbath day and keep it holy.
- (e) (i) The 10th commandment.
(ii) The 8th Commandment.

- (f) iii
- (g) Do not commit murder.
3. Long life
4. It will not bring peace and harmony among people.
It will cause disputes among people.
It will bring hatred and quarrels among people.
5. B
6. Fellow Christians
7. 9th and 10th Commandment.

Practice Activity 8

1. Respect, fairness, contentment, integrity

Commandments	Values
(a) Do not steal.	Faithfulness
(b) Do not covet.	Obedience
(c) Honour your father and mother.	Fairness
(d) Do not accuse anyone falsely.	Respect
(e) Do not commit adultery.	Contentment

3. (a) Respect
(b) Decision making and assertiveness.

Practice Activity 9

1. (a) God (b) creator
(c) God (d) fairness
(e) coveting/stealing
(f) elders
2. (a) Those who respect their parents have been promised long life.
(b) Human life should not be destroyed by anyone.
(c) Should love God and love Him alone.

- (d) God expects us to be fair, honest and just in our dealings.
 - (e) People should observe sexual purity.
3. (Write other correct answers.)
 4. (a)
 5. Those who respect their parents have been promised long life.
 6. The commandments help me to be just, fair and honest; to respect other people's property; to deal with people of the opposite sex responsibly; not to tell lies about other people and not to use the name of the Lord for evil purposes. To be contented with what I have. (Write other correct answers.)

Practice Activity 10

1. (a) At school - Respecting my teachers; not accusing anyone falsely, respecting other people's property; dealing with people of the opposite sex responsibly, using the name of the Lord for right purposes, not coveting other people's property.
(b) At home - Respecting my parents; respecting other people's property; dealing with people of the opposite sex responsibly, using the name of the Lord for right purposes, not coveting other people's property.
(c) In the church - Worship God only and no other gods, not to use the Lord's name in vain, respect the day of Sabbath.
2. (a) True (b) True (c) True
3. (c) Promotes good relationship with God.

- (d) Promotes good relationship with God by making time to worship Him.
 - (f) Promotes good relationship among Christians.
 - (g) Promotes good relationship among Christians.
 - (h) Promotes good relationship among Christians.
 - (j) Promotes good relationship among people.
- (Write other correct answers.)
4. To avoid disputes and promote peace and harmony among people.
 5. To follow God's instructions and live well with people.

C. Bible stories

Practice Activity 11

1. By praying, trusting and having faith in God.
2. (a) The power of God.
(b) Ramath Lehi
(c) A jawbone of a donkey.
(d) God can strengthen us when we depend on Him depending on God's power helps us to defeat our enemies God uses His people to manifest His power.
(e) The power of God strengthened him.
(f) (i) Courage
(ii) Patriotic
(iii) Trust

Practice Activity 12

1. Problems that needs mental or physical effort to be solved.
2. Sicknesses, failure in exams, separation of parents, lack of food, shelter,

clothing, lack of school fees. (Write any other challenge that you face)

3. By praying and trusting in God.
4. God has the power that enables Christians to overcome challenges God has every answer concerning their lives.
5. (a) Sickness, lack of school fees, joblessness.
(b) Paying the medical bill, paying school fees for the brother and getting the father a job.

Practice Activity 13

1. (a) True (b) True (c) True
2. I will always depend on God's power when I face challenges. I will seek help when faced by challenges. I will always trust God's power to overcome every challenge.
3. (b)
4. Samson

Practice Activity 14

1. Write any challenge you have faced.
2. So as to solve them and have peace. (Write other correct answers.)
3. (a) The place was small.
(b) borrowed axe.
(c) He cut off a stick, threw it in the water and the axe head floated.
(d) A group of prophets that Elisha was in charge of.
(e) iii, ii, i, iv, v.
4. He cut a stick and threw it where the axe head had fallen.
5. (a) Elisha had faith and trusted God to recover the axe head.
(b) We should ask for help to solve our problems.

- (c) We should be thankful and careful with the things that are not ours.
- (d) As a group leader you should be ready to listen to the challenges facing members of your group and help them find a solution. (Write other correct answers.)

6. All
7. God's power can help us overcome any challenge. (Write other correct answers.)

Practice Activity 15

1. (a) True (b) True (c) True
(d) True
2. She reads Bible verse and prays with her sister.
3. He has the power to help us overcome challenges.

Determination

Practice Activity 16

1. (c)
2. The man.
3. The man.
4. (b)
5. Israel
6. All the leaves
7. He discovered that he was wrestling the Angel of God.
8. (c)

Practice Activity 17

1. Responsibility, courage, tolerance, faith, persistence and determination.
2. (a) I should be persistent in prayer to thank and honour God.
(b) Being determined in whatever I do.
(c) Having strong faith and belief that God will answer my prayers.

- (d) Being responsible of my own actions.
- (e) Being tolerant and considerate with the people around me.
- (f) Being courageous when faced with challenges.

Practice Activity 18

1. (a) ceasing (b) Jacob
(c) needs (d) faith
(e) answers

End of Term 1 Assessment

- | | | |
|-------|-------|-------|
| 1. A | 11. B | 21. A |
| 2. D | 12. A | 22. B |
| 3. D | 13. A | 23. C |
| 4. D | 14. B | 24. A |
| 5. C | 15. B | 25. B |
| 6. A | 16. C | 26. C |
| 7. C | 17. D | 27. A |
| 8. B | 18. A | 28. B |
| 9. D | 19. A | 29. C |
| 10. D | 20. A | 30. C |

The life of Jesus Christ

3

A. The call of the first disciples

Practice Activity 1

1. (a) Simon Peter (b) Andrew
(c) John (d) James
2. Along the shore of Lake Galilee.
3. Fishermen
4. Obedience
5. He wanted them to assist Him in preaching the Word of God.
6. (a), (b), (d)

Practice Activity 2

1. Picture A - By preaching the Word of God.
Picture B - By farming and providing produce to the people.
Picture C - By teaching.
Picture D - By healing the sick.
2. (a) They take care of the sick.
(b) They maintain law and order.
(c) They take care of the domestic animals. (Write any other correct answer.)
(d) They make furniture for use.
3. Write correct answers.

B. The temptations of Jesus Christ

Practice Activity 3

1. It is the desire to do something that is wrong.
2. (a) Turn stone into bread.
(b) Worship him and be given the power and wealth of all the kingdoms of the world.
(c) Throw Himself from the highest point of the temple in Jerusalem for God would send His angels to save Him.
3. forty
4. Not eating.
5. the Word of God.
6. The highest point of the temple in Jerusalem.
7. The scripture/the Word of God.
8. (a) — (iii) (b) — (i)
(c) — (ii)
9. (a) The Word of God helps in overcoming temptations.

(b) We should not let worldly wealth and power distract us from worshipping God.

(c) God should not be put to test.

10. (a), (c), (d), (e)

Practice Activity 4

- (a) Write correct answers.
(b) Write correct answers.
- (a) Taking alcohol.
(b) Copying the assignment from his classmate.
(c) Giving a bribe.
(d) Speeding
(e) Cheating/lying to his parents.
- (a) Preaching for money.
(b) Asking or accepting bribes from drivers.
(c) Crossing the road at the wrong point.
(d) Carrying out abortions.
(Write any other correct answer.)
- (a) Stealing
(b) Sexual desires
(c) Receiving bribes
(d) Accusing falsely
(e) Worship of earthly material.

C. Miracles of Jesus Christ

Practice Activity 5

- In Capernaum
- He wanted Him to heal his servant who was sick at home.
- Faith
- I tell you, I have never found anyone in Israel with faith like this.
- He recognized the authority of Jesus. He asked for help from Jesus instead of him sending his juniors to Him.
- universal saviour

- (a) Responsibility (b) Love
(c) Humility (d) Kindness

Practice Activity 6

- (a) (i) We should humble ourselves.
(ii) Jesus is the greatest healer.
(iii) We should ask for help.
(iv) We should be responsible for the people in our lives.
(b) (i) We should have faith in Jesus.
(ii) Jesus has authority to heal the sick.
(c) (i) Jesus is a universal saviour.
(ii) Jesus has power to heal the sick.
- Write correct answers.
- (a) It helps them to recover quickly.
(b) It makes them feel loved.
(c) It gives them hope for healing.
(d) It makes us good Christians.
(e) It is a way of serving God.
(Write any other correct answer.)
- He went to ask for help from Jesus to heal the servant.

Practice Activity 7

- Twelve years
- She wanted to get healed.
- Her bleeding stopped at once.
- faith
- He felt some power come out of Him.
- He felt it was not easy to identify the person who had touched Jesus from the crowd.
- (a), (b)

Practice Activity 8

- Tumaini government hospital.
- (a) Setting up hospitals.
(b) Employing doctors and nurses to care for the sick in hospitals.

- (c) Giving medical covers to its citizens.
3. (a) By ensuring there is supply of drugs in the hospitals.
 (b) By providing guidance and counseling services to them.
 (c) By providing mosquito nets to new mothers.
- (Write any other correct answer.)

Practice Activity 9

1. (a) We should have faith in Jesus.
 (b) We should go for medication in hospitals when sick.
 (c) Jesus heals the sick.
 (d) Jesus has power to heal the sick.
2. She went through the crowd to touch the cloak of Jesus.
3. Write correct answers.
4. Write correct answers.

Practice Activity 10

1. Mary, Martha
 2. four
 3. He looked up and prayed.
 4. She knew that there would be a bad smell.
 5. faith
 6. He had love for Lazarus.
 7. (a) Martha (b) Jesus

Practice Activity 11

1. For the people to believe that He was sent by God.
 To show He has power over death.
 For God's glory to be seen.
2. Write correct answers
3. have concern for the sick and their relatives.
4. Mourn with them.
 Raise money to cater for funeral expenses.

(Write any other correct answer.)

5. (a) Jesus has power over death.
 (b) We should have faith in Jesus.
 (c) We should ask for help.
 (Write any other correct answer.)
6. Write correct answers.

D. The Kingdom of God

Practice Activity 12

1. A hidden treasure in a field, unusually fine pearl.
2. (a) He was so happy.
 (b) He covered it up again.
 (c) He sold everything he had and bought the field that had a hidden treasure.
3. The hidden treasure had a lot of value.
4. He went and sold everything he had and bought the pearl.
5. (a) The value of the Kingdom of God.
 (b) The joy of finding the Kingdom of God.
6. value

Practice Activity 13

1. (a) (i) Luxurious houses
 (ii) Luxurious cars
 (iii) Precious stones
 (iv) Money

(Write any other correct answer.)

- (b) They have value.
 They make their lives comfortable.
 They give them power.
 (Write any other correct answer.)
2. Write correct answers.
3. (a) He wanted to use the money to buy the land that had gemstones.
 The land was more valuable than his house and car.

- (b) Gemstones
 - (c) (i), (iii)
 - (d) a hidden treasure,unusually fine pearl
4. the Kingdom of God.

Practice Activity 14

1. Lazarus
2. He hoped to eat the bits of food that fell from the rich man's table.
3. He never shared his food with the poor man.
4. Luxurious
5. He was not concerned with the welfare of the needy in society.
6. (a) Share with the needy.
(b) Sympathize and show love to the needy.
(c) Wealth can hinder us from inheriting the Kingdom of God.
7. (a), (c), (d)

Practice Activity 15

1. Donate the items to the needy.
2. Donate food and clothes to her family. Give her the fare to cater for her transport.
3. He should share his wealth with the needy neighbours.
4. Kindness, sympathy, love and responsibility.
(Write any other correct answer.)
5. (a) It gives them hope in life.
(b) It enables them to meet their needs.
(Write any other correct answer.)
6. (a), (c)

4 The Church

A. The Apostles' Creed

Practice Activity 1

1. Apostles' creed
2. Apostle
3. (a) Creator (b) Holy Spirit
(c) three days (d) judge
(e) catholic, saints, everlasting.
4. Patrick.

Practice Activity 2

1. God
2. Mary
3. He was crucified
4. False
5. So as to live forever with God. (Write any other correct answer.)
6. A, B
7. There are three persons in one God.
God sent His son to die for our sins.
There will be resurrection of the body.
There shall be judgement on the final day.
There is forgiveness of sins.
(Write any other correct answer.)

Practice Activity 3

1. (a)
2. (a) True (b) True (c) True
(d) True (e) True (f) False
(g) True
3. (a) — (iii) (b) — (iv)
(c) — (ii) (d) — (i)

Practice Activity 4

1. Holy Trinity
2. (a) Father (b) Son
(c) Holy Spirit
3. The three Holy persons in one God.

4. Father, Son, Spirit
5. Helps and guides us in our daily lives.
6. (a) goodness (b) love
(c) kindness (d) mercy
(e) self-control

B. Christian suffering

Practice Activity 5

1. Sickness, floods, famine, accidents
(Write any correct suffering you know.)
2. experiencing physical or mental pain as a result of one's faith in God.
3. To follow the example of Christ who also suffered.
(Write any other correct answer.)
4. Physical
5. (a) ✓ (b) ✓
(c) ✓
6. (c)
7. Should be patient, pure, kind, have knowledge and should endure hardships.
8. Christians should do the following;
 - (a) Accept suffering because they are followers of Christ.
 - (b) Seek help from the Holy Spirit and from the other Christians.
 - (c) Pray and be patient that God will help them overcome their sufferings.
 - (d) Remain faithful and hopeful to God even when they suffer.
9. To stand firm in faith and endure suffering.
10. (a) — (iii) (b) — (i)
(c) — (iv) (d) — (ii)
11. To stand firm and endure the suffering.

Practice Activity 6

1. love, patience, purity, faithfulness, knowledge, kindness
(Write any other correct answer.)
2. True
3. A, B, C, D
4. When persecuted or beaten, Christians should endure and remain faithful to God.
When arrested and despised, Christians should practice patience. Christians should honestly stand for the truth even when they are suffering.
(Write any other correct answer)
5. Endurance, hardwork, respect, love, patriotic, loyal, persistence, obedience, patience.
7. Patience, endurance, love, persistence
(Write any other correct answer)

Church unity

Practice Activity 7

1. A group of people who worship together/a congregation of believers.
2. Catholic church, Seven Day Adventist, Anglican Church of Kenya, Presbyterian Church of East Africa.
(Write any other correct answer)
3. True
4. (a) Brings togetherness.
(b) Promotes peaceful co-existence.
(Write any other correct answer)
5. Doing duties together.
Solving differences peacefully. (Write any other correct answer.)

Practice Activity 8

1. Peter
2. True
3. United
4. True

5. It involves coming together of the Church of Christ.

6. (a)

Practice Activity 9

- Cleaned the church together, listened to the Word of God; prayed and worshipped together.
- Sing and pray together, contribute funds and foodstuffs to help the needy, speak against injustice in the society. (Write any correct answer.)
- (a) Christians get to share the word of God.

(b) Christians get to solve problems together.

(c) Christians share what they have with the needy.

(d) Christians are able to grow together spiritually and emotionally.
- peaceful
- True
- (d)

D. Good citizenship

Practice Activity 10

- A person who belongs to a certain country.
- (a) Obeys the laws of the country.

(b) Respects those in authority.

(c) Takes care of the environment.

(d) Loves his or her country.

(e) Participating in community development.

(Write any other correct answer)
- Yes, she loves her country and ready to defend it.
- (a) True

(b) True

(c) True

(d) True

(e) False

(f) True

(g) False

5. Raise money and build other toilets for the school.

6. (a)

7. Keep the environment clean.

Practice Activity 11

- (a) authority

(b) God

(c) evil

(d) punished

(e) right
- Because authority comes from God. They have been chosen by God to lead us.
- Pastors, priests, chiefs, governors, policemen. (Write any other correct answer.)
- All the learners are correct.
- To obey her since she is in authority.

Practice Activity 12

- (a) Planting trees.

(b) Controlling soil erosion.

(c) Cleaning and draining the polluted rivers.

(d) Disposing waste properly.

(Write any other correct answer.)
- Ensuring that there is peace among schoolmates. (Write any other correct answer.)
- To obey the teacher's instructions/ to participate in taking care of the environment.
- B
- (d)
- Refuse to give the money and report the matter to the teacher.
- Obey traffic rules and save lives.

E. Interpersonal relationships among Christians

Practice Activity 13

- Family members: With love and respect.
 - Classmates: With love, respect and integrity.
 - Teachers: With respect, obedience and hardwork.

(Write any other correct answer.)
- Accept the apology to promote peace between them.

Practice Activity 14

- Submit
 - worry
 - pride
 - devil
- (d)
- By being role models, showing respect to all, serving them willingly. (Write any other correct answer.)
- Respect and obey his mother.
- (c)

Practice Activity 15

- Honesty
 - Tolerance
 - Peace
 - Humility
- Kindness
 - Unity
 - Honesty
 - Peace

(Write any other correct value you know.)
- Forgiving and forgetting other people's wrongs brings peace.
 - Saying thank you always brings a sense of gratitude and humility.
 - Having respect for each other brings tolerance.
 - Being humble and not showing off promotes peace and unity.

(Write any other correct answer.)
- Say thank you.

5. Respect

End of Term 2 Assessment

- | | | |
|-------|-------|-------|
| 1. B | 11. B | 21. A |
| 2. B | 12. C | 22. C |
| 3. B | 13. C | 23. C |
| 4. A | 14. D | 24. C |
| 5. D | 15. B | 25. C |
| 6. A | 16. A | 26. C |
| 7. C | 17. C | 27. B |
| 8. C | 18. C | 28. B |
| 9. B | 19. C | 29. C |
| 10. B | 20. B | 30. A |

5 Christian Living

A. Friendship formations

Practice Activity 1

- Play together, work together, study together, clean together.
(Write any other correct answer.)
- Respect each other, be good to each other, obey those in authority
(Write any other correct answer.)

3. Good Friends.	Bad Friends
Jane	Eunice
Mary	Steve

- Pendo
- They help one to grow spiritually.
 - They help us to work well in school, at home and in the community.
 - They correct us when we are wrong.
 - Helps us to live in peace and harmony.

(Write any other correct answer.)
- Respectful, honest, hardworking, obedient, kind.
(Write any other correct answer)

7. He can correct them and tell them the importance of obeying their teachers.

Practice Activity 2

1. (a) Give your life for them.
(b) When we do what He commands us.
(c) selfish
(d) Time, money, food, clothes (Write any other correct answer.)
2. (a) N, I and P
(b) By being responsible and honest in all I do. By encouraging others to live Godly lives.
(c) Be responsible in everything she does.
(d) P (Pride)
(e) They help us to relate well with others and promote peaceful co-existence.

B. Human sexuality

Practice Activity 3

1. The stage between childhood and adulthood.

Changes in boys	Changes in girls
Voice breaks	Breasts enlarge
Chest broadens	Hips broaden
Wet dreams	Menstrual flow

3. (a) Increase in height.
(b) Pimples appear on the face.
(c) Hair under the armpit and in the pubic area.
4. (a) Him in His own image and likeness.
male, female
(b) God (c) True
(d) True

5. (a) True (b) True
(c) True (d) False
(e) True

6. Accept them since it is part of growth.

Practice Activity 4

1. (a) body (b) Holy Spirit (c) (i)
2. To glorify God.
3. jealousy
4. death
5. (a) Incest (b) Fornication
(c) Rape (d) Adultery
(Write any other correct answer.)
6. (a) Peer pressure
(b) Wrong use of digital devices.
(c) Influence of drugs and other substances.
(d) Lack of proper guidance.
7. Respect, honesty, obedience, patience, self-control
8. Juliet
9. (a) Curiosity
(b) Wanting to fit
(c) Lack of self-control
(Write any other correct answers.)

Practice Activity 5

1. It defiles our bodies.
2. (a) Critical thinking
(b) assertiveness
(c) self-control
(d) communication skill
(e) decision making
3. (a) Assertiveness
(b) Decision making
(c) Decision making
4. (a) By respecting my body as the temple of the Holy Spirit.
(b) By practising the correct moral values and life skills.
(Write any other correct answer.)
5. True

C. Sanctity of life

Practice Activity 6

- (a) mob justice (b) drug abuse
(c) suicide (d) abortion
(e) robbery with violence
- Help him stop the habit and get back to work; Take him to a rehabilitation centre for treatment.
- (d)
- (c)

Practice Activity 7

- (c)
- Write any other correct answer.

Practice Activity 8

- (a) Do not commit murder.
(b) We will be in the danger of going to the fire of hell.
(c) Make peace with each other.
(d) (ii)
(e) Settle the dispute before going to court.
(f) Anger can cause murder.
- To live in peace with each other.
(Write any other correct answers.)

Practice Activity 9

- Self-control, Responsibility, Respect, Honesty, Love, Compassion
- (a) Self-control (b) honesty
(c) responsible (d) forgive
- (a) Respect each other.
(b) Be responsible of their lives and the lives of the people around them.
(c) Be humble and avoid quarrels with other people.

- (d) Be patient with each other even when they are angry.

- self-control and forgiveness

D. Alcohol and substance abuse

Practice Activity 10

- Alcohol, glue, tobacco, cocaine, opium, Miraa, bhang (Write any other correct answer.)
- Taking drugs without doctor's prescription.
Taking underdose.
Taking overdose.
- (d)
- (a) wine, the Holy Spirit
(b) It ruins their lives.
(c) (i) Can lead to divorce.
(ii) Brings poverty.
(iii) Unemployment
(iv) Quarrels and fights.
(v) Can lead to death.
(Write any other correct answer.)
(d) (i) ✓ (ii) ✓
(iii) ✓

Practice Activity 11

- Singing, playing musical instruments, cleaning the church, arranging the benches, reading the Bible, collecting the offering, ushering (Write any other correct answer.)
- All learners were right.
- To prevent their lives from being ruined.
- To prevent life from being ruined.

Practice Activity 12

- (a) Giving stiff penalties to drug traffickers and restricting supply of drugs.
(b) Creating awareness on dangers of drug use through the media.
(c) Working closely with the ministry of education and NACADA to fight drug trafficking and abuse.
(Write any other correct answer.)
- Drugs and substances have dangerous effects such as poor health, increased crime rate in the society, poverty and death.
- By teaching the learners about the dangers and effects of drugs and substance abuse.
- (b)
- (a)
- self-control, assertiveness, self-respect, communication skills.
(Write any other correct answer.)

End of Term 3 Assessment

- | | | |
|-------|-------|-------|
| 1. A | 11. C | 21. B |
| 2. A | 12. C | 22. B |
| 3. C | 13. B | 23. A |
| 4. A | 14. B | 24. A |
| 5. B | 15. B | 25. A |
| 6. D | 16. A | 26. B |
| 7. A | 17. B | 27. B |
| 8. D | 18. B | 28. B |
| 9. C | 19. B | 29. C |
| 10. B | 20. D | 30. B |

End of Year Assessment Papers

Assessment Paper 1

- | | | |
|-------|-------|-------|
| 1. D | 11. B | 21. B |
| 2. C | 12. B | 22. A |
| 3. D | 13. D | 23. B |
| 4. B | 14. A | 24. B |
| 5. B | 15. D | 25. B |
| 6. B | 16. B | 26. C |
| 7. D | 17. A | 27. C |
| 8. C | 18. A | 28. B |
| 9. C | 19. C | 29. B |
| 10. C | 20. B | 30. C |

Assessment Paper 2

- | | | |
|-------|-------|-------|
| 1. C | 11. C | 21. B |
| 2. C | 12. D | 22. C |
| 3. A | 13. A | 23. B |
| 4. D | 14. C | 24. C |
| 5. D | 15. D | 25. C |
| 6. C | 16. D | 26. A |
| 7. C | 17. C | 27. A |
| 8. A | 18. D | 28. C |
| 9. D | 19. B | 29. B |
| 10. B | 20. A | 30. A |

Assessment Paper 3

- | | | |
|-------|-------|-------|
| 1. D | 11. D | 21. B |
| 2. B | 12. B | 22. D |
| 3. A | 13. B | 23. C |
| 4. B | 14. D | 24. A |
| 5. B | 15. B | 25. C |
| 6. A | 16. A | 26. C |
| 7. B | 17. B | 27. D |
| 8. B | 18. A | 28. A |
| 9. A | 19. B | 29. D |
| 10. D | 20. C | 30. C |

Islamic Religious Education

1 Qur'an

A. Selected Surah

Practice Activity 1

1.



2. (a) The Crushing Fire
(b) Wealth
(c) The kindled

Practice Activity 2

1. (a) Allah (S.W.T) will punish the slanderers and backbiters.
(b) Wealth cannot make us live forever.
(c) Our wealth should not distract us from Allah (S.W.T).
(d) Wealth is a (trust) from Allah (S.W.T) and we shall be questioned about it.
(e) Crushing Fire has been prepared for slanderers, backbiters and those who pile up wealth.

(f) The description of Hellfire is scary and therefore we should avoid it.

2. (a) It hurts and shames other people, therefore bringing about disagreements/conflicts in the society.
(b) Wealth will not make them live forever and they will be punished in the Crushing Fire.
(c) He/she should stop that habit so as to be saved from Hellfire on the Day of Judgment.
3. (a) Being occupied with love of wealth; persuing on making money while forgetting other responsibilities.
(b) Being a miser not giving charity.
(c) Being proud and looking down upon others.
(d) Forgetting about Allah (S.W.T) in our daily activities.
4. Spending or using our time well doing activities such as:
(a) reading Qur'an and other books
(b) playing games with friends
(c) doing research using digital devices on academic activities.

Practice Activity 3

1. According to the teachings of Surah Al-Humaza, it is sinful to spread lies about others and that she should stop doing that to save herself from the punishment of Hellfire on the Day of Judgment.

2. Essa should advise his father that according to the teachings of *Surah Al-Humaza*;
 - (a) We should avoid being misers and give charity to the poor.
 - (b) We should be humble and avoid being proud because of money.
3. I should avoid the following:
 - (a) spreading lies about others
 - (b) backbiting others
 - (c) hurting, shaming or making fun of others
 - (d) insulting others
 - (e) being proud and looking down upon others.

Practice Activity 4

2. Complete the task by writing the meaning of the verses below.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْعَصْرِ ①

إِنَّ الْإِنْسَانَ لَفِي خُسْرٍ ②

إِلَّا الَّذِينَ ءَامَنُوا وَعَمِلُوا الصَّالِحَاتِ وَتَوَّصُوا بِالحَقِّ وَتَوَّصُوا بِالصَّبْرِ ③

3. (a) Those who have believed.
- (b) Patience
- (c) Truth
- (d) Doing righteous deeds.

Practice Activity 5

1. (a) We should use our time on things that please Allah (S.W.T).
- (b) We should encourage others to have faith in Allah (S.W.T) only.
- (c) We should encourage others to do good and avoid evil.
- (d) We should remind others about the truth and the right thing to do.

- (e) We should be patient during time of hardship.
- (f) We should speak the truth all the time.

2. (a) Those who believe in Allah (S.W.T).
 - (b) Those who perform righteous deeds.
 - (c) Those who advise each other about the truth.
 - (d) Those who advise one another to practise patience.
3. He or she should not waste time but instead spend time performing good deeds.
 4. Performing any good deeds such as reading Qur'an *Hadith*, helping parents at home and friends at school among others.
 5. He should spend his time well by performing good deeds and refrain from wasting too much time watching television.
 6. All the things one should do to be a better Muslim for example:
 - (a) using time well by doing good deeds
 - (b) guiding each other to the truth
 - (c) practising patience among others.

Practice Activity 6

1. (a) التَّكَاثُرُ
- (b) الْمَقَابِرَ
- (c) تَعْلَمُونَ
- (d) تَعْلَمُونَ

Practice Activity 7

1. Match the verses with their correct meaning.

Know	التَّكَاتُرُ
Again	الْمَقَابِرِ
Rivalry	تَعَلَّمُونَ
Graves	ثُمَّ

2. (a) Acquiring worldly things.
 (b) visit
 (c) you shall
 (d) certainly

Practice Activity 8

1. (a) We should not waste time and money competing for worldly things.
 (b) We should spend time and money to invest in *Akhera* (Hereafter).
 (c) We should always be prepared for death as it comes suddenly.
 (d) We should use the blessings of Allah (S.W.T) to please Him since we shall be questioned about them.
 (e) We should thank Allah (S.W.T) for His blessings.
2. He should thank Allah (S.W.T) for the wealth. Use it to please Him in order to succeed and not to be thrown into Hellfire.
3. (a) Competing for worldly things.
 (b) How we use our pleasures (blessings) while we are in this world.

4. He should not put all his time and attention and interest on money which will not benefit him and forget about Hereafter. Instead he should attend *swalah* in preparation of the Hereafter which is eternal.
5. (a) Money (b) Children
 (c) Accumulating wealth.
 (d) Power
 (e) Getting supporters.
6. All things in this world for example, wealth will all vanish or can't stay forever.
7. Advise him or her to use their time well by doing good deeds for *Akhera* (Hereafter) which will stay with him forever.
8. (a) How you used all the parts of your body (e.g. eyes, ears, mouth, legs and hands).
 (b) Food and drinks (c) Health
 (d) Peace (e) Security
9. (a) Set time for *Ibadah*.
 (b) Spend time and wealth in a manner that pleases Allah (S.W.T).
 (c) Prevent worldly things from making you disobey Allah (S.W.T).

Practice Activity 9

- 1.

الْقَارِعَةُ	وَمَا أَدْرَاكَ مَا
مَوَازِينُهُ	فَأَمَّا مَنْ نَقَلَتْ
رَاضِيَةً	فَهُوَ فِي عِيشَةٍ
مَوَازِينُهُ	وَأَمَّا مَنْ خَفَّتْ

Practice Activity 10

- To prepare ourselves for the Day of Judgment.
 - Allah (S.W.T) will judge us according to our good and bad deeds.
 - To perform good deeds to make our scales heavier on of the Day of Judgment.
 - To avoid bad deeds that will make our scales lighter on the Day of Judgment.
 - Allah (S.W.T) is the best of all Judges.
 - Allah (S.W.T) will reward us without any favourism.
- They will be thrown into Hellfire.
- They will be rewarded with a pleasant life in paradise.
- deeds
- We should always do good deeds.
 - We should always avoid bad deeds.
 - Make sure we do what pleases Allah (S.W.T).
 - We should fear Allah (S.W.T) all the time and ask for His guidance.
- Al-Hakam* (The Judge)
- Mountains will be destroyed, float in the air and thrown about like carded wool.
- Each person's deeds will be weighed and rewarded accordingly.
- By performing good deeds such as:-
 - Praying five times a day.
 - Respecting our parents.
 - Seeking knowledge.
 - Reciting the Qur'an.
 - Reciting *Adhkaar*, among others.

2 Hadith

Selected hadith

Practice Activity 1

- Allah does not look at your appearance wealth but rather He looks at your heart and actions.
- Intention in our hearts.
 - Our deeds (actions).
- Physical appearance
 - Wealth

Practice Activity 2

- When performing any actions, our intentions should be sincere and for Allah (S.W.T).
 - We should purify our hearts from all kinds of sins.
 - We should not take pride in our wealth and beauty; they won't help us on the Day of Judgment.
- His *swalah* will not be accepted because he went for *Juma'ah* prayers with a different intention, for people to see him in his new cloth.
- He should not do any good deed to show off, be praised or to expect a thank you from a person he helped because he will have no any reward on the Day of Judgment.
- We should perform good deeds sincerely for Allah (S.W.T).
 - We should not show off when performing good deeds for people to recognise our beauty or wealth.
 - When we help others we should not expect a thank you or a favour.

5. Allah (S.W.T) does not look at our appearance and wealth but rewards us according to our intentions in our hearts.

Practice Activity 3

1. “The messenger of Allah (S.W.T) cursed the man who wears women’s clothing and the woman who wears men’s clothing”.
(Narrated by Abu- Daud)
2. They will both be cursed by Prophet Muhammad (S.A.W) and therefore be punished and receive the mercy of Allah (S.W.T).

Male cloths should:	Female cloths should:
(a) be above the ankle	(a) cover the whole body except hands and face
(b) not be made of golden or silk	(b) not be of opposite gender
(c) not be of the opposite gender	

Practice Activity 4

Clothes and accessories won by men	Clothes and accessories won by women
Trousers Shirts Shorts	Blouses Necklaces Earrings Bangles Skirts

2. (a) Muslims need to dress decently and cover their *aurah*.
(b) Men and women are created differently and this should also be seen in their dressing.
(c) Exposing one’s nakedness lowers other peoples respect for them.
3. Gender mixed dressing is prohibited in Islam and whoever does this will be cursed by the Prophet (S.A.W), therefore, punished by Allah (S.W.T).
4. Men and women were created differently and thus should also be seen in their appropriate dressing.
5. (a) It is a command of Allah (S.W.T) and one is rewarded for obeying it.
(b) Makes one modest and therefore, respected in the society.
(c) Makes one to be identified as a Muslim.
(d) Those who fail to observe Islamic manners of dressing will earn Allah’s anger, hence will be punished.
(e) Proper dressing is a form of *Ibadah*.
(f) Allah (S.W.T) accepts our *swalah* when we cover our *aurah* during prayers.

Practice Activity 5

1. is an act of charity from him.
2. Any type of crop is accepted.
3. (a) Planting crops is an act of charity.
(b) When people, birds or animals feed on what we planted Allah (S.W.T) rewards us.
(c) We get food from crops we plant.
4. (a) Trees attract rain.
(b) Cutting of trees can cause scarcity of food and water.

- (c) Planting trees is a form of charity and is rewarded by Allah (S.W.T).
- (d) Trees keep our environment green and beautiful.
- (e) Trees give us shelter and shade.
- (f) Trees act as habitat for birds and animals.
- (g) It is a source of raw materials for making furniture, paper and clothes.
- (h) It is a source of income for those selling cereals, vegetables, fruits and flowers.

Practice Activity 6

- | | |
|--------------|---------------|
| 1. youth | 2. health |
| 3. wealth | 4. free time |
| 5. Life | |
| 2. (a) Youth | (b) Health |
| (c) Wealth | (d) Free time |
| (e) Life | |

Practice Activity 7

1. Amir because he is younger.
2. Reciting Qur'an and *Adhkaar*.
3. (a) Makes one dearer to Allah (S.W.T).
(b) Helps one to perform most acts of worship such as *swalah*, *saum* and *hajj*.
4. (a) To support their family members.
(b) Give charity.
(c) Go for hajj and umrah.
5. *Ibadah* to achieve the ultimate goal which is *Jannah* (Paradise).

Practice Activity 8

1. (a) Performing all the *fardh* and *sunnah* prayers.
(b) Reciting Qur'an.
(c) Doing exercises to keep fit and healthy.

- (d) Worshipping Allah (S.W.T).
 - (e) Helping parents at home.
2. Spend responsibly on any good acts such as charity to get the pleasure of Allah (S.W.T).
 3. (a) Performing the *sunnah* prayers.
(b) Reciting Qur'an.
(c) Reciting *Adhkaar*.
(d) Visiting the sick.
(e) Helping the elderly.
(f) Doing exercises to keep fit and healthy.
(g) Visiting our relatives.

3 Pillars of Iman

A. Importance of the pillars of Iman

Practice Activity 1

1. (i) Belief in Allah (S.W.T)
(ii) Belief in His Angels
(iii) Belief in His books
(iv) Belief in His messengers
(v) Belief in the Last Day
(v) Belief in Qadar

Practice Activity 2

1. (a) Allah (S.W.T)
(b) Angels of Allah (S.W.T)
(c) The Books
(d) Prophets/messengers
(e) Last Day
(f) *Qadar*
2. (a) Speaking the truth makes one to be trusted by other people.
(b) Being willing and ready to help or support others.
(c) Being willing to obey and follow instructions.

(d) Eager to acquire knowledge and teach others.

3. Any good deed that pleases Allah (S.W.T).

B. Taqwa

Practice Activity 3

1. *Taqwa* means fearing Allah (S.W.T) and being conscious of His presence everywhere.

2. *Al-Muttaqin* (The pious people)

Quality	Actions
Righteous	Perform good deeds.
Believer	Believe in the Hereafter.
Forgiving	Forgive people.
Generous	Give in charity.
Patient	Control anger.
Steadfast	Ask for forgiveness of their sins.
Pious	Does not repeat the sin they committed.

4. (a) The conscious of Allah (S.W.T).
 (b) Believe in the unseen.
 (c) Establish prayers.
 (d) Believe in the Holy books of Allah (S.W.T).
 (e) Believe in the Hereafter.

Practice Activity 4

1. (a) Establishing prayers.
 (b) Fasting
 (c) Asking for forgiveness from Allah (S.W.T).
 (d) Performing good deeds.
 (e) Giving *zakat*.
 (f) Fulfilling a promise.
2. Any good deed such as:
 (a) giving to charity
 (b) establishing prayers

(c) forgiving others

(d) telling the truth

(e) making *dua*.

3. (a) One is loved and receives the Mercy of Allah (S.W.T).
 (b) Disciplines one to guard against doing evil deeds.
 (c) It is a mark of true belief in Allah (S.W.T).
 (d) One is blessed on earth and heaven.
 (e) One is saved from Hellfire.
4. (a) Qur'an 2: 2-5
 (b) Qur'an 3: 133-135

C. Tawakkul (Reliance on Allah S.W.T)

Practice Activity 5

1. *Tawakkul* means depending, relying and placing complete trust in Allah (S.W.T) in everything we do.
2. A *Mutawakkil*
3. (a) Believers
 (b) Allah (S.W.T) will help a person who rely and put complete trust in Him.
 (c) (i) Depends on, relies and trust in Allah (S.W.T).
 (ii) Believes in Allah (S.W.T).
4. Trusts and relies on Allah (S.W.T) alone.
5. (a) Ayub believes in Allah (S.W.T) as he strives to achieve his goals.
 (b) (i) Trusts in Allah (S.W.T).
 (ii) Believes in Allah (S.W.T).
 (iii) Is firm and steadfast.
 (iv) Is God fearing.
6. (a) Allah (S.W.T) will provide for mankind from sources of sustenance they could never imagine.

- (b) Allah (S.W.T) is sufficient for those who rely on Him.
 - (c) Those who rely on Allah (S.W.T) will be successful in this life and the Hereafter.
7. Doing any good action that involves trusting and relying on Allah (S.W.T) alone.

D. Tawbah (repentance)

Practice Activity 6

1. *Tawbah* means an act of returning to Allah (S.W.T) and asking for His forgiveness for the wrongs or sins one did.
2. Ask for *Tawbah* from Allah (S.W.T).
3. Regret for committing the sin and repent to Allah (S.W.T) for the sin committed.
4. Regret for attending his *Fardh* prayers late, repent to Allah (S.W.T) sincerely and never repeat the sin.
5. (a) Stop committing the sin immediately.
- (b) Regret sincerely for committing the sin.
- (c) Make a firm commitment never to repeat the sin.
- (d) If the sin violates other people's rights, one should ask them for forgiveness first before Allah (S.W.T) forgives him or her.

Practice Activity 7

1. (a) Allah (S.W.T) is ever forgiving and He is ready to forgive any servant who seeks His forgiveness.
- (b) (i) *Al-Ghaffar* - The forgiver
(ii) *Ar-Rahim* - The Most Merciful
2. (a) Allah (S.W.T) changes sins to good deeds and forgives them.

- (b) When we repent, believe and do righteous deeds, Allah (S.W.T) will change our evil deeds into good deeds.
 - (c) (i) *Al-Ghaffar* - The Forgiver
(ii) *Ar-Rahim* - The Most Merciful
3. (a) One is forgiven for his or her sins.
- (b) One receives the love of Allah (S.W.T) and His Mercy.
 - (c) Allah (S.W.T) changes the sins to good deeds.
 - (d) *Tawbah* cleans the heart of a believer.
 - (e) One is prevented from repeating the sins.

Practice Activity 8

1. (a) We should follow the *sunnah* of the Prophet (S.A.W) by repenting to Allah (S.W.T) and beg His pardon. The Prophet (S.A.W) used to return to Him in repentance a hundred times in a day and yet he had no sin.
- (b) (i) Use the attribute of Allah (S.W.T) like *Al-Ghaffar* to seek His forgiveness.
(ii) Always recite "*Astaghfirullah*" a hundred times in a day or more.
(iii) Ask forgiveness from others when they hurt them.
(iv) Practise self-control when in anger and other situations.

D. Stories of the Prophets

Practice Activity 9

1. Prophet Ibrahim's (A.S) people used to make and worship idols, something he never liked from the time he was a small boy.

2. After breaking all the smaller idols, he hanged the axe on the shoulder of the biggest idol. When asked who broke the idol, he told them to ask the bigger idol because it was the one with the axe. He challenged them because he wondered why they worshipped things that can neither harm nor benefit them. They knew he was the one who broke the idols and planned to kill him.
3. Idols can neither harm nor benefit us.
4. (a) Courageous
(b) Knowledgeable/intelligent
(c) Honest
(d) Sinless (*Maasumin*)
(e) Patient
5. The people of Prophet Ibrahim (A.S) knew that he was the one who broke the idols and, therefore, decided to punish him by throwing him into a huge burning fire.
6. When Prophet Ibrahim (A.S) was thrown into the fire, a miracle happened. Allah (S.W.T) ordered the fire not to burn him. The people waited until the fire got extinguished and Prophet Ibrahim (A.S) came out alive without a single burn on his body.
7. (a) Allah (S.W.T) protects those who believe in Him.
(b) Prophet Ibrahim (A.S) had strong faith in Allah (S.W.T).
(c) Prophet Ibrahim (A.S) was loved by Allah (S.W.T).
(d) Those who believe and rely in Allah (S.W.T) are never afraid of the situations they find themselves in.
(e) Truth will always defeat falsehood.

Practice Activity 10

1. Allah (S.W.T) ordered Prophet Ibrahim (A.S) to slaughter his son Prophet Ismail (A.S).
2. He was commanded to slaughter his son by Allah (S.W.T).
3. Prophet Ibrahim (A.S) obeyed Allah (S.W.T) and attempted to sacrifice his son for the sake of Allah (S.W.T).
4. Allah (S.W.T) gave Prophet Ibrahim (A.S) a ram to slaughter instead of his son.
5. (a) By always telling the truth without fear.
(b) By always obeying parents, teachers and elders in the community.
6. (a) We should devote ourselves to Allah (S.W.T).
(b) We should always accept the will of Allah (S.W.T).
(c) Prophet Ibrahim (A.S) loved Allah (S.W.T) very much.
(d) We should never listen to Iblis.

Practice Activity 11

1. Prophet Yusuf (A.S) was a good child and Prophet Ayub (A.S), his father, loved him so much.
2. They told their father that Prophet Yusuf (A.S) had been eaten by a wolf.
3. Prophet Ayub (A.S) knew they were lying because Prophet Yusuf's (A.S) shirt was stained with blood but was not torn.
4. Prophet Yusuf (A.S) was saved from the well by traders who were going to Egypt. They stopped by the well and pulled him out of the well.
5. He was taken to Egypt.

6. (a) It breaks up families.
- (b) It is the source of disagreements.
- (c) It promotes hatred.
- (d) Allah (S.W.T) loves those who are truthful.

Practice Activity 12

1. Refuse to do it for the fear of Allah (S.W.T).
2. Prophet Yusuf (A.S) refused to commit sin with the minister's wife because he was an honest and a God fearing person.
3. Prophet Yusuf (A.S) was a God fearing young man and he preferred to be imprisoned than to do a sinful act with the minister's wife.
4. (a) The king ordered for Yusuf's release because he had the gift of interpreting the king's two dreams.
- (b) Prophet Yusuf (A.S) was God fearing and stood for truth. Allah (S.W.T) loves those who are truthful.
5. (a) Truthful or honest
- (b) Intelligent and wise
- (c) A good advisor
- (d) Patient
6. (a) Allah (S.W.T) is great and powerful. He rescued Prophet Yusuf (A.S).
- (b) We should be honest and refuse to commit sin.
- (c) We should stand for the truth always.
- (d) We should use our talents well just like Yusuf (A.S) used his talent to interpret dreams.
- (e) We should be patient and firm in faith.

Practice Activity 13

1. The king dreamt that seven fat cows were eaten by seven thin cows. He also dreamt of seven years of green corns eating up seven years of dry corn.
Prophet Yusuf (A.S) interpreted the dreams as follows: there will be seven years of good harvest, hence excess of good harvest and these should be stored, thereafter seven years of famine will follow during which the excess grain could be used.
2. Prophet Yusuf (A.S)
3. (a) We should be patient and firm in our faith.
- (b) We should use our talents well just like Prophet Yusuf (A.S) used his talent to interpret dreams.
4. Despite all the temptations, Prophet Yusuf (A.S) remained patient and firm in his faith. He was God fearing and never lied.

Practice Activity 14

1. Prophet Yusuf (A.S) received them well without telling them that he was their brother.
2. (a) Responsible and trustworthy
- (b) Loving
- (c) Forgiving
- (d) Intelligent and wise
3. We learn the following lessons:
 - (a) be responsible and trustworthy
 - (b) encouraged to be patient
 - (c) we should safeguard our dignity as Muslims
 - (d) we should be ready to forgive
 - (e) to have faith in Allah (S.W.T).

Practice Activity 15

1. (i) Honesty - He refused to accept demands from the minister's wife.
 - (ii) Patience - Regardless of the clear evidence that the wife of the minister was wrong, he found it better to be patient and remain in prison than commit a sin.
 - (iii) Forgiveness - He forgave his brothers after what they did to him.
 - (iv) Obedience - Prophet Yusuf (A.S) was very obedient to Allah's (S.W.T) commands and feared not to commit any sin despite all the temptations.
 - (v) Faithfulness - He was a God fearing person that in spite of all the temptations, he remained patient and firm in his faith.
2. I would discharge my duties responsibly without any favour or discrimination.
 3. Practise patience and forgiveness by talking to him.
 4. Practise obedience and do follow the advice of the driver's instructions. Pray to Allah (S.W.T) for a safe journey.

End of Term one Assessment

- | | | |
|-------|-------|-------|
| 1. A | 11. B | 21. C |
| 2. D | 12. B | 22. B |
| 3. C | 13. D | 23. D |
| 4. A | 14. B | 24. C |
| 5. B | 15. D | 25. C |
| 6. D | 16. D | |
| 7. C | 17. A | |
| 8. B | 18. B | |
| 9. D | 19. B | |
| 10. A | 20. B | |

4

Devotional Acts

A. Twahara (Purity)

Practice Activity 1

1. (a) State of impurity that makes one unable to perform acts of *ibadah*.
- (b) Minor *Hadath*
- (c) Major *Hadath*
2. (a) *Hadath Asghar* is caused by nullification of *wudhu* such as:
 - urinating
 - passing stool
 - passing wind
 - sleeping
 - fainting.
- (b) *Hadath Akbar* is caused by:
 - sexual intercourse
 - menstruation (*heidh*)
 - bleeding after childbirth (*nifas*)
 - emission of sperms (*manii*).
3. (a) *Hadath Asghar*
- (b) *Hadath Akbar*
- (c) *Hadath Akbar*
- (d) *Hadath Akbar*
- (e) *Hadath Asghar*
- (f) *Hadath Asghar*
- (g) *Hadath Akbar*

Practice Activity 2

Types of <i>Hadath</i>	Causes	Item of purification	Method of purification
<i>Hadath Asghar</i>	Nullification of <i>wudhu</i> e.g. passing urine, stool, fainting	water sand	<i>Wudhu</i> , <i>Tayammum</i>

<i>Hadath Akbar</i>	Sexual intercourse, Emission of sperms, <i>heidh, nifas</i>	water sand	<i>Ghusl</i> (full bath), <i>Tayammum</i>
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2. *Tayammum*

3. Clean sand Soil
Rock Stones
Dust

4. Face and hands

Practice Activity 3

- Water was scarce.
 - Water was expensive to buy.
 - The only available water was for drinking only.
 - The available water was always impure to be used for purification.
- When using water may cause a health risk.
 - When the process of getting water is dangerous or life threatening.
 - When the water is too cold and likely to cause physical harm to the user.
 - When you do not have a rope or bucket to fetch water from a well.
- Hit the sand with your palms.
 - Rub the dust on your face.
 - Hit the sand and wipe the right arm to the elbow.
 - Wipe the left arm to the elbow.

Practice Activity 4

- It is a form of ritual bath which involves the washing of the whole body.
 - Washing the whole body in order to purify oneself from *Hadath Akbar*.

- Washing the whole body in certain recommended situations.
- Friday prayers
 - The *Eid* prayers
 - Entering the city of Makkah or Madina.
 - Entering the state of *ihram* when you want to perform hajj or *umrah*.
 - Reverting to Islam.
 - Regaining consciousness.
 - Washing a dead body.
 - After experiencing *heidh* (menstruation).
 - After sexual intercourse.
 - After experiencing bleeding after childbirth (*nifas*).
 - Wet dreams (ejaculation of sperms).
 - Wash your hands up to the wrist.
 - Wash impurities from the private parts.
 - Perform *wudhu*.
 - Pour water on the head three times as you rub through the hair.
 - Pour water over the head and to the rest of the body three times starting from the right side to the left side.

B. Zakat

Practice Activity 5

- Livestock for example cows, sheep, goat etc.
 - Agricultural produce for example cereals like maize etc.
- Trade commodities
 - Gold, silver and other mineral products
 - Money
 - Dug out treasure

Practice Activity 6

- The poor
 - The needy
 - The *zakat* collectors
 - The new reverts
 - The slave
 - The debtors
 - Those in the way of Allah (S.W.T)
 - The wayfarers
- It is an act of charity.
 - Compulsory
 - Can be given to anyone.
 - Given once in a year.
 - Items can be of any form.
- | | |
|---------------------|---------------------|
| (a) <i>Zakat</i> | (b) <i>Swadaqah</i> |
| (c) <i>Zakat</i> | (d) <i>Swadaqah</i> |
| (e) <i>Swadaqah</i> | (f) <i>Swadaqah</i> |
- It is highly rewarded by Allah (S.W.T).
 - It removes envy from the recipient.
 - It helps the poor and the needy to meet their needs

C. Saum (Fasting)

Practice Activity 7

- Saum* (Fasting)
 - Ramadhan
 - It is a command from Allah (S.W.T).
 - The sick
 - Travellers
 - The elderly who cannot withstand hunger.
 - Breastfeeding mothers
 - Those with medical conditions.
 - Menstruating women
 - Pregnant women

- Children who have not reached puberty.
- Those with prolonged or permanent illness.
- Those in postnatal bleeding.

D. Fidya (Compensation)

Practice Activity 8

- Fidya* is payment (compensation) made in terms of food or money by someone who is not able to make up for the missed fasts during the month of Ramadhan.
- Elderly people/old age
 - Permanent illness
- Old age - has no energy to withstand hunger
 - Permanent illness - always under medication.

Practice Activity 9

- Expectant mothers
 - A breastfeeding woman
 - A traveller
 - A person with temporal illness
 - An old person

They should all compensate by fasting the missed days after Ramadhan except for the old people and those with permanent illness who should compensate for their missed days by feeding one needy Muslim with a one day meal.
- The elderly people who are unable to fast (old age).
 - The permanently ill who have no chance of recovery.

They can compensate for their missed fasts by feeding one

needy Muslim for one days meal, which is equivalent to 1.5kg of the staple food before the next Ramadhan.

3. He should compensate by fasting for the missed days after Ramadhan.
4. Stop fasting and compensate by fasting for the missed days after Ramadhan.
5. (a) Due to the weakness brought on by their old age, they need food after short intervals.
(b) They need all the nourishment they can get to support their babies and their increase in milk supply.
(c) Their condition may be worsened by fasting. They also need medication to recover.

E. Hajj

Practice Activity 10

1. It is the fifth pillar of Islam where every able Muslim goes for pilgrimage in the city of Makkah once in their life time.
2. 5th (Fifth)
3. Dhul-Hijjah.
4. A pilgrim
5. (a) One must be a Muslim.
(b) One must attain the age of puberty.
(c) One must be of sound mind (sanity).
(d) One must have the financial and physical ability to perform *hajj*.
(e) One must be free from enslavement.
(f) A woman must have a *Mahram* to accompany her.
6. A woman must be accompanied by her husband or her *Mahram* (a

member of a family with whom marriage is *haram*).

7. No; He is not a Muslim.
8. No; He has no financial ability to go for *hajj* and sustain his family.
9. No, Munawari has not attained the age of puberty, but by performing *hajj*, the reward goes to his parents.

Practice Activity 11

1. This is when one enters into a sacred state with the *niyyah* (intention) of performing *hajj* or *umrah*.
2. (a) Covering the head (men only).
(b) Shaving or removing any hair.
(c) Clipping nails
(d) Using perfumes
(e) *Nikkah*/marriage
(f) Destroying crops/plants.
(g) Hunting animals.
(h) Wearing any sewn cloth (men only).
3. (a) *Hajj Ifrad*
(b) *Hajj Qiraan*
(c) *Hajj Tamattu*
4. (i) No animal sacrifice needed.
(ii) Performing of Hajj only.
(iii) Single *Ihram*
(iv) Performed mostly by non-residents of Makkah.
(v) Animal sacrifice needed.
(vi) Performing *umrah* then *hajj*.
5. (a) *Hajj Al-Ifraad*
(b) *Hajj Al-Qiraan*
(c) *Hajj Al-Tamattu*
6. (i) The pilgrim enters *ihram* on the 8th day of *Dhul-Hijja*
(ii) Go to Mina and perform the five *fardh* prayers.
(iii) On 9th at Arafat saying *dua* and *dhikr*.

- (iv) Proceed to Muzdalifah doing *dhikr* and collecting pebbles.
 - (v) At Mina throwing pebbles at *Jamrat Al-Aqaba*.
 - (vi) Animal sacrifices on the 10th day of *Dhul-Hijja*.
 - (vii) Go to Makkah for *Tawaaf* and *Saayi*.
 - (viii) Go to Mina on the 11th-13th day of stoning.
 - (ix) Shaving head for male clipping part of hair for women.
7. (a) One fulfils the 5th pillar of *Iman*.
- (b) The reward for an accepted *hajj* is *Jannah* (Paradise).
- (c) It promotes peace, equality, brotherhood and unity among Muslims.
- (d) Reminds us the grand assembly on the Day of Judgment.

Akhlak (Moral Values)

5

A. Virtues

Practice Activity 1

1. (a) When it is done to please Allah (S.W.T).
 - (b) When one is engaged in Halal work.
 - (c) When work is done by observing all the virtues of Islam while working.
 - (d) When it does not hinder one to perform his Islamic obligations.
2. Halal work is any type of work that is allowed in Islam; where as *haram* work is any type of work that is forbidden or prohibited or unlawful in Islam

3. Examples of Halal work are:
 - farming teaching
 - security officer carpentry
 - masonry
 - doctor among others
4. Examples of *haram* work are:
 - working in a bar
 - betting
 - selling alcohol
 - taking bribes

5. Permissible	Non-permissible
Teaching	Working in a bar
Vegetable vendor	Betting
Working in mines	Selling <i>bhong</i>
Shepherd	Taking bribes
Cattle rearing	Selling statues
Nursing	Prostitution
Hawking	

Practice Activity 2

1. (a) Creates employment.
 - (b) Helps learners to venture into different careers to be role models in the community.
 - (c) Provides security in the community for people to live and work in a safe and peaceful environment.
2. Write correct answers.
 3. (a) People will miss important services.
 - (b) Essential products will not be available for people.
 - (c) There will be no development to the *ummah* (community).
 - (d) Poverty level will rise.
 - (e) There will be hardships and rise of drug abuse.

Practice Activity 3

- We should always say *Bismillahi* before we start working.
 - Be a trustworthy employer or employee.
 - Observe punctuality at work.
 - Practise Islamic morals such as respect, courtesy, politeness among others.
- Avoid laziness and carelessness.
Avoid absenteeism with no valid reason.
Avoid pride and show off.
Avoid being dishonest and trustworthy.
Avoid being rude, disrespectful and unfriendly.

Practice Activity 4

- It is an act of *ibadah*. We are rewarded by Allah (S.W.T) when we work.
 - It helps one to become a responsible citizen.
 - It is a means of lawful earning.
 - It helps to eradicate poverty and idleness in the community.
 - We take our needs by lawful earning.
 - People work to improve their lifestyles.
 - We are also able to give out *zakat* and *swadaqah* through working.
- When we work, we generate income that helps us to give *zakat*, go for *hajj* and give out *swadaqah*.
 - It also helps to meet our basic needs in life.

B. Adala (Justice)

Practice Activity 5

- Adalah means acting with justice in whatever you do.
- Injustice
 - Justice
 - Injustice
 - Justice
 - Injustice
 - Justice
 - Justice
- Any action that will show fairness at home.
 - Any action that will show fairness at school.
 - Any action that will show fairness in the community.
- Make sure everybody gets a present during the celebration. No one should feel left out.
- It is a command of Allah (S.W.T).
 - There will be justice where everyone will get what he or she deserves.
 - There will be a no ill feelings or hatred among members of the community.
 - It promotes equality when working together in the community.
 - It enhances love.
 - Allah (S.W.T) loves those people who practise justice.

C. Vices

Practice Activity 6

- Vices are acts that are not allowed in Islam.
 - Intoxicants are things that make people drunk or be out of their senses.
- Alcohol
 - Brown sugar

- (c) Tobacco (d) Heroin
 (e) *Bhang* (f) Khat
 (g) Cocaine (h) *Miraa*
 (i) Marijuana (j) *Mugokaa*

3. Drinking Chewing
 Eating Sniffing
 Injection
4. (a) Leads to criminal activities such as theft.
 (b) Leads to school and *madrassa* drop out.
 (c) Leads to low performance in school and *madrassa*.
 (d) Retards development in the society.
 (e) Encourages immorality.
 (f) Leads to diseases and death.
 (g) Leads to negligence of duties.

Practice Activity 7

1. (a) Encouraging children to attend *madrassa*.
 (b) Creating rehabilitation centres.
 (c) Avoiding peer influence.
 (d) Creating public awareness on effects of using intoxicants.
 (e) Engaging young people in sporting activities to use their free time well.
2. (a) Enables people to perform *ibadah* to remember Allah (S.W.T).
 (b) There will be peace in the society.
 (c) There will be reduction of criminal activities.
 (d) Evil practices such as prostitution and gambling will reduce in the society.
 (e) There will be less accidents on the roads.
 (f) Peace will prevail in the society.

D. *Israaf* (Extravagance)

Practice Activity 8

1. *Israaf* means extravagance or wastefulness.
2. Water Oil Land
 Food Gas Money
 Minerals Electricity
3. Water Electricity
 Money Food

(Write any other correct answer.)

Practice Activity 9

1. (a) Using little water as possible in doing various activities.
 (b) Closing the taps when not in use.
 (c) Using enough water for performing *wudhu*.
2. (a) To avoid wastage.
 (b) Allah (S.W.T) dislikes *israaf*.
 (c) It is one way of using resources effectively.
3. (a) Allah (S.W.T) rewards us for that.
 (b) It is one way of taking care of resources so that they are not finished easily.

Practice Activity 10

1. (a) It creates hatred between the rich and the poor.
 (b) It denies us Allah's (S.W.T) blessings.
 (c) It creates poverty.
 (d) Shows that some people are ungrateful to Allah (S.W.T).
 (e) Creates pride and arrogance.
 (f) Debts
 (g) Results in wastage of resources.
2. (a) Re-using (b) Reducing
 (c) Re-cycling

E. *Dua* (Supplication)

Practice Activity 1

- “Glory to Him who has brought this (for example, vehicle) under our control though we were unable to control it (ourselves) and indeed, to our Lord we shall return” (Qur’an 43: 13).
- The children always recite the *dua* for travelling whenever they leave home.
- (a) Allah (S.W.T) protects us from harm.
(b) Allah (S.W.T) is pleased when we supplicate to Him.

End of Term Two Assessment

- | | | |
|-------|-------|-------|
| 1. B | 11. A | 21. D |
| 2. B | 12. B | 22. D |
| 3. C | 13. B | 23. C |
| 4. A | 14. B | 24. D |
| 5. C | 15. C | 25. C |
| 6. B | 16. A | |
| 7. A | 17. B | |
| 8. C | 18. A | |
| 9. D | 19. D | |
| 10. C | 20. C | |

Muamalat (Social Relations)

6

A. Fair treatment of workers

Practice Activity 1

- (a) True (b) False
(c) True (d) True
(e) True (f) False
(g) False
- (a) They should work in a conducive environment.

- (b) They should be paid on time.
(c) They should practise their religion.
(d) They should not be overworked or abused.
(e) They should be motivated in their work.
(f) Their welfare should be taken into consideration.
- (a) Employers should be kind to workers.
(b) Workers should not be overworked or abused.
(c) Workers should be respected.
- (a) Workers feel respected and valued thus improving their productivity.
(b) Good treatment of workers may allow one to enter Jannah.
(c) Good treatment of workers creates good relationship between workers and their employers.
(d) Workers will like their jobs hence work efficiently.

B. Relations with people of other faiths

Practice Activity 2

- (a) Right to be protected.
(b) Right to be educated.
(c) Right to be treated fairly.
(d) Right to live peacefully.
(e) Right to freedom of worship.
- (a) Right to employment.
(b) Right to own property.
(c) Right to worship.
(d) Right to life.
(e) Right to healthcare.
(f) Right to be protected

against harm and any kind of discrimination.

- (g) Right to use the resources in the community.
3. The verse explains that if non-Muslims make peace with us, we should also make peace with them and put trust in Allah (S.W.T).
4. (a) Respecting their faith.
(b) Participating together in community projects.
(c) Assisting them when they need help.
(d) Visit them when they are sick.
(e) Greeting them.
(f) Living with them peacefully.
5. (a) Islam is a religion of peace.
(b) We should spread peace everywhere.
(c) We should avoid harming each other and live peacefully.
(d) The word Islam means peace.
6. (a) False (b) True
(c) False (d) True
(e) True

C. Corruption

Practice Activity 3

1. Corruption means a dishonest and illegal behavior.
2. (a) Deceiving (b) Cheating
(c) Exploitation (d) Nepotism
(e) Bribery
3. (i) Lead to misuse of resources.
(ii) Leads to election of bad leaders.
(iii) Leads to injustice in the community.
(iv) Leads to hatred in the community.
(v) Causes suffering and misery.
(vi) Causes poverty.

- (vii) Increases the poverty gap among people in the society.
(viii) Hinders development in our societies.

Ways of curbing corruption

Practice Activity 4

1. (a) Following the teachings of the Qur'an and *sunnah*.
(b) Avoiding giving or accepting bribes.
(c) Speaking the truth and avoiding lies.
(d) Having our leaders at the forefront of fighting corruption.
(e) Punishing those found guilty of corruption in the society.
(f) Educating the society on the dangers and effects of corruption.
(g) Avoiding favouring anyone, even if it is your friends or relatives.
2. (a) TRUE (b) FALSE
(c) FALSE (d) TRUE
(e) TRUE (f) FALSE
(g) TRUE

7 History of Islam

A. Battles of Badr and Uhud

Practice Activity 1

1. Abu Sufyan
2. 12th Ramadhan 622 AD
3. At a place called Badr.
4. (a) Muslims wanted to compensate for the loss they had gone through in Makkah.
(b) The Quraysh were angry with the Muslims for escaping to Madina.

- (c) The Quraysh were scared that their idol worship will be extinguished.
- (d) Muslims wanted to instill fear among the Quraysh who had seen them as weak.
- (e) The Quraysh were also afraid that Muslims would block their trade caravan to Syria.

Practice Activity 2

1. (a) 313 (b) Two
(c) 70 (d) 700
(e) 300
2. (a) 3 (b) 3
(c) One (d) 70
(e) 14
3. (a) As Muslims, we should have faith, confidence and steadfast.
(b) We should always be prayerful.
(c) We should be grateful to Allah (S.W.T) for our victory.
(d) Enemies of Allah will always be defeated.
(e) Muslims value knowledge a lot.
(f) We should always have a proper plan in everything we do.
(g) We should always be obedient and follow our beloved Prophet (S.A.W).
(h) We should always treat captives and prisoners fairly.
4. (a) (i) We should have a proper plan, faith and confidence and be steadfast in what we do for us to succeed.
(ii) We should be grateful to Allah (S.W.T) for any victory.
(b) Challenges such as:
(i) Lack of enough learning materials.

- (ii) Internet connectivity
- (iii) Power supply
- (iv) Lack of enough school fees.
- (v) Malnutrition
(Write any other correct answer.)
- (c) (i) Sharing what have learnt with my friends.
(ii) Seeking guidance from teachers and parents.
(iii) Involving the children's government.
(iv) Praying to Allah (S.W.T).
(Write any other correct answer)

Practice Activity 3

1. 15th of Shawwal 3AH
2. On the slopes of Mount Uhud
3. (a) The Quraysh wanted to revenge against the Muslims after the humiliating defeat at the Battle of Badr.
(b) The Quraysh wanted to re-establish their supremacy among the Arabs.
(c) The Quraysh wanted to guarantee the safety of their caravans route to Syria.
(d) The Quraysh wanted to kill the Prophet (S.A.W) and bring Islam to an end.
4. Abbas, the uncle of the Prophet (S.A.W)
5. 1000, 3000
6. 50 archers
7. They ran to take what they could from the wealth (booty) left behind by the kuffaar.
8. Hamza (R.A)
9. 70, 20
10. (a) We should always obey the Prophet (S.A.W) for us to succeed.

- (b) We should practise patience during difficult times in life.
 - (c) We should not be greedy for wealth.
 - (d) We should follow instructions of a good leader.
 - (e) We should never give up or lose hope or faith.
 - (f) Allah (S.W.T) grants victory to those who plan well.
11. (a) By obeying my leaders when they ask me to do something good.
- (b) By relying on Allah (S.W.T) to overcome my challenges.
 - (c) By not spreading rumours.
 - (d) By respecting and accepting other people's opinion.
 - (e) By being prayerful

B. Terms of the treaty of Hudaibiya

Practice Activity 4

1. 6 AH
2. They left Madina to go to Makkah to perform *umrah*.
3. The Makkans refused to allow Muslims to enter Makkah that year at whatever cost.
4. Uthman bin Affan
5. Suhail bin Amr
6. (a) Muslims stay in Makkah was to last for three days only.
- (b) Muslims to return to Madina without performing *umrah* for that year.
- (c) Muslims to return to Makkah the following year to perform *umrah*.
- (d) Any clan was free to enter into an agreement with any other without interference.

- (e) Any Makkans migrating to Madinah was to be returned but no immigrant from Madina would be sent back.
 - (f) No weapon were to be carried by Muslims except their normal swords which were to be sheathed.
 - (g) The treaty was to last for ten years within which there would be no hostilities against each other.
7. (a) We can and should solve conflicts without fighting.
- (b) We should practise diplomacy instead of war.
 - (c) We should keep our promises and agreements.
 - (d) We should be patient in times of distress.
 - (e) Allah (S.W.T) will always support those who are sincere in any agreement.
8. Is a process or method used by two parties to find a peaceful solution to their problem.
9. (a) Apologising after making a mistake.
- (b) Forgiving those who hurt you.
 - (c) Listening to others without interrupting or judging.
 - (d) Respecting the opinion of others.
 - (e) Treating others the way you want to be treated.

C. Conquest of Makkah

Practice Activity 5

1. 2 years
2. The Quraysh broke the Treaty of Hudaibiya by supporting Banu Bakr against Banu Khuza in the attack

- by giving them weapons and some military men.
3. (a) To pay compensation to the victims of Banu Khuza.
(b) To end their friendship with Banu Bakr.
(c) To consider the Treaty of Hudaibiya nullified.
 4. The Prophet (S.A.W) left Madina with ten thousand soldiers heading to Makkah to conquer it.
 5. Abu Sufyan
 6. (a) Abu Sufyan's house
(b) Remaining indoors
(c) The Holy Kaaba
(d) Those who surrender their arms.
 7. (a) Forgiveness is part of the Sunnah of Prophet Muhammad (S.A.W).
(b) He openly showed mercy and forgave everyone despite being hurt severely by the kuffaar of Makkah.
 8. (a) We should show love and kindness to non- Muslims.
(b) We should perform *Da'awah* preaching and practising that Islam stands for peace.
 9. (a) He should exercise forgiveness instead of revenge.
(b) We should keep places of worship pure and clean.
(c) Islam stands for peace and we should spread it peacefully.
(d) We should show love and kindness to non-Muslims.
(e) We should be patient and hope for success in the end.
 10. (a) Forgiving (d) Patient
(b) Tolerance (e) Humble
(c) Peaceful (f) Love

11. The Prophet (S.A.W) ordered army to move quickly in order to take Makkans by surprise. This is because the Quraysh were not aware of the plans of the Prophet (S.A.W).
12. Many people embraced Islam in Makkah peacefully.
13. As Muslims, we should always show love, kindness and be ready to forgive non-Muslims as a way of performing *Da'awah*.

D. Farewell Pilgrimage (Hijatul Wid'a)

Practice Activity 6

1. It refers to the first and last pilgrimage performed by Prophet Muhammad (S.A.W).
2. 10th year of Hijra
3. (a) Avoid revenge and forgive each other.
(b) Follow and practise the teachings of Qur'an and Sunnah.
(c) Take care of lives and property.
(d) Observe all pillars of Islam correctly.
(e) Foster brotherhood between the Muslims and not hurt each other.
(f) Observe rights of both wife and the husbands.
(g) Be careful of Satan and his mischief.
(h) Practise justice to everybody.
(i) Treat everyone equally.
(j) Promote peace and harmony in the society.
4. (a) Basic elements of faith.
(b) Following Qur'an and *sunnah*.

- (c) Acknowledgement of women rights.
- (d) Upholding human dignity.
- (e) Muslim brotherhood.
- (f) Justice and equality.
- (g) Interest
- (h) Peace
- (i) Praying together.
5. (a) Doing acts of goodness such as:
- visiting each other especially when sick.
 - helping each other when in need.
- (b) Not hurting one another.
- (c) Sharing happy and sad moments in life.
- (d) Giving each other a piece of advice.
- (e) Being honest and sincere to each other.

End of Term Three Assessment

- | | | |
|-------|-------|-------|
| 1. C | 11. D | 21. C |
| 2. B | 12. A | 22. B |
| 3. C | 13. B | 23. A |
| 4. D | 14. A | 24. C |
| 5. A | 15. B | 25. C |
| 6. C | 16. C | |
| 7. A | 17. B | |
| 8. C | 18. A | |
| 9. C | 19. D | |
| 10. B | 20. B | |

End of Year Assessment Papers

Assessment Paper 1

- | | | |
|-------|-------|-------|
| 1. C | 11. D | 21. B |
| 2. A | 12. C | 22. C |
| 3. D | 13. D | 23. D |
| 4. B | 14. D | 24. B |
| 5. D | 15. C | 25. C |
| 6. B | 16. A | |
| 7. D | 17. B | |
| 8. B | 18. A | |
| 9. C | 19. B | |
| 10. B | 20. D | |

Assessment Paper 2

- | | | |
|-------|-------|-------|
| 1. A | 11. C | 21. B |
| 2. D | 12. D | 22. D |
| 3. B | 13. C | 23. A |
| 4. B | 14. B | 24. B |
| 5. C | 15. B | 25. C |
| 6. B | 16. C | |
| 7. D | 17. B | |
| 8. B | 18. D | |
| 9. C | 19. A | |
| 10. B | 20. C | |

Assessment Paper 3

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

1 Picture Making Techniques

A. Drawing

Stippling Technique

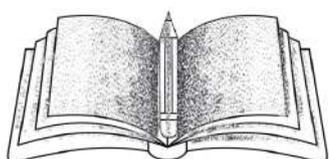
Practice Activity 1

- (a) A
(b) Light and dark effect or shading has been created using dots.
- Tonal value/Tone and Value
- x
- (a) Applying a small number of less dots.
(b) Applying many dots.
- B
- (a) TRUE (b) TRUE
(c) TRUE
- See sample of the drawing:



Practice activity 2

- texture, lines, shapes, colour
- Border lines
- (a) One eye is bigger than its actual size.
(b) Proportion
- balanced
- A. Balance B. Proportion
C. Space
- A
- centre
- The drawing has a problem with proportion and space. The pencil is bigger than the book which is wrong.



- Show your drawing to your parent or guardian for assessment.



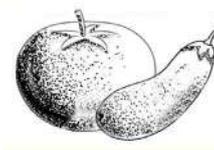
Practice activity 3

- A
- X – Background
Y – Foreground
Z - Middle ground
- (a) overlapping
(b) background
(c) dark and light effect



Project activity

A.



B.



B. Drawing

Imaginative Composition

Practice activity 1

- A, C, D
- A
- (a) Smooth texture is created by applying a small number of dots.
(b) Rough texture is created by applying many dots.
- Imaginative composition
- Rough
- B-shiny
- Reduce the number of dots.

8.



Practice activity 2

1. D
2. (a) Space (b) Proportion
3. (a) Yes (b) Symmetrical
4. B
5. A- radial balance
B – Symmetrical balance
C – Asymmetrical balance



Project activity

1. Making drawings with messages on the importance of conserving environment.
2. – 3. Display the drawing you make to your teacher, parent or guardian for assessment.
4. (a) To educate people about the environment.
(b) Use as decorations.
(c) Sell the drawing to earn some money.

C. Painting

Imaginative composition

Practice activity 1

1. A
2. Painting is the art of making pictures using paints.
3. (a) Brush (b) Palette
(c) Brush (d) Brush
(e) Paint (f) Paint
4. (a) Palette
(b) Mixing paints when painting.
5. (a) Charcoal powder and water
(b) Black colour dye
6. Wood
7. (a) A – water paint
(b) Water paint dries faster and is easy to use.

Practice activity 2

1. Environment conservation
2. Center of interest
3. Proportion
4. We create depth by **overlapping objects**.
5. (a) The yellow flower.
(b) Centre of interest was created by using contrasting colours and by making the object bigger.
6. (a) Using different colours.
(b) Placing the main object at the centre.
(c) Making the subject bigger in size.
7. lower
8. Proportionality/proportion
9. C – The tree

Practice activity 3

1. (a) tinting
(b) Gradation strip/Tonal variation strip
2. Tinting
3. Show the strip you make to a teacher or a classmate for assessment.
4. By making it look real.
5. Direction of light will help us decide the dark and light areas of our painting.
6. Tonal value
7. (a), (b) and (c)
8. Tinting
9. Add black colour



Project activity

1. (a) Use charcoal powder or flowers to make paint.
(b) Make a painting brush by softening a stick or by tying animal fur or sisal fiber on a stick.
(c) Make a palette from bottle tops or a carton box.
2. Display your painting to a friend or classmate for assessment.

3. (a) Use painting to pass messages and educate.
- (b) Use painting as decorations for beauty.
- (c) Use painting to generate money and develop the community.

D. Montage

Pictorial Compositions

Practice activity 1

1. (a) It has different picture cut-outs pasted together to make a composition.
- (b) Some pictures are overlapping.
- (c) The pictures are related.
2. (a) Balance
- (b) Overlapping effect
3. (a) Group 1: B, C and F
Group 2: A, D and E
- (b) The images should be related in order to communicate a common message.
4. (a) Old magazines
- (b) Old newspapers
- (c) Old unused books
- (d) Downloaded and printed pictures from the internet.
5. Adhesive
6. D – Leaves
7. Nutrition/Food/Fruits

Practice activity 2

1. (a) Balance (b) Overlapping
2. B
3. (a) True (b) True
4. (a) Do not share sharp tools like razor blade.
- (b) Do not cut items against any part of your body.



Project activity

1. Kamau can make montage artworks based on the theme of

health or hygiene and use them to educate people on proper waste management.

2. Display and explain the montage artwork to your parent or guardian for assessment.
3. (a) Cutting (b) Pasting

2 Indigenous Kenyan Craft

A. Basketry

Coil and stitch technique

Practice activity 1

1. A
2. A. Plaited coils B. Rolled coils
3. (a) A – Old fabric/Clothe
B – Sisal
C – Banana stem
D – Reeds
- (b) (i) Harvest the sisal stems.
(ii) Split the stems into strips.
(iii) Extract fiber from the stems.
(iv) Wash and dye the fiber.
(v) Dry and store for future use.
4. The materials should be:
 - (a) easy to manipulate.
 - (b) non-slippery.
 - (c) flexible.
 - (d) durable.
 - (e) easy to clean.
5. A. Artificial materials
B. Natural materials
6. A
7. (a) A. Dye B. Measuring tape
(b) A. Dye is used to change the colour of the materials.
B. Measuring tape is used to measure length of the materials.
8. (a) Plaiting (b) Plaited coil
9. (a) natural materials
(b) artificial materials
(c) soft

- (d) harvest
- (e) tearing
- (f) dry

10. B

11. (a) • Make baskets and ropes using sisal fiber.
- Sell sisal to basket makers.
 - Sell items made from sisal.

(b) Fiber stripper

12. (a) Gloves – Protect our hands from cuts and germs.

(b) Goggles – Protect our eyes from dust and dirty water or sap that may splash into our eyes while extracting fiber.

(c) Aprons – Protect our clothes from stains.

Practice activity 2

1. (a) B- The mat is properly done.
(b) A. Craftsmanship – The mat was not finished properly and neatly.
B. (i) Thickness of the coils used is equal.
(ii) Tension applied is not consistent.
2. (a) Tension (b) Craftsmanship
(c) Type of material
3. Uniformity
4. A
5. A
6. B



Project activity

1. Table mat
2. The material should be:
 - (a) easy to clean
 - (b) durable
 - (c) flexible
3. Show the table mat you make to your teacher or guardian for assessment.

B. Leatherwork

Beaded leather wristband

Practice activity 1

1. (a) hide/skin/leather
(b) cow, goat, sheep
2. (a) Awl – The edge of an awl is used to remove strings from used leather material.
(b) Pliers – Used to remove pins.
(c) Brush – Used to scrub off any dirt from the leather.
(d) A brush and polish - Used to polish and give the material a shiny look.
3. (a) Old shoes (b) Old wallets
(c) Old drums (d) Old belts
(e) Old leather jackets
4. (a) Source for the leather
(b) Wash the leather
(c) Polish the leather
5. A
6. (a) Leather punch - It is used to make holes through a leather material.
(b) Leather knife
(c) shiny
(d) leatherwork
7. (a) Polish the leather
(b) (i) Wax (ii) Oil

Practice activity 2

1. (a) Needle – Used for stitching patterns or stitching beads on the leather.
(b) Mallet – Used for tapping sharp tools on the leather.
(c) Tape measure – Used for measuring the length of the leather.
(d) Leather knife – Used for cutting leather pieces.
2. A. Stitching B. beading
3. (a) zigzag (b) wavy line
(c) straight line

4. (a) Needle and string
(b) Awl
5. (i) The beads used can be of different colours.
(ii) We can use colours to create patterns.
6. (a) buckets, sponge, brush
(b) tape measure, leather knife
(c) leather punch, chisel, nails, mallet



Project activity

1. Drums, costumes, wristbands
2. Making and selling leather items.
3. Present the wristbands to your classmate or a teacher for assessment.

End of Term 1 Assessment

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

C. Pottery

Slab technique

Practice activity 1

1. The clay items is being made using slabs. The form made is a geometric form.
2. (a) Scraper (b) Sponge
3. (a) Battens (b) Rolling pin
(c) Fettling knife, needle tool
4. (a) Slip (b) Scratching tool
5. Battens
6. (a) Needle tool – Used for scoring and cutting clay slabs.
(b) Fettling knife – Used for cutting slabs.
(c) Cut-off wire – Used for cutting out large lumps of prepared clay.
(d) Bristle brush – Used for applying slip.

- (e) Scraper – Used for scraping the clay surface to enhance its smoothness.
- (f) Wooden modelling tools – Used for decorating clay.
- (g) Rolling pin – Used for rolling clay into slabs.
7. (a) Scoring - toothpick, fork, knife
(b) Cutting - wire, knife, sharp sticks
(c) The item has cracks.
8. (b) Dry clay under a shade/ Avoid drying clay in direct sunlight.

Practice activity 2

1. (a) Crush the item.
(b) Sieve the crushed grog.
(c) Soak the grog in water.
(d) Mix and knead the grog with fresh clay.
(e) Model an item.
2. (a) Sieving
(b) To remove impurities like roots, small stones among others.
3. Both are used for storing clay.
4. (a) Grog makes clay porous.
(b) Grog protects the clay item from cracking during the drying or firing process.
(c) Using grog helps in reusing clay, thus reducing wastage.
5. (a) Water (b) Container
(c) Clay (d) Stirring stick
6. (a) Gloves (b) Apron/overalls
7. Grog

Practice activity 3

1. A. Cuboid B. Cylinder
C. Cone D. Pyramid
2. A. cylinder B. cone
3. (a) A. Scoring
B. Application of slip.
(b) A. needle tool
B. bristle brush/paint brush
4. (a) To provide even thickness.
(b) To measure the size of the slab.

- (c) Wedging table
 (d) Wedging
5. (a) Learner B
 (b) The pot will crack.
6. Piercing technique
7. A, B, C
8. (a) True (b) True (c) True
 (d) True (e) True
- 9.

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

10. The sticks caught fire and destroyed the pot.
11. The bottle is used for rolling the slab into a cylindrical shape.



Project activity

- You can work with a friend or classmate to make the clay pot.
- Display the pot to the teacher, parent or guardian for assessment.

D. Sculpture

Carving

Practice activity 1

1. (a) Sculpture
 (b) (i) The item is a 3D artwork. This means that we can see it from all angles.
 (ii) The item was carved from wood.
2. A. Chisel B. Mallet
3. (a) Tabitha (b) Ken's bowl
 (c) (i) Wood that is easy to carve.
 (ii) Wood that is durable.
4. Bowl

5. (a) To show and promote culture.
 (b) For beauty and decoration.
 (c) For functional reasons, example: a bowl can be used for serving food.

Practice activity 2

1. (a) Draw a bowl outline on the wood.
 (b) Cut big sections using cutting tools like panga.
 (c) Cut-out small sections using tools like a gouge or chisel.
 (d) Add details and texture.
 (e) Apply varnish to give it a shiny look.
2. A. Chisel – Used for carving wood
 B. Gouge – Used for carving the shallow part of a wooden item.
 C. Mallet – Used for tapping sharp tools when carving.
 D. Carving Knife – Used for cutting small unwanted parts of wood.
3. A chisel has a **flat blade** while gouge has a **carved** or **round blade**.
4. A. Texturing B. Incising
5. Spoon
6. (a) Texture is the surface quality of an object. It is the roughness or smoothness of an object.
7. A. Goggles – Used to protect the eyes.
 B. Safety boots – Used to protect our feet from sharp objects.
 C. Gloves – Used to protect our hands from sharp tools.
8. (a) True (b) False
 (c) True



Project activity

- 1 – 2 Show your guardian or parent the wooden items you make for assessment.
3. Wooden items can be sold to earn an income.

Design, mixed media

3 and technology

A. Graphic design

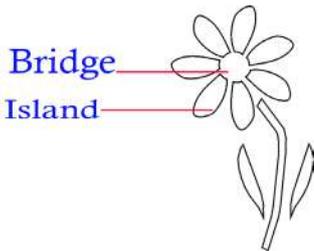
Stencil printing

Practice activity 1

- (a) Stencil printing
(b) Graphic design
- Stencil
- A
- Stencil printing
- (a) Should not absorb ink easily.
(b) Should be thin.
- prints
- A razor blade is used for cutting out designs in a stencil.
- Sponge
- Thick paste
- (a) Paper
(b) Paper is easily available and easy to cut.
(c) Carton box, plywood, wall and manila paper
- Sharp tools ensure clean and precise cut-out designs.

Practice activity 2

- 
- Education
- (c), (d), (a), (b), (e)
- (a) X – Bridge
Y – Island
(b) The bridge is used to prevent ink from reaching the surface.
(c) Y
- A – Negative print
B – Positive print
- Dabbing
- Thick paste
- A

- A
- Negative image
- 

Practice activity 3

- A
- (a) Calligraphy pen
(b) A – nib, B – handle
- A.
- (a) Bamboo stick
(b) Cotton
- (a) A
(b) Present what you create to a parent or guardian for assessment.
- (a) Decorations (b) Clay
- Bamboo
- A. Uppercase B. Lowercase
- Seasonal cards

Practice activity 4

- Christmas
- Tie and dye fabric
- A
- Glue



Project activity

Display and present the cards you make to your parent or classmate for assessment.

B. Paper Craft

Paper flowers

Practice activity 1

- They can use paper to make decorations.
- (a) Paper flowers
(b) Used as decorations
(c) A- Cutting, B – twisting
- A

4. Glue
5. Cutting
6. Twisting
7. embellishments
8. Pasting
9. (a), (b) and (d)
10. Pleating
11. C
12. True

Practice activity 2

1. Folding
2. The paper should be strong but easy to fold.
3. (a) Manila paper
(b) Cardboard paper
(c) Hardpaper
4. (a) By sticking cut-out geometrical shapes.
(b) By pasting stencil printed fabric.
5. A
6. Cut-out paper flowers
7. Vessel

C. Simple Animation

Flipbook Animation: Bouncing ball

Practice activity 1

1. Flipbook
2. Animation is the art of giving life and movement to drawings.
3. Hands
4. (a) Key positions
(b) Breakdowns
5. A - To create smooth movement.
6. Cartoons
7. (a) Subject matter/theme
(b) Text (c) Colour
(d) Illustration (e) Layout
8. (a) Needle and thread
(b) Wire
(c) Staple pins
(d) Glue

9. (a) Sequence
(b) Frequency
(c) More frequency
(d) colour
(e) circle to oval
10. A. Starting point/First key
B. Passing point/Passing key
C. End point/Last key

Flipbook Animation: Walking stick figure

Practice activity 2

1. Stick figure
2. Legs and hands
3. (a) Walking movement
(b) A (c) D
(d) G (e) opposite

End of Term 2 Assessment

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

D. Photography

Elements of photography

Practice activity 1

1. A. Church B. Forest
2. (a) Bird's eye view
(b) Normal eye view
(c) Worm's eye view
3. lighting
4. Normal eye view
5. Birds eye view
6. Centre of interest
7. Contrast
8. (a) A. Grass B. Flower
(b) A. Focus B. Background
9. Elements of photography are the features that are brought together to capture a good photograph. They include lighting, background, focus, viewpoints, framing and composition.
10. Lighting

11. Subject
12. (a) sunlight (b) Fire
13. (a) A folder in a computer.
(b) In a memory card.
(c) In a photograph album.



Project activity

Display the photographs to your parent or guardian for assessment.

Presentation and

4 Exhibition

A. Mounting and display

Practice activity 1

1. (a) 2D (b) Frame
(c) Gallery
2. (a) 2D artworks have only length and widths and can be viewed from one direction.
(b) (i) Drawing (ii) Painting
(iii) Montage (iv) Collage
(v) Crayon etching
(vi) Photographs
3. (a) Mitre Joint Frame
(b) A. Picture plane
B. Picture frame
4. Miter joint
5. Wood
6. (a) Preserving artworks for durability.
(b) Adding value to the artwork in terms of price and beauty.
(c) Makes the artwork look more presentable.
7. Plastic

Practice activity 2

1. (a) (i) They used the wrong type of glue, that is, paper glue instead of wood glue.
(ii) The woods were not in complete contact due to incorrect measurement of the angles.

- (b) (i) They should use wood glue.
(ii) They should cut wood at an angle of 45° in order to come into contact.
2. A. Try-square is used for measuring the 45° angles required to make a mitre joint.
B. Tape measure is used for measuring dimensions of wood used.
C. Handsaw is used for cutting the pieces of wood.
D. Sandpaper is used for smoothing wood.
3. (a) Measure the size of the painting before making the frame
(b) Tape measure, ruler
(c) (i) Length (ii) Width
(iii) Height
4. (a), (b), (c) and (d)
5. (a) Varnish is used to give the wood a shiny finish.
(b) (i) Oil (ii) Wax

Practice activity 3

1. (a) Matt mounting
(b) (i) It gives 2D artworks a precise border.
(ii) Provides support for the 2D artworks.
2. Mounting board
3. (a) Mounting
(b) (ii) Measure the length of the artwork to be mounted.
(c) (ii), (i), (iv), (iii)
4. (a) False (b) True
(c) True (d) True
5. June should make sure that the artwork is well secured in the frame by mounting it and using an adhesive to stick it onto the frame.
6. (a) Glue (b) Tape
(c) Nails
7. (a) Hanging an artwork.

- (b) We hang artworks for display and for decoration.



Project activity

- (a) Frame the artwork before hanging it.
(b) Mount the artworks on a mounting board then hang it.
- (a) Drawings
(b) Paintings
(c) Crayon etchings
(d) Photographs
- Show your framed artwork to a teacher, parent or guardian for assessment.

B. Exhibition skills

Exhibition of 2D and 3D artworks

Practice activity 1

- A. Pedestal/Stand is used for displaying 3D artworks.
B. Table top is used for displaying 3D artworks.
C. Shelves is used for displaying both 2D and 3D artworks.
D. Display board is used for displaying 2D artworks.
- (a) Painting
(b) Using decorative fabrics.
(c) Paper craft decorations.
- (a) (i) Dining hall
(ii) Classroom
(iii) Field
(iv) Open field
(b) (i) Enough space for movement and for the display.
(ii) Enough lighting.
(iii) There should be ventilation.
- (i) Space – There should be enough space for people to walk.
(ii) Ventilation – There should be free circulation of air. It is important

for the health and comfort of the audience.

- (iii) Lighting – Enough lighting will make artwork visible
- (a) Natural lighting like the sun
(b) Artificial lighting like electric bulbs
 - (a) Space (b) Lighting
 - (a) True (b) True
(c) True (d) True
(e) true

Practice activity 2

- Simon failed to advertise the exhibition.
- A. Magazine and newspapers
B. Social media
C. Bill board
D. Television
- A marketing strategy is a plan that is used to make people aware of artworks in an exhibition.
- (a) Traditional marketing strategy- Newspaper, Television
(b) Modern marketing strategy- Social media platforms, websites
- (b), (c), (d)
- (a) Marketing will help him attract more customers to buy his artworks.
(b) Marketing will help him earn more money from selling his artworks.
- (a) True (b) False
(c) False (d) True



Project activity

Display the poster to your teacher, parent or guardian for assessment.

End of Term 3 Assessment

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

End of Year Assessment

Assessment Paper 1

1. C
2. A
3. D
4. A
5. A
6. C
7. B
8. A
9. 1 – Picture frame, 2 – Picture plane
10. C

Assessment paper 2

1. A
2. D
3. D
4. A
5. B
6. A
7. B
8. A
9. A
10. D

Assessment paper 3

1. A
2. A
3. C
4. D
5. D
6. C
7. A
8. A
9. C
10. C

1 Performing

1.1: Songs

Practice Activity 1

- Songs that talk about issues that affect people in the society.
 - Songs based on European style of performance and have been rearranged for solo or choral performances.
 - Songs performed for the purpose of prayer by different religious groups during praise and worship.
 - African songs or folk songs that have been rearranged for solo or choral performances.
- They are what guide the singer to have an idea of the mood or style to perform the song.
- Through:
 - facial expressions
 - gestures
 - observing correct tempo or pitch
 - observing performance directions
- Learners to show the appropriate mood when singing.
 - any correct responses
 - calm
 - religious song
- During praise and worship by different religious groups.
- They are Western folk songs.
 - The songs are based on Western style of performance.
 - The songs have been rearranged for choral or solo performance.

- The songs are accompanied by Western musical instruments.

- love, peace, unity, patriotism, *any other correct response*

Practice Activity 2

- Learners to take a breath between lines.
 - Learners to observe correct breath control.
 - Take enough breath.
- It is where one takes a short breath when singing.
- Breathing in the middle of a musical sentence.
- phrase
- They indicate where to take a short breath when singing.

Practice Activity 3

- Learners to read the words of the song correctly.
- a to f - any appropriate comments according to the performance.
- Singing in a unified sound.
- Singing confidently.
 - Starting and stopping at the same time when singing in a group.
 - Singing at the same volume with others.
 - Singing with the same speed as others.
 - Singing at the same pitch with others.
- YES
 - NO
 - YES
 - YES
 - YES
- False

Practice Activity 4

1. They are landmarks in a piece of music that a singer thinks about when singing.
2. soft, loud, fast, slow, crescendo and diminuendo
3. (a) Diminuendo – Gradually getting softer
(b) Crescendo – Gradually getting louder
4. - To make the music interesting.
- To bring out the mood of the song.
- To improve the voice blend.
5. diminuendo

Practice Activity 5

1. (a) Learners to perform the song in two different voice parts.
(b) Learners to perform the song in three different voice parts.
(c) any correct answer
(d) They should keep to their voice part.
2. - To express the mood of the song appropriately.
- To keep to your voice part.
- To pronounce the words of the song correctly.
3. A group of three people who are performing together each singing a different voice part.
4. - soprano, alto and bass
- soprano, alto and tenor
- soprano 1, soprano 2 and alto
- tenor 1, tenor 2 and bass
5. A two-part song performed by two people each singing a different voice part.

6. - soprano and alto
- soprano and tenor
- soprano and bass
- alto and bass
- alto and tenor

Practice Activity 6

1. (a) Learners to express the correct mood.
(b) - being responsible
- taking charge of our lives
- giving the best in our work
any other correct response
(c) responsibility, diligence, *any other*
(d) responsibility
2. They are accepted standards of what is right.
3. love, respect, unity, responsibility, *any other correct response*
4. false
5. Always listen to songs with values and educative messages.

Practice Activity 7

1. - Songs are a source of entertainment to alleviate boredom.
- They help people to learn about morals and values in the society.
- They warn people about bad behaviour.
- They bring people together which promotes peace and unity in the community.
any other correct response
2. - By performing in concerts and events.
- By recording and selling their songs.
- When their music is downloaded from digital platforms.

3. - Musicians earn money through songs.
- Songs influence how people buy goods and services through advertisement.
- Our country earns revenue through taxes paid by musicians.
4. Through the payment of taxes by musicians.
5. (c) Record the music and sell

1.2 Kenyan Folk Songs

Practice Activity 1

1. (a) True (b) False (c) True
(d) False (e) True
2. Songs that are performed when people are doing different types of work such as farming, grazing animals or building houses.
3. (a) Songs that are performed during religious ceremonies in different places of worship.
(b) They are used for prayer during praise and worship.
4. - To praise the bride and groom.
- To educate the couple on the values of marriage.
5. To console the bereaved family.

Practice Activity 2

1. A song performed by one person usually accompanied by musical instruments and dancing.
2. musical instruments
3. (a) sisal skirt/hula skirt
(b) necklace
(c) hat
(d) leso/shuka
4. one

Practice Activity 3

1. (a) appropriate (b) appropriate
(c) appropriate (d) appropriate
(e) appropriate
2. - appropriate facial expressions
- appropriate gestures
- clear and correct pronunciation of words
3. Proper pronunciation of words of the song when singing.
4. appropriate gestures
5. any appropriate comments according to the performance
6. - Pay attention to vowels and consonants of words when singing.
- Pronounce all the endings of words in the folk song.
- Have a good breath control.

Practice Activity 4

1. mood, climax, structure, vocal ornamentation and message
2. (a) The use of vocal styles to decorate a folk song performance.
(b) whistling, ululating
3. - the mood of the song
- how the folk song is structured
- how the performers decorate their voice
- the message in the folk song
4. Most Kenyan folk songs have a solo - response structure.
5. - loud singing
- fast tempo
- vigorous dancing
- loud playing of musical instruments

Practice Activity 5

1. - For entertainment.
- For cultural preservation.
- To educate people on moral values.
- They promote attraction of tourists due to cultural diversity.
- To promote national unity.
2. tourists
3. - Respecting other people's culture.
- Working together.
- Peaceful co-existence.
any other correct response

1.3 Kenyan Indigenous String Instruments

Practice Activity 1

1. any well drawn Kenyan string instrument
2. - plucking - strumming
- rubbing
3. (a) *Ishiriri* - Luhya
(b) *Obokano* - Gusii
(c) *Orutu* - Luo
(d) *Wandindi* - Agikuyu
(e) *Chepmonge* - Kipsigis
4. fiddles
5. (a) *uta wa wathi*
(b) strumming
(c) Akamba community

Practice Activity 2

1. Learners to correctly label parts such as string, bridge, tuning peg, arm/neck, resonator and bow.
2. (a) resonator (b) bow
(c) bridge (d) tuning peg
(e) string

3. - *Ishiriri* - *Wandindi*
- *Ageregeret* - *Ekegogo*
- *Kimeng'eng'* - *Embegete*
any other correct response
4. A string instrument with one or two strings.
5. Holding and supporting the instrument when playing it
6. string

Practice Activity 3

1. To produce the desired sound.
2. By loosening and tightening the tuning peg until the desired sound is produced.
3. (a) Identify the string.
(b) Identify the desired sound you want to achieve.
(c) Loosen or tighten the tuning peg until the desired sound is achieved.
4. string, tuning peg
5. tuning peg

Practice Activity 4

1. Learners to study the pictures.
2. (a) String instruments in image B are well taken care of because:
 - They have been kept away from dust and moist places.
 - They are well stored hence people cannot step on them.*any other correct response*
- (b) String instruments in image A are not well taken care of because:
 - They have been placed on the floor where people can step on them.
 - They are likely to get moist.
 - They are not free from dust.*any other correct response*

3. - To last longer.
- To produce a good sound.
4. - Dust the instrument with a piece of cloth.
- Carry the instrument on the arm part.
- Check the instrument before playing it.
- Replace damaged or worn out parts.
- Keep the instrument away from dust and moisture.

any other correct response

5. She should replace the damaged part.
6. By keeping it in a protective bag.

Practice Activity 5

1. bowing
2. - Rest the fiddle on your left forearm and support it.
- Hold the bow with the right hand, the sisal string facing downwards.
- Rub the bow over the string to and fro while the four fingers on the left hand alternate to produce different pitches.
3. To alternatively produce different pitches.
4. right hand
5. Hold the bow with the right hand; the sisal string facing downwards and rub the bow over the string.
6. the resonator

Practice Activity 6

1. knife, hack saw, *panga*, tape measure, hammer, *any other*
2. empty cylindrical tin, animal skin, a stick, a string and a nail
3. (a) Making the arm or neck.
(b) Preparing the resonator.

- (c) Fixing the arm to the resonator.
- (d) Preparing the bridge.
- (e) Tuning and playing.

4. care

Practice Activity 7

1. (a) flute (b) *ishiriri*
(c) drum, marimba
2. A group of people performing instrumental or vocal music together.
3. Learners to select musical instruments such as percussion, string and wind instruments.

1.4: Western Musical Instruments-Descant Recorder

Practice Activity 1

1. - Always clean your descant recorder after playing it.
- Avoid sharing the descant recorder. If you must share the recorder, first clean it with warm soapy water.
- Use a clean piece of cloth to clean your descant recorder.
- Keep your descant recorder dry to prevent it from having a bad smell.
2. - By disassembling the parts when cleaning the base of the mouth piece with a cloth and then disinfecting it.
- By cleaning the descant recorder in warm soapy water.
- By wiping and disinfecting the descant recorder.
3. To clean and disinfect his descant recorder before playing it.

4. plastic recorder
 - (a) Wash with warm, soapy water.
 - (b) Use a plastic cleaning rod to swab with a soft thin cloth.
 - (c) Disinfect the recorder.

wooden recorder

- (a) Wash with mild soap and water.
 - (b) Use a cloth to wipe off any remaining residue.
 - (c) Wipe your mouth piece with a damp cloth after playing it. You can also rinse the mouth piece under running tap water.
5. There will be a risk of getting infected by diseases which are airborne.
 6. good care and proper maintenance of the descant recorder

Practice Activity 2

1. Learners study the chart.
2. C D E F G A B C' D'
3. C D E F G A B C'
4. C' B A G F E D C
5. The player should have an upright posture, be relaxed and have his or her elbows out.
6. Learners to play the notes on the fingering chart.
7. C - Cover the thumb hole and the second hole from the top only.
8. C - Cover the thumb hole and hole 1, 2, 3, 4, 6 and 7 from the top. Thumb hole remains opened.
9. Learners to practise playing the notes given.
10. (i) note C
Cover all the holes of the descant recorder with the correct fingers.
- (ii) note D
Cover all the holes from the top, except hole seven. Back hole is covered using the left thumb.

- (iii) note E
Cover all the holes from the top, except hole 6 and 7, using the correct fingers. Back hole is covered using the left thumb.

Practice Activity 3

1.

The chart shows 12 recorder diagrams. Above each diagram are musical notes: G, B, C', D', G, B, C', D', B, G, B, A. Below each diagram are symbols for hole status: a solid black circle for 'Closed' and an open circle for 'Opened'. The notes and their corresponding hole statuses are: G (Thumb, 1, 2, 3, 4, 6, 7 closed; 5, 8 open), B (Thumb, 1, 2, 3, 4, 6, 7 closed; 5 open), C' (Thumb, 1, 2, 3, 4, 6, 7 closed; 5, 8 open), D' (Thumb, 1, 2, 3, 4, 6, 7 closed; 5 open), G (Thumb, 1, 2, 3, 4, 6, 7 closed; 5, 8 open), B (Thumb, 1, 2, 3, 4, 6, 7 closed; 5 open), C' (Thumb, 1, 2, 3, 4, 6, 7 closed; 5, 8 open), D' (Thumb, 1, 2, 3, 4, 6, 7 closed; 5 open), B (Thumb, 1, 2, 3, 4, 6, 7 closed; 5 open), G (Thumb, 1, 2, 3, 4, 6, 7 closed; 5, 8 open), B (Thumb, 1, 2, 3, 4, 6, 7 closed; 5 open), A (Thumb, 1, 2, 3, 4, 6, 7 closed; 5 open).

● Closed
○ Opened

2. Learners to use the correct fingering and rhythm to play melodies (a) and (b).

Practice Activity 4

1. Learners to play the notes with correct fingering.
2. line 4
3. Learners to play the tune of the section of the Kenya National Anthem provided.
4. Learners to perform the Kenya National Anthem during school assembly and community events.

Practice Activity 5

- 1 to 3 - Learners to choose partners and play the melodies provided. A learner should play the melody under recorder 1 as the partner plays the melody under recorder 2. Learners to play the rhythm accurately.

1.5: Kenyan Folk Dances

Practice Activity 1

- the song
- message
- body movements
- musical instruments
- dance formations
- costumes
- ornaments and body adornment
- props
- marriage - initiation
- work - funeral
- the birth of a baby
- The words of the song, actions or dressing of the performers.
- Costumes improve the gestures and body movements of the dance performance.
- They make the performance colourful and exciting.
- any correctly drawn ornament

Practice Activity 2

- Our country earns foreign exchange through tourists who visit our country to watch folk dances.
- It promotes unity when people come together to perform or watch a folk dance.
- Earning a living by performing folk dances or working in a cultural centre
- foreign exchange
- It promotes peace among the people in the community.
- It promotes nurturing of talents.
any other correct response

End of Term One Assessment

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

Creating and Composing Music

2

2.1: Rhythm

Practice Activity 1

- B. 
- The dotted minim is in red colour.



- D - three
- A and B
- A - half
- (a)  (b)  (c) 
(d)  (e) 
- a - hook/tail/flag
b - stem
c - note head
- D - Taa-aa-aa
- Learners to listen to or sing the song provided.
- at the end of each line on the following words: *green, queen* and *so*?
- (a) taa ta-te ta-te taa
(b) taa taa ta-te taa taa-aa-aa ta-te taa

(c) taa ta-te taa taa ta-te taa taa-aa-aa

- Learners to tap, clap or stamp the rhythmic patterns correctly.
- Learners to think of a familiar song and clap to its rhythm.

Practice Activity 2

1.



2. The semibreve rest is suspended while the minim rest looks like mountain.

3.



4. The crotchet rest has its hook facing left while a quaver rest has its hook facing right.

-
-
-
-
-

Practice Activity 3

- Learners to sing the song provided and clap to its rhythm correctly.
- Learners to listen to the song 'Goosey goosey gander' from a digital device.
-

Goo-sey	goo-sey	gan-	der
where	shall I	wa-	nder
up	stairs and	down	stairs

in my	lady's	cha-	mber
there I	met an	old	man who
would not say his	prayers	so I	
took him by the	left	leg and	
threw him down the	stairs		

- Learners to observe correct rhythm as they tap or clap to the rhythms provided.

Practice Activity 4

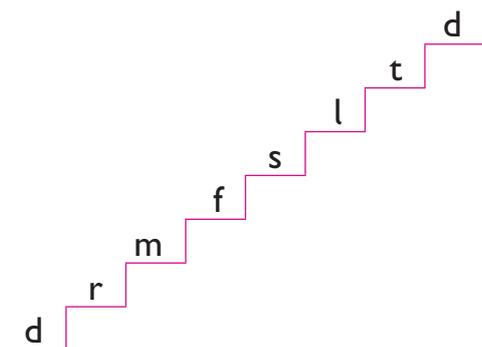
- Learners to observe the rhythms carefully.
-
- -
 -
- Learners to look at the rhythmic pattern provided in the question.
 - Learners to clap to the first section of the rhythmic pattern.
 - Learners to clap to the second section of the rhythmic pattern.
 -
 - they are different
- The answers can be varied. The answer should have a rhythmic pattern that is different from the one provided.

- The improvised rhythms should strictly be in the beat patterns learnt. Learners should not mix beat patterns.

2.2 Melody

Practice Activity 1

- d r m f s l t d'
-



- A well-drawn sol-fa ladder with sol-fa syllables in the descending order.
- d r m f s l t d'
 - m f s l t d'
 - r m f s l t d'
- B

Practice Activity 2

Hand sign	Sol-fa syllable
(a)	d
(b)	s
(c)	f
(d)	m
(e)	r
(f)	d

- The hand sign for d is shown at

the waist while that for d' is at the forehead.

- The fist and wrist part of the hand is horizontal for the hand sign for d but for d', the fist and the part near the wrist is diagonal.
 - d is performed with a loose fist while d' is performed with a clenched fist.
- Mitchel
 - The lower doh is shown by a clenched fist at the waist level.
 - The hand sign for re is tilted at 45 degrees.

5.

Hand sign	Sol-fa syllable
(a)	f
(b)	t
(c)	l
(d)	d'

6. True

Practical task

This is a performance task. Ensure that the corresponding hand signs for the given sol-fa syllables are shown correctly. Observe the rhythm provided.

Practice Activity 3

Learners to sing the song provided.

Practice Activity 4

1.

(ii)								
	d	m	r	d	d	m	r	d

2.

			
m	f m	r	d

Practice Activity 5

1. they are different
2. the answering phrase (part) should be different from the phrase (part) given

Practical task

1. Learners to create two melodies. Ensure there is repetition and play the melodies on the descant recorder.
2. Learners to create two melodies. Ensure there is variation and perform the melodies using voice.
3. (a) repetition
(b) repeated

Listening, Responding and Appreciation

3

3.1 Elements of Music

Practice Activity 1

1. rhythm, dynamics, melody, structure, texture and tempo
2. C - movement
3. (a) - the rhythm is repetitive
- the rhythm is not repetitive
(b) - the song is loud/some sections of the song are loud
- the song is soft/some sections of the song are soft
(c) - the song is in AB structure
- the song is in ABA structure
4. (a) AB structure

- (b) - tempo - moderately slow, fast
- dynamics - loud, soft
- pitch - low, high

5. Learners to sing any song they know that has chorus and verse.
6. Learners to use the correct terms to describe the tempo, dynamics and pitch of the song in (5) above.

Practice Activity 2

1. The layers of sound heard in music.
2. homophonic texture and monophonic texture
3. D
4. monophonic
5. monophonic texture
6. homophonic texture

Practice Activity 3

1. An arrangement of sections of music.
2. True
3. A and B
4. ABA
5. (i), (ii) and (iv)
6. C

Practice Activity 4

1. D
2. C
3. (a) instrumentation
 - the names of the music instruments played
 - the technique of playing the instruments
 - the role of musical instruments in the performance
- (b) ornamentation

Listening and Appreciation Task

4

Practice Activity 1

- the names of the ornaments used in the performance
- the roles of the ornaments
- (c) style of singing
 - solo
 - solo-response
 - pure choral singing
- (d) adornments
 - how the performers are decorated
 - the adornments that are worn by the participants
- 4. instrumentation, movements, ornamentation, costumes and adornments
- 5. Any cloth or dress worn by performers.
- 6. Learners to draw a costume.
- 7. for beauty, enhances body movements, reveals the culture, attracts the audience, passes message/theme
- 8. solo, solo-response, pure choral
- 9. necklaces, bangles, anklets
- 10. Learners to watch a Kenyan folk song and do the following:
 - (a) Name the style used to perform the folk song.
 - (b) Describe facial expressions of the performers.
 - (c) Write the message in the folk song.
 - (d) Identify accompanying musical instruments in the folk song.
 - (e) Name costumes worn by the performers.
 - (f) Identify ways the performers have decorated their bodies.

1. Element	Guiding questions	Description
(a) Rhythm	Does the song have a repetitive rhythm? Clap to the repetitive rhythm.	Yes. The first two lines have the same rhythm: <i>Taa ta-te taa</i>
(b) Melody	Write the part of the song that you like the most.	Open – each learner to write the part they like the most.
(c) Texture	Describe the texture of the music.	Homophonic texture
(d) Structure	In which structure is the music?	ABA
(e) Tempo	Talk about the speed of the song.	fast

2. (a) depends on the song chosen
- (b) depends on the song chosen
- (c) depends on the song chosen
- depends on the song chosen
- (d) depends on the song chosen
- depends on the song chosen
- (e) depends on the song chosen

End of Year Assessment Paper

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