

Torch

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Grade 

Answers

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1 My family

A. Listening and speaking

Practice Activity 1

- Learner to say the given words aloud.
- (a) Time - thyme (b) Dye - die
(c) Feat - feet (d) Vain - vein
- Learner to read the given tongue twisters aloud.
- Accept words with the given sounds, for example:
 - t: teenagers, tiny
 - d: dressed, down
 - f: furry, for
 - v: van, valley
 - tw: two twist
- Accept sensible sentences containing the given words, for example:
 - My **father** is a friendly man.
 - I am using my **twitter** account.
 - The woman covered her face with a **veil**.

B. Reading

Practice Activity 2

- 5 people: Joey, Joe, Noel, father, mother.
- rice, chicken, roast potatoes and salad
- Grandfather and grandmother
- Your father or mother
- Accept words (from the story) that have the given sounds, for example,
 - f: food
 - tw: twins
- Joey and Noel
- Accept reasonable answers

- Delicious – that tastes very good
- cousin – the child of your aunt or uncle
- twin – a brother or a sister with whom you are born at the same time.

C. Grammar

Practice Activity 3

- My name is Ayuma. One day, my mother and I went to **the** market. She bought me **a** doll and **an** ice cream. She also bought my brother **a** ball and **an** airplane doll. She went to **the** supermarket and bought **a** newspaper for my father. She also bought **an** umbrella and **a** scarf for herself. Finally, we went to the greengrocer and bought **a** cabbage, **an** onion and some tomatoes. We went back home in **the** evening.
- Kenya is a country.
 - My sister is an actress.
 - It is better to tell the truth.
 - Aunty Jemimah is a doctor.
 - She arrived an hour later.
 - I am the best in this subject.

D. Vocabulary

Practice Activity 4

- Learner to find and circle these seven family members:

Grandmother	Mother
Aunt	Father
Brother	Grandfather
Sister	

2. (a) niece (b) grandmother
(c) siblings (d) husband
(e) cousins

E. Writing

Practice Activity 5

- (i) Learner to fill in the given form with accurate and relevant information.
- (ii) 1. (a) GRANDFATHER
(b) COUSINS
2. (a) a twister of twists once twisted a twist.
(b) a horse has four legs, two hind legs and two fore legs.

2 Family celebrations

A. Listening and speaking

Practice Activity 1

1. (a) goat (b) boar
(c) rabbit (d) star
2. Learner to read the given story
3. (a) Sound **oa**: goat, boar, foamy, soap, toast, poached, coat, road, boat, oak
(b) Sound **ai**: laid, way, sail
(c) Sound **r**: breakfast, bread, hurry, drove, road, car, friend, tree, greeted, agreed
4. (a) cupboard (b) laid
(c) stairs

B. Reading

Practice Activity 2

1. (a) The writer, her brother, mother and father.
(b) Standard Gauge Railway
(c) It gives you an idea of what the story is about.

- (d) as beautiful as the rainbow
(e) delicious
(f) graduation
(g) Big buildings, hills, beautiful plants and wild animals.
(h) No. It was a surprise.
(i) It was decorated with balloons, flowers and ribbons.
(j) Aeroplane

C. Grammar

Practice Activity 3

1. (a) children (b) feet
(c) cake (d) leaves
(e) parties
2. (a) The child is painting.
(b) My aunt bought a tomato and an avocado for the party.
(c) He or she danced with my cousin.
(d) He or she ate an ice cream at my brother's wedding.
3. (a) were (b) have
(c) was

D. Writing

Practice Activity 4

1. Learner to write the open-ended composition given. The composition should have a good flow of ideas and should be written in neat handwriting.
2. (a) HIS NOSE BLED BADLY WHEN HE SWAM.
(b) ARTHUR IS WRITING A LETTER TO HIS UNCLE.
3. (a) graduation (b) birthday
(c) ribbons
4. Learner to copy the given sentences in good handwriting.

3 Etiquette

A. Listening and speaking

Practice Activity 1

- Learners to talk about how the words in the box are used.
- Learner to read the given tongue twisters aloud.
- (a) Learner to read the given words aloud.
(b) Accept correct words with the given sounds, for example,
Sound **e:** pen, relative, elder, when, fell
Sound **ei:** bay, clay, day, eight, gray, may
- (a) bear - pair
(b) bill - pill
(c) bought - port
(d) pack - back

B. Reading

Practice Activity 2

- Bella Amor
- Baraka Primary School
- Grade Four Eagle
- please, welcome, excuse me, thank you, pardon
- Accept correct sentences in which the given words have been used.

C. Grammar

Practice Activity 3

- (a) a lot of (b) a lot
(c) enough/a lot of
(d) enough
(e) a lot
(f) a lot of

(g) enough

- Accept sensible sentences

D. Vocabulary

Practice Activity 4

- pardon 2. please
- polite 4. excuse me
- congratulations

E. Writing

Practice Activity 5

- Learner to copy the given sentences in neat handwriting.
- Learners to find the following words from the word puzzle:
Sorry Borrow
Please Excuse me
Polite Thank you

4 Accidents: First Aid

A. Listening and speaking

Practice Activity 1

- Learner to look at the given pictures and say the words.
- (a) (i) **sn:** snail, snow
(ii) **tr:** trip, train
(b) snail
- Accept words that have the given strands, for example,
ei: eight, height **ai:** nail, fail
st: stand, step **sn:** snack, snake
- (a) claim (b) reign
(c) paid (d) eight

B. Reading

Practice Activity 2

- around five o'clock

2. First Aid
3. An antiseptic
4. Towards the East
5. Look left, look right, look left again and cross the road quickly.
6. Zebra crossing, footbridge
7. (a) Pouring in large amounts
(b) later
8. patient
9. nurse, doctor

C. Grammar

Practice Activity 3

1. (a) it (b) they
(b) she (d) he
(e) they (f) it
2. Mercy has a headache. **She** needs painkillers. You and **I** can give **her** First Aid. **She** can then rest in the shade for some time. **We** can call an ambulance if her condition worsens.
3. (a) us (b) them
(c) he (d) her
(e) me

Practice Activity 4

1. (a) hers (b) mine
(c) my (d) your
2. Otemba bought some biscuits and thought that all the biscuits were **his**. His sister argued that the biscuits were **hers**. Their mother had given them money to buy the biscuits and share, so the biscuits were **theirs**. Still, Otemba continued shouting, "They are **mine**!"
"How can they be **yours** if the money was for both of us?" asked his sister. "Really, the biscuits are **ours**," they said.

D. Vocabulary

Practice Activity 5

1. Accept sensible sentences
2. **Plaster**: A white powder that is mixed with water and becomes very hard when it dries, used for holding broken bone in place
Hospital: A place where sick people are treated.
Ambulance: A vehicle with special equipment used for taking injured people to hospital.

E. Writing

Practice Activity 6

- (a) The heading/Address: Juma Hassan's address
- (b) The greeting/ Salutation: Dear Zarika
- (c) The body: The three paragraphs
- (d) The closing: Yours sincerely,
- (e) The signature: Juma

End of Term 1 Assessment

Section A

Task I: Listening and speaking

Part 1

- (a) Accept reasonable answers based on individual learners.
- (b) Accept the names given by each learner.
- (c) A child whose parents are dead.
- (d) Accept reasonable answers based on individual learners.

Part 2

- (a) A snake bite/Wairimu had been bitten by a snake.
- (b) The first help given to a person before being taken to hospital.

Task II: Reading aloud

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

Section B

Task I: Reading comprehension

- (a) four children
(b) Vegetables, pumpkin and maize
(c) A woman whose husband has died.
(d) Yes. We help mother on the farm
- (a) A birthday
(b) Mother
(c) Beautiful ribbons and balloons
(d) Sufficient
- (a) A pen
(b) Yes, she did.
(c) I am sorry, what did you say? / I beg your pardon
(d) Thank you.

Task II: Grammar

- (a) she (b) They
(c) he
- Accept sensible sentences from the table, for example,
(a) Are there enough pain killers to give a lot of patients?
(b) Do you have enough First Aiders to respond to a lot of emergencies?
- (a) Encyclopedia
(b) Dictionary
- Omari is my friend. He is a **polite** boy. When he wants my pencil, he says, "**Please**, give me a pencil." When I give him the pencil, he remembers to say, "**Thank** you"
- (a) chiefs (b) sheep

- (c) teeth
- (a) the (b) an
(c) An

Task III: Writing

Learner to write about 'My Family'.

5 Nutrition - Balanced diet

A. Listening and speaking

Practice Activity 1

- (a) Healthy (b) Unhealthy
(c) Unhealthy (d) Healthy
- Accept sensible sentences from the table, for example:
(a) I would like to be a chef.
(b) I would like to eat a balanced diet
(c) Otieno would like to have sweet potatoes and porridge.
(d) Moraa would like to go to the moon one day.
- Accept correct words with the given sounds, for example,
(a) Long vowel **u**: food, cool, stool, pool
(b) Short vowel **u**: push, put, bull, Luke,
- (a) f (b) v
(c) f (d) v

B. Reading

Practice Activity 2

- A combination of foods that have all the necessary nutrients in the right portion.
- (a) Proteins: milk, beef, green grams
(b) Carbohydrates: potatoes, yams, ugali

- (c) Vitamins: fresh fruits and vegetables
- 3. (a) They provide materials to our body for growth and repair.
- (b) give us energy
- (c) keep various parts of our body healthy.
- 4. A
- 5. Vitamin D
- 6. We get diseases like kwashiorkor and marasmus.
- 7. keeps the doctor away.

C. Grammar

Practice Activity 3

- (a) Accept sensible sentences like,
- (b) Alex is taller than Tom.
- (c) Fruits are healthier than French fries.
- (d) For exercise, skipping is better than sleeping.
- (e) Road B is wider than road A.
- (f) This food in plate B is more than that in plate A.
- (g) The needle is thinner than reel of thread.

Practice Activity 4

- (a) huge cylindrical
- (b) small round
- (c) big round
- (d) big oval
- (e) small circular

D. Writing

Practice Activity 5

- 1. i, d, f, a, j, c, e, h, g, b
- 2. Learner to write about first visit to Nairobi.

6 Internet - Email

A. Listening and speaking

Practice Activity 1

- 1. (a) 1. school
2. stool
- (b) 1. pull
2. full
- (c) 1. phone
2. paragraph
- (d) 1. van
2. vase
- 2. (a) video (b) boot
(c) film (d) surfing
- 3. (a) statement (b) question
(c) statement (d) question
(e) statement (f) question

B. Reading

Practice Activity 2

- (a) 1. It helps people communicate through various platforms.
- 2. It allows people to send and receive emails.
- (b) An electronic message sent from one computer to another through the internet.
- (c) a computer, tablet or a smartphone connected to the internet
- (d) Accept sensible benefits of using the internet.

C. Grammar

Practice Activity 3

- 1. David: some Amisi: many
David: much David: any
Amisi: much
- 2. Accept sensible sentences.

D. Vocabulary

Practice Activity 4

- (a) Verb (b) Noun
(c) Noun (d) Verb
(e) Verb (f) Noun

E. Writing

Practice Activity 5

- (i) Pictorial composition
Learner to write an interesting story based on the given pictures.
- (ii) Learner to copy the given sentences in good handwriting.

7 Technology - Cyber safety

A. Listening and speaking

Practice Activity 1

1. (a) badge (b) bear
(c) television (d) judge
2. (a) bridge, ridge
(b) television, conclusion
(c) flare, dare
(d) pleasure, leisure
3. Accept sensible online safety, for example:
(a) Do not share personal details with strangers.
(b) Do not use your real name.
(c) Do not meet online strangers without your parent's knowledge.

B. Reading

Practice Activity 2

1. Your name, email, telephone, home address, password,

2. Use my nickname instead of my real name (Accept other sensible online safety precautions)
3. Accept sensible sentences, for example,
(a) Your safety online is very important.
(b) Allan surfs the internet with his mother.
(c) I do not share my password with anyone.
(d) I have received Janet's message on WhatsApp.

C. Grammar

Practice Activity 3

1. Learner to study the given pictures and read the sentences below each.
2. They are used to show the action happening now.

Practice Activity 4

1. Accept sensible sentences from the table, for example,
(a) The teacher is surfing the internet.
(b) Bella is surfing the internet.
(c) Juma and James are buying data bundles for research.
(d) I am surfing the internet.
(e) We are preparing to leave.
2. Accept sensible sentences in the present continuous tense.

Practice Activity 5

1. were watching
2. were learning
3. was updating
4. was saving
5. was repairing

D. Vocabulary

Practice Activity 6

- (a) mouse (b) monitor
(c) keyboard (d) printer

E. Writing

Practice Activity 7

- (a) Has Kamau submitted his assignment on email?
(b) Hurrah! I have created a secure password!
(c) Kenya got independence in 1963.
(d) Hello, how are you?
(e) Bett taught Kevin, Jessica and Milly how to be safe online.
(f) We will visit Mt. Kilimanjaro on Thursday.
(g) Nairobi, Kisumu and Mombasa are the largest cities in Kenya.
(h) The cases of cyber bullying are on the rise.
- Accept well punctuated and sensible sentences.

8 The farm

A. Listening and speaking

Practice Activity 1

- (a) duck (b) donkey
(c) pig (d) hen/poultry
(e) camel (f) goat
- Learner to say the given tongue twisters quickly.
- Accept words with the given sounds, for example,
(a) s: six, selfish, surely, Sussy,
(b) v: vivacious, Vincent, voice, vigorously
(c) w: wolf, Wally, winkles, wig

- (d) ch: cheetah, chewed, cheap, cheese

B. Reading

Practice Activity 2

- maize, sorghum, millet
- D
- As sweet as honey, as busy as a bee
- (a) rear: keep or raise animals on a farm.
(b) plough: to dig or cultivate the land
(c) vegetables, crops like cabbage, *sukuma wiki* and spinach
- Cabbages, kales and spinach

C. Grammar

Practice Activity 3

- (a) we're (b) can't
(c) won't (d) he'll
(e) I'd (f) she's
- (a) they are (b) where is
(c) is not (d) I have
- (a) I've (b) You are
(c) I'd (d) They're
(e) I'll

Practice Activity 4

- (a) N (b) P
(c) P (d) N
(e) P (f) N
(g) P (h) N
(i) P (j) N
- (a) are not (b) do
(c) will not (d) shall

D. Vocabulary

Practice Activity 5

- Learner to circle the following words in the word puzzle.

- (a) rabbit (b) hen
 (c) cow (d) goat
2. (a) Alvin usually feeds the animals.
 (b) My brother always cleans the cowshed.

E. Writing

Practice Activity 6

- I. Learner to write a composition about a visit to the farm.
 II. Learner to copy the given sentences in good handwriting.

End of Term 2 Assessment

Section A

Task I: Listening and speaking

Part 1

- (a) Accept any three domestic animals, for example, sheep, goat and cow.
 (b) Weeding
 (c) A fruit garden
 (d) *Jembe or hoe*

Part 2

- (a) Lack of enough proteins
 (b) Beans and groundnuts (Accept other foods mentioned in the story)

Task II: Reading aloud

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

Section B

Task I: Reading comprehension

1. (a) A diet that contains proteins, carbohydrates, vitamins.
 (b) Proteins
 (c) Rice, wheat (Accept other correct foods mentioned in the story).
 (d) Fruits

2. (a) An email from her friend Aisha.
 (b) The keyboard
 (c) She read through what she had typed.
 (d) instantly
3. (a) A video of her dog playing with her cat.
 (b) Facebook
 (c) No, it is dangerous.
 (d) Harmful or risky

Task II: Grammar

1. (a) healthy (b) clean
 (c) dangerous
2. (a) many (b) much
3. (a) is taking (b) is chatting
4. (a) The teacher warned the learners not to share personal details online.
 (b) Maria and Patel have joined our Whatsapp group.
 (c) Use your laptop to check whether Mwea Tabere is in Kirinyanga or Thika.
5. (a) was sharing
 (b) were going
 (c) were taking
6. (a) Nasimiyu, Mt. Elgon
 (b) Migingo Island, Kenya, Uganda
7. (a) can't (b) shouldn't

Task III: Writing

Learner to write a composition about a day at the farm.

9 HIV and AIDS

A. Listening and speaking

Practice Activity 1

1. (a) AIDS, the killer disease
 (b) Avoid sharing sharp or cutting objects like needles and razor

blades (Accept other sensible ways of preventing the spread of HIV and AIDS)

(c) They suffer both physical and emotional pain.

2. Accept words with the given sounds, for example:

Sound **h**: hand, hallo

Sound **z**: breeze, graze

Sound **gh**: paragraph, photograph

B. Reading

Practice Activity 2

1. HIV: Human Immunodeficiency Virus
AIDS: Acquired Immunodeficiency Syndrome
2. (a) Sharing sharp objects
(b) From mother to child
(c) Sharing personal items like toothbrush
(d) Transferring infected blood from one person to another.
3. Fever and body aches
4. (a) Remaining faithful to one partner
(b) Avoiding sharing sharp objects
(c) Expectant mothers following doctor's advice
(d) Making sure that only HIV negative blood is transferred from one patient to the next.
5. Accept sensible sentences containing the given words.

C. Grammar

Practice Activity 3

Learner to look at the given pictures and read the sentences below each of them.

Practice Activity 4

1. Accept sensible answers

2. Adverbs of **manner**: carefully, vividly, cautiously,
Adverbs of **time**: last week, today, soon
Adverbs of **place**: at hospital, at home, in school.

D. Writing

Practice Activity 5

Learners study the punctuations mark and read the words besides each of them.

Practice Activity 6

1. How can you prevent the spread of HIV and AIDS?
2. Tweezers, knives, needles and razor blades are sharp objects.
3. James, Patrick, Mary and Becky visited the VCT.
4. Does HIV and AIDS have a cure?
5. They are watching the news, aren't they?
6. Michelle gave us one soccer ball, two hockey sticks and a jersey.

10 Hygiene and sanitation

A. Listening and speaking

Practice Activity 1

1. (a) three
(b) brooms, bucket, brush, duster, soap
(c) (i) move the furniture (desks and chairs) aside
(ii) Sweep the part of floor using a broom
(iii) Mop the floor

- (iv) Arrange the desks and chairs in neat rows
 - (v) Take the litter and throw it into the pit
2. (a) litter bin (b) broom
(c) bucket
 3. no - know green - grin
bin - been peel - pill
here - hear
 4. (a) bear, fear (b) bush, brush

B. Reading

Practice Activity 2

1. In the land of Seme.
2. He loved to play around.
3. Stomach ache, vomiting, diarrhoea
4. Bathing daily, trimming his fingernails
5. Pleasant
6. As happy as a lark, as clean as a new pin

C. Grammar

Practice Activity 3

1. (a) but (b) or
(c) and (d) yet
(e) or (f) so
2. (a) but (b) nor
(c) or (d) for
(e) and
3. (b) or (c) and
(d) but (e) but
(f) because/for

D. Vocabulary

Practice Activity 4

1. flush
2. disease
3. cholera
4. diarrhoea
5. dangerous

E. Writing

Practice Activity 5

Learners to write an interesting composition on the topic given below.
‘The environment I would like to see’

11 Sports: My favourite game

A. Listening and speaking

Practice Activity 1

1. (a) football (b) karate
(c) hockey (d) surfing
(e) volleyball (f) boxing
2. (a) (i) flour
(ii) chased
(b) (i) sk: skipped
(ii) th: there, three, the, they,
(c) (i) couch (ii) either
(iii) skip (iv) cheer
3. Learners construct sentences using the words in brackets. Accept grammatical sentences.

B. Reading

Practice Activity 2

1. Elephant, Tortoise, Deer, Cheetah, Hare, Giraffe
2. discus and weightlifting
3. Marathon
4. Giraffe
5. They thought the elephant could not win the race.
6. He blocked the way and the other animals could not overtake him.
7. People watching a competition (or people watching a sporting event)
8. Despised, disrespected

9. Everyone has an ability they can use to their advantage.

C. Grammar

Practice Activity 3

- (a) Whose (b) Where
(c) Who (d) What
(e) When
- When, Where, Who, What

D. Vocabulary

Practice Activity 4

- (a) athletics (b) Badminton
(c) handball (d) rugby
(e) skating
- Accept sensible sentences
- (a) coach (b) referee
(c) competitor (d) stadium
(e) netball

E. Writing

Practice Activity 5

football, stadium, referee, lose, whistle

F. Handwriting

Practice Activity 6

- (a) MY FAVOURITE SPORT IS YOGA
(b) WHERE IS YOUR RUGBY BALL?
- (a) i like skipping the rope.
(b) when will we play netball?

12 Clean environment

A. Listening and speaking

Practice Activity 1

- Learner to say the given words aloud.
(a) Broom (b) Cleaning
(c) Pruning (d) Sweeping

(e) Grass

- Learners to say the words in the given table.
- Accept sensible answers on keeping the environment clean, for example:
(a) Do not throw rubbish carelessly
(b) Slash tall grass
(c) Do not make the environment dirty

B. Reading

Practice Activity 2

- All of us
- Air pollution and water pollution
- Throwing rubbish carelessly
- Avoid pollution, avoid throwing rubbish, pruning the bushes and planting more trees.
- (a) Two heads are better than one
(b) A stitch in time saves nine
(c) United we stand, divided we fall

C. Grammar

Practice Activity 3

Learners to look at the given pictures and read the accompanying sentences.

Practice Activity 4

- has swept
- have emptied
- have trimmed
- have planted
- have drained

Practice Activity 5

- had collected, had thrown
- had jumped
- had cooked
- had cleaned
- had finished

D. Writing

Practice Activity 6

1. Learner read and discuss Jaoko's diary.
2. Learner to write a five-day personal diary.

13 Money

A. Listening and speaking

Practice Activity 1

1. Knocked, answered, warned
2. Accept correct words with the given sounds, for example,

Sound m	Sound n	Sound k in letter x
(a) man (b) income	(a) aunt (b) night	(a) taxi (b) fox

3. (a) knight - night
(b) ring - wring
(c) need - kneed
(d) mail - male
4. (a) money (b) string
(c) needle (d) knock

B. Reading

Practice Activity 2

- (a) under, at, beside
- (b) At night
- (c) beside
- (d) Being chased by a bull
- (e) Useless, not successful
- (f) Behind the hills
- (g) He fell and rolled under his bed.
- (h) False

C. Grammar

Practice Activity 3

Learner to read the story and make sentences using the given words.

Practice Activity 4

1. (a) towards (b) between
(c) outside (d) under
(e) past
2. (a) beside (b) into
(c) under (d) through
(e) across

D. Vocabulary

Practice Activity 5

1. shillings
2. shopping
3. stripped
4. wagged

E. Writing

Practice Activity 6

1. borrow
2. business
3. succeeded
4. sell
5. happy
2. (a) four
(b) rabbit, disappeared
(c) planning
(d) robbed

End of Term 3 Assessment

Section A

Task I: Listening and speaking

Part 1

- (a) Wash your hands.
- (b) A broom
- (c) Cholera
- (d) A piece of cloth used to wash the floor.

Part 2

- (a) He sells chicken at the market.
- (b) The extra money you get after selling something.

Task II: Read aloud

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

Section B

Task I: Reading comprehension

1. (a) Hamisi had been coughing for three days.
(b) Hamisi had Tuberculosis.
(c) Yes. Luckily, tuberculosis is a disease that can be cured.
(d) Yes, he did.
2. (a) No
(b) Germs can easily hide there.
(c) Washed
(d) Unsafe
3. (a) Football
(b) Early this term
(c) The school football coach
(d) All the learners

Task II: Grammar

1. (a) referee (b) environment
(c) competitor
2. (a) Who (b) What
3. (a) Cleanliness is next to godliness.
(b) Let sleeping dogs lie.
4. (a) We have cleaned the compound.
(b) William has cut the tall grass.
(c) The children have thrown the rubbish into the rubbish pit.
5. (a) under (b) above
(c) on
6. (a) robbed (b) stopping

Task III: Writing

Learner to write a composition about a day at the farm.

End of Year Assessment Papers

Assessment Paper 1

Section A

Task I: Listening and speaking

Part 1

1. Our surrounding or the things around us.
2. Cut it or slash it.
3. No. It will make the water dirty.
4. Throw it into a pit.

Part 2

1. No, they don't
2. Every Friday and Sunday

Task II: Reading aloud

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

Section B

Task I: Reading comprehension

1. (a) tissue paper
(b) The tap
(c) No. Germs can hide in them.
(d) dirty
2. (a) Accept any two domestic animals, for example, donkey and camel.
(b) They are used to make glue.
(c) cow skin or hide
(d) wild
3. (a) Environment is our surrounding.
(b) Accept any three things found in the learner's surrounding.

- (c) Yes, they make the environment beautiful.
- (d) The fish might die (Accept other sensible answers)

Task II: Grammar

1. (a) an (b) a
(c) a (d) an
2. (a) law (b) row
3. (a) and (b) or
4. (a) larger (b) healthier
(c) best
5. (a) Who (b) Whose
(c) Who
6. (a) begun (b) given

Task III: Writing

Learners to write a story about the day they cleaned up their school compound.

Assessment Paper 2

Section A

Task I: Listening and speaking

Part 1

- (a) weeding
- (b) To make the soil fertile or to make the vegetables grow healthy.
- (c) Accept reasonable answers.
- (d) Six weeks

Part 2

- (a) Yes. It allows us to send or receive emails.
- (b) No. You can use the internet if you have a computer or a smart phone.

Task II: Reading aloud

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

Section B

Task I: Reading comprehension

1. (a) A group of people related by blood or marriage.
(b) housing and clothes (Accept any others mentioned in the story)
(c) Sister-in-law
(d) Yes. It is their duty.
2. (a) Hassan (b) Son-in-law
(c) Deborah Kemunto
(d) Brother-in-law
3. (a) A wedding
(b) Hellen
(c) A black suit, white shirt and a black bow-tie.
(d) sad (or angry)

Task II: Grammar

1. (a) laugh (b) right
(c) fine (d) face
2. (a) prizes (b) knives
3. (a) but (b) and
4. We should keep the toilet **tidy**. This is because a **dirty** toilet can spread diseases in the house. We should remember to **flush** the toilet every time we use it. If there is a shortage of tap water, we should fetch water with a bucket and pour the water into the toilet.
5. (a) delicious (b) green
(c) old
6. (a) loudly (b) carefully

Task III: Writing

Learners to write a composition describing how they keep their house clean.

Assessment Paper 3

Section A

Task I: Listening and speaking

Part 1

- (a) First Aid is the first help given to an injured person before being taken to hospital.
- (b) The bees can sting you.
- (c) First Aid kit
- (d) A person who is sick.

Part 2

- (a) Hussein
- (b) Hussein. He eats a balanced diet.

Task II: Reading aloud

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

Section B

Task I: Reading comprehension

- 1. (a) A ruler
(b) Sorry, Martha, I'm using it.
(c) Yes, she was.
(d) Welcome
- 2. (a) vitamins
(b) Vitamins help our body grow. They also protect us from diseases.

(c) They are fresh and cheaper.

(d) useful

- 3. (a) jembe (b) Cow shed
(c) empty (d) panga

Task II: Grammar

- 1. (a) Motanya, Waceke.
(b) Ekuru, Lake Turkana.
(c) Opondo, Bidii Bank, Homabay.
- 2. (a) their (b) her
(c) his
- 3. (a) goat
(b) gazelle
- 4. (a) The Grade 4 learners listened to Dr Nyokabi and Mr Mokaya.
(b) Migori County has towns like Awendo, Rongo, Sori and Isebania.
(c) The farmer uses tools like spade, rake, panga, slasher and wheelbarrow.
- 5. (a) **NEGATIVE**
(b) **POSITIVE**
(c) **NEGATIVE**
- 6. (a) Halima had collected the rubbish.
(b) They had conserved the environment.

Task III: Writing

Learner to write a friendly letter to a friend telling him or her about an emergency the learner witnessed.

KISWAHILI

Muhula wa Kwanza

1 Nyumbani

1.1 Kusikiliza na Kuzungumza

Matamshi Bora: Silabi na Vitanzandimi

Zoezi la 1

1. Tathmini matamshi ya mwanafunzi.
2. Hakiki usomaji wa mwanafunzi wa vitanzandimi alivyopewa kitabuni.
3. Tathmini vitanzandimi vilivyoandikwa na mwanafunzi.
4. a) pipa b) doa c) bendi
d) gia e) dagaa f) tawi
g) pasi h) basi

Zoezi la 2

Tathmini shughuli za mwanafunzi.

Zoezi la 3

1.

B	A	B	A	T	I
O	P	A	T	A	P
B	O	B	U	B	U
A	P	U	A	A	R
P	O	R	A	T	E
A	B	E	B	A	A
2. a) Baba, papa b) tari, dari
c) punda, bunda d) Jana, chana
e) toa, doa
3. a) jagi b) kiti c) kope
d) kobe e) godoro f) popo

1.2 Kusoma

Kusoma kwa Ufahamu: Kifungu cha Hadithi

- a) Linda
- b) Kinapunguza ukataji wa miti
- c) udongo
- d) zulia au vigae
- e) Kupikia na kuwasha taa

1.3 Kuandika

Kuandika Insha: Insha ya Wasifu

Zoezi la 1

Tathmini insha itakayoandikwa na mwanafunzi.

1.4 Sarufi

Aina za Maneno: Nomino

Zoezi la 1

1. a) sahani b) sufuria
c) kochi d) ua
e) meza f) kijiko
2. a) Jiko hili linapika vizuri.
b) Nitanunua meza nyingine.
c) Baiskeli yangu inavutia.
d) Tutasubiri basi kwa muda mfupi.
e) Tutakula chakula chetu kwa furaha.

Zoezi la 2

1. Tathmini majibu ya mwanafunzi.
2. a) kikaango b) kochi
c) mwiko d) kabati
e) uma f) jokofu
g) kizimba h) oveni

1.5 Sarufi

Aina za Maneno: Vitenzi

Zoezi la 1

- a) pika b) lima c) kama
d) fagia e) cheza f) kunywa
- Tathmini majibu ya mwanafunzi.
- a) wanacheza b) alisoma
c) Usile, hayajaoshwa
d) Nawa, kula
e) hupiga, kula

1.6 Sarufi

Aina za Maneno: Vivumishi

Zoezi la 2

- a) Rafiki **yangu** anapenda usafi.
b) Nyumba **safi** inavutia sana.
c) Chakula **kipi** kinakupendeza?
d) Kitabu **hiki** kina picha.
- a) vichafu b) matano
c) watatu d) nyembamba
e) nyeupe f) wangu
g) kizuri h) jeusi

Zoezi la 2

- Kila mwanafunzi amtungie mzazi au mlezi sentensi na kuziandika.
- Tathmini sentensi hizo na kuzitolea maoni.
- Tathmini mafungu ya maneno ya kila mwanafunzi.

2 Nidhamu Mezani

2.1 Kusikiliza na Kuzungumza

Maamkuzi na Maagano

Zoezi la 2

- Tathmini maigizo yanavyofanywa.

Zoezi la 2

- sina la kuamba b) aheri
- nawe pia d) buriani dawa
- tunayo/yamepita f) Marahaba
- chewa h) alamsiki
- Wakati wowote mnapoagana na hamna uhakika wa kukutana hivi karibuni.
- asante

Zoezi la 3

- Tathmini mwanafunzi alivyopiga chapa.
- Mwagize mwanafunzi ajirekodi anaposoma.
- a) shikamoo, marahaba
b) majaliwa
c) asante
d) binuru
e) sijambo rafiki yangu.

2.2 Kusoma

Kusoma kwa Ufahamu: Matumizi ya Kamusi

- andaa, bilauri, chombo, eleza, karibu, nidhamu, omba, sahani, upishi, zungumza
- Hakiki maana ya maneno hayo kama yalivyotolewa na mwanafunzi. Toa maoni panapohitajika.
- Tathmini shughuli za mwanafunzi.

2.3 Kuandika

Kuandika Insha: Insha ya Masimulizi

Zoezi la 1

Tathmini insha itakayoandikwa na mwanafunzi.

2.4 Sarufi

Aina za Maneno: Viwakilishi

Zoezi la 1

- a) Yeye b) Mimi c) Huyo
d) Sisi e) Wao f) Wewe
- a) Mimi b) Yeye c) Nyinyi
d) Huyo e) Wewe f) Wao
g) Nyinyi h) Sisi
- a) mimi b) Yeye c) Wao
d) Nyinyi e) wao f) Yeye
g) huyo h) yeye

2.5 Sarufi

Aina za Maneno: Vielezi

Zoezi la 1

- shuleni, alfajiri, barabarani, darasani, kishujaa, jana, vizuri, uwanjani, haraka
- a) vizuri b) uwanjani
c) kichakani d) sokoni
e) jioni f) harakaharaka
- Tathmini sentensi za mwanafunzi.
- Tathmini vile ambavyo mwanafunzi anapiga chapa sentensi hizi.
a) Mzee anatembea **polepole**.
b) Mimi na kakangu tutasafiri **kesho**.
c) Wageni watawasili **alasiri**.
d) Walipeleka ng'ombe **machungani**.
e) Bwana arusi alivalia **maridadi**.
f) Abiria wote walitulia **melini**.
g) Vyombo vyote viwekwe **kabatini**.
h) Tausi alitembea **kwa maringo**.
i) Siku hizi sisi husoma **vizuri**.
j) Mbona mtoto huyu anafanya kazi **kivivu**?
- Tathmini shughuli za mwanafunzi.
a) nyumbani b) mema
c) sebuleni d) kochini
e) tuli f) vizuri

3 Mavazi

3.1 Kusikiliza na Kuzungumza

Matamshi Bora: Vitendawili

Zoezi la 1

- a) Nyayo b) Mti na shoka
c) Nyama na mfupa
d) Kalamu e) Jua

3.2 Kusoma

Kusoma kwa Ufahamu: Kifungu cha Hadithi

Zoezi la 1

- a) suruali b) suti
c) rinda d) tai
e) kaptura/bombo
- a) Saa kumi na moja alfajiri
b) Haikuwa kawaida ya Petero kumka mapema.
c) soksi, shati, kaptura, suruali, fulana, koti
d) Kuwatembelea mayatima katika Kituo cha Mayatima cha Tumaini.
e) Ni vizuri kuwasaidia wenzetu wenye mahitaji.

3.3 Kuandika

Kuandika kwa Kutumia Tarakilishi

Zoezi la 1

- Hakiki majibu yatakayotolewa na mwanafunzi.
- Tathmini shughuli ya mwanafunzi.

3.4 Sarufi

Aina za Maneno: Viunganishi

Zoezi la 1

- ila, bali, mpaka
- a) na b) lakini c) pia
d) au

Zoezi la 2

- na, hata, lakini, Pia
- Hakiki sentensi zitakazotungwa na mwanafunzi.

3.5 Sarufi

Aina za Meneno: Vihusishi

Zoezi la 1

- baada ya, mbele ya, karibu na, kabla ya
- a) kando ya b) karibu na
c) chini ya
- Tathmini sentensi za mwanafunzi.

3.6 Sarufi

Aina za Maneno: Vihisishi

Zoezi la 1

- a) Simile! b) Hewala!
c) Kumbe! d) Lo!
- Tathmini sentensi zitakazotungwa na mwanafunzi.

Jaribio la Mwisho wa Muhula wa Kwanza

- a) Jeneza b) Mshipi
c) Hanchifu
- a) Njema/salama
b) Salama/njema
c) Salama/njema
d) Marahaba
e) Binuru mpwa wangu

- a) lima b) pika c) taga
d) imba e) lishwa f) kimbilia
- a) wala b) ila c) bila
d) lakini e) kwa sababu
f) au g) na
- a) Kina mama wamenunua miko mingine.
b) Nyati wanakula nyasi.
c) Viota hivi ni vya ndege wakubwa.
d) Wadudu wembamba wamepuruka.
e) Madebe yale hayana maji.
f) Wavulana wamejipaka mafuta vichwani.
g) Majamvi hayo yalinunuliwa na wajomba.
- a) Mtoto mmoja
b) Kazungu
c) Alishangazwa jinsi mtoto mdogo alivyoogelea katika maji mengi.
d) teleza
e) Kuzama mtoni na kuliwa na mamba.
f) Kujitumbukiza majini kumwoko mtoto yule.
g) i) Ufuko/ufukwe
ii) Mola/Muumba
h) Waliogopa kuliwa na mamba.
i) alimwoko mtoto.
j) Mungu aliyaokoa maisha yake.
- a) Yeye b) Wao c) Kwao
d) Hivi e) Mimi
- a) Ni vyema kula taratibu ili usisakamwe.
b) Lankas alipongezwa kwa kusoma vizuri.
c) Watalii wameingia wawiliwawili kwenye mbuga.

- d) Wanafunzi waliimba kwa sauti nyimbo za kizalendo.
- e) Siafu wengi wametoka shimoni.
9. a) Tulikula nyama kwa wali juzi.
b) Kukiwa na baridi nguo hizo zisivaliwe.
c) Miti midogo imetunzwa vizuri.
d) Mgonjwa amefikishwa hospitalini haraka.
e) Askari waliwanasa wawindaji haramu.
10. a) haraka b) wala
c) lakini d) na
e) polepole
11. a) endesha b) jifungua
c) Asante d) Pole
12. a) mawingu
b) ndivyo akuavyo
c) hufa maskini
d) mateke
e) nyoka

Muhula wa Pili

4 Dira

4.1 Kusikiliza na Kuzungumza

Heshima, Adabu na Vyeo: Maneno ya Upole

Zoezi la 1

1. kujifungua, makalio, kuendesha, haja kubwa, tafadhali
2. Hakiki sentensi za mwanafunzi.

4.2 Kusoma

Kusoma kwa Mapana: Matini ya Kidijitali

Zoezi la 1

1. a) Kupiga simu, kutuma ujumbe mfupi, kutumia ukumbi wa *whatsapp* na kutumia barua pepe.
b) Kugawa wanafunzi katika makundi na wao kuwasilisha tafiti zao kwa wenzao darasani.
c) Tathmini majibu ya mwanafunzi.
d) Tathmini majibu ya mwanafunzi.
e) i. Faida
ii. Kuweka kwa matumizi ya baadaye
iii. Kutoa utafiti mbele ya watu
2. Tathmini shughuli ya mwanafunzi.

4.3 Kuandika

Aina za Insha: Barua pepe

Zoezi la 1

1. Tathmini baruapepe atakayoandika mwanafunzi.

4.4 Sarufi

Ngeli za Nomino: Umoja na Wingi wa Nomino Katika Ngeli ya A-WA

Zoezi la 1

1. a) seremala
b) mende/kombamwiko
c) kinyozi d) muuguzi/nesi
e) papa
2. kasuku, simba, wakulima, mashujaa, wakalimani, msusi
3. a) ngamia b) kipepeo
c) baharia d) ndovu
e) viongozi

4.5 Sarufi

Ngeli za Nomino: Umoja na Wingi wa Sentensi Katika Ngeli ya A-WA

Zoezi la 1

- Jaza mapengo ili kukamilisha sentensi hizi.
 - Paa huyu anakimbia kwa kasi.
 - Milka anatumza mbwa wake.
 - Rubani yule alitumia dira.
 - Walimu wetu wanatushauri tutumie mtandao vyema.
 - Wahunzi walifua vyombo vya fedha.
- Tathmini sentensi zitakazotungwa na mwanafunzi.

Zoezi la 2

Tathmini shughuli za mwanafunzi na umwongoze panapofaa.

5 Ushauri-Nasaha

5.1 Kusikiliza na Kuzungumza

Methali: Methali Zinazohusu Malezi

Zoezi la 1

- Mtoto umleavyo ndivyo akuavyo, asiyesikia la mkuu huvunjika guu, asiyefunzwa na mamaye hufunzwa na ulimwengu, mvivu huguguna vifuvu, mtaka cha mvunguni sharti ainame.
- kivulini
 - njaa
 - huondoa maarifa
 - mauti nyuma
 - hakijamfika

- mtumwa
- zirimshinda fisi
- vimeundwa
- mbichi
- enda kiona

Zoezi la 2

Tathmini shughuli za mwanafunzi.

5.2 Kusoma

Kusoma kwa Ufahamu: Ujumbe na Lugha katika Ushairi

- Mbili
 - Minne
 - Nidhamu ni kitu muhimu
 - Ukosefu wa nidhamu, ni janga nchini mwetu.
 - Kero
- Tathmini shughuli za mwanafunzi.
- Afya itaharibika
 - Uchafu huleta wadudu, harufu mbaya na magonjwa.
 - Usafi wa mazingira na usafi wa mwili
 - Usafi jambo la maana, hayo ninakuambia
 - Minne

5.3 Kuandika

Kuandika: Insha ya Maelezo

Zoezi la 1

Tathmini shughuli za mwanafunzi.

5.4 Sarufi

Umoja na Wingi wa Nomino: Ngeli ya U-I

Zoezi la 1

- Tathmini shughuli za mwanafunzi.
- michungwa
 - mpapai

3. miwa, milango, mwiko, mgongo, mguu, miaka, mmea, mkono, migomba, mwiba
4. a) muwa b) mifereji
c) mipunga d) mti
e) miharagwe f) mwinuko
g) miavuli h) miamba

5.5 Sarufi

Umoja na Wingi wa Sentensi: Ngeli ya U-I

Zoezi la 1

1. a) milima hii b) mwamba huu
c) mikuki hii d) mwiko huu
e) miba hii
2. a) Milango imepakwa rangi nzuri.
b) Mkufu huu unametameta.
c) Mifuko imejaa maembe.
d) Muwa huu ni mtamu sana.
e) Mielekeo hii ya nidhamu ni mizuri.
3. a) u, u b) i, i c) i, i
d) u, u e) i, i

Zoezi la 2

1. Tathmini shughuli za mwanafunzi.
2. Tathmini shughuli za mwanafunzi.
3. mbavu

6 Bendera ya Taifa

6.1 Kusikiliza na Kuzungumza

Kuzungumza na Kujieleza kwa Ufasaha: Ushairi

Zoezi la 1

2. a) mlingotini
b) Kusimama wima bendera inapopandishwa.

- c) i) zapendeza
ii) tutatilia maanani
- d) Hakiki majibu za mwanafunzi. Azingatie maana za maneno.
- e) Bendera yetu ni muhimu kwa nchi yetu na kila mmoja wetu.

6.2 Kusoma

Kusoma kwa Mapana: Makala

Zoezi la 1

1. a) moja
b) nyeusi, nyeupe, kijani na nyekundu
c) nyeupe
d) Hakiki jibu la mwanafunzi.
e) uzalendo
f) Mashujaa, Madaraka na Jamhuri
g) wimbo wa taifa

6.3 Kuandika

Kuandika Insha: Insha ya Wasifu

Zoezi la 1

Hakiki insha. Insha itumie maneno yanayojenga picha kamili. Izingatie kanuni zifaazo za kisarufi na hijai.

6.4 Sarufi

Ngeli za Nomino: Umoja na Wingi wa Nomino Katika Ngeli ya LI-YA

Zoezi la 1

1. a) kabati b) gunia
c) magari d) maembe
- 2.

Umoja	Wingi
a) jicho	macho
b) ziwa	maziwa
c) figa	mafiga
d) jino	meno
e) neno	maneno

3. a) Jani limeanguka topeni.
- b) Jina lako liliitwa.
- c) Shindano litaisha mapema.
- d) Taifa lina bendera maalum.
- e) Wazo la mtu litazingatiwa.

6.5 Sarufi

Ngeli za Nomino: Umoja na Wingi wa Sentensi Katika Ngeli ya LI-YA

Zoezi la 1

1. a) Jino lake limetibiwa.
 - b) Maganda yatatupwa pipani.
 - c) Ziwa hili lina mamba wengi.
 - d) Mashamba yao yana mazao mengi.
 - e) Kasha lake limejaa vyombo vya dhahabu.
2. Tathmini shughuli za mwanafunzi.

7 Matunda na Mimea

7.1 Kusikiliza na Kuzungumza

Nahau za Maadili na Uraia

Zoezi la 1

1. Hakiki sentensi zitakazoundwa na mwanafunzi.
2. a) tiwa mbaroni b) pige domo
- c) salimu amri d) paza sauti
- e) piga magoti f) mwaga unga
- g) piga chafya h) tia fora
- i) fanya hima j) piga hodi

7.2 Kusoma

Kusoma kwa Mapana: Matini

Tathmini shughuli za mwanafunzi.

7.3 Kuandika

Kuandika Insha: Insha za Maelezo

Zoezi la 1

1. Tathmini insha itakayoandikwa na mwanafunzi.

7.4 Sarufi

Umoja na Wingi wa Sentensi: Sentensi katika Ngeli ya KI-VI

Zoezi la 1

1. a) Kichaka kinafyekwa na fyekeo.
- b) Kijiji kimesafishwa kwote.
- c) Vyandarua vimeanikwa kivulini.
- d) Kijito kilijaa maji.
- e) Viatu vitaoshwa na kaka.
2. a) Kiota hiki ni cha ndege yule.
- b) Vyuma vimetumika kutengeneza vitanda.
- c) Kiberiti kimenunuliwa dukani.
- d) Vizimba vimejengwa na kina baba.
- e) Viporo vitaliwa vyote.
3. Hakiki sentensi zitakazotungwa na mwanafunzi.

7.5 Sarufi

Umoja na Wingi wa Nomino: Nomino katika Ngeli ya LI-LI

Zoezi la 1

1. a) Giza likitanda mama atawasili.
- b) Jasho lilimtoka mkimbiaji.
- c) Jua litakuwa kali mawingu yakitoweka.
- d) Joto limekuwa hatari.
2. Tathmini sentensi zitakazotungwa na mwanafunzi.
3. Joto likizidi jasho linawatoka. Giza limeingia tukatumia umeme. Jua liliwaka nguo zikakauka haraka.

8 Wanyama wa Porini

8.1 Kusikiliza na Kuzungumza

Visawe: Visawe vya Maneno Mawili

Zoezi la 1

- a) kinyonga/lumbwi
b) nyati/mbogo c) ndovu/tembo
d) ngiri/gwase e) simba/asadi
- a) dawati
b) daktari/mganga
c) televisheni
d) shamba

8.2 Kusoma

Kusoma kwa Ufahamu: Mchezo Mfupi wa Kuigiza

- Sungura
- Vipusa vyao vinawanufaisha majangili.
- Kwa sababu ya shingo yake ndefu.
- Bunduki, mikuki, mishale
- Wanyama waliwavamia majangili kwa umoja.

8.3 Kuandika

Kuandika Insha: Insha ya Masimulizi

Zoezi la 1

Tathmini shughuli za mwanafunzi.

8.4 Sarufi

Mnyambuliko wa Vitenzi: Kauli ya Kutenda, Kutendea na Kutendwa

- a) tembea b) fua
c) cheza d) oka
e) panda

- a) somea b) pikia
c) pigia d) oshea
e) pangusia
- a) oshwa b) chorwa
c) jengwa d) lindwa
e) pikwa
- kimbizwa, okoa, uliwa, kimbia, shikwa, linda, letea

Jaribio la Mwisho wa Muhula wa Kwanza

- a) mfupi b) jekundu
c) nzuri d) mikubwa
e) kichafu
- a) shikamoo b) alamsiki
c) buriani, buriani dawa
d) asante e) sijambo
- a) harakaharaka b) vizuri
c) kanisani d) jana
e) vizuri
- a) mwavuli
b) bombo/suruali fupi
c) viatu/nyayo d) vipuli
- a) kando ya b) ndani ya
c) karibu na d) chini ya
e) katikati ya
- a) barabara b) barakoa
c) mbuzi d) mchuzi
e) pangusa
- a) Saba b) Mvulana
c) Kwa sababu alikuwa mchoyo.
d) Kwa kuwa Mzee Angelo alibisha naye Mzee Mwaluzi alikuwa mchoyo.
e) Si tabia nzuri, uchoyo si mzuri.
f) Umoja ni nguvu.
- a) bombo/suruali fupi
b) rinda c) fulana
d) shati e) sweta
f) mshipi

9. a) Watoto wamepewa uji.
b) Madaktari wamewatibu wagonjwa vizuri.
c) Kuku wametaga mayai.
d) Vifaru wale wanakula nyasi.
10. Tathmini sentensi zitakazotungwa na mwanafunzi.
11. a) anamchorea b) anasoma
c) litalimwa
12. Tathmini sentensi zitakazotungwa na mwanafunzi.
13. a) Swara, Nyani, Simba
b) Nyani huishi mitini na ana ujuzi wa kurukaruka mitini.
c) Kwa sababu simba huwaua na kuwala.
d) (i) Mtu anayewaua wanyama pori kiharamu.
(ii) Tabia nzuri.
e) Askari wa porini
f) Kuunda chama
14. Tathmini shughuli za mwanafunzi katika uandishi wa insha.
15. a) kipepeo b) shubiri
c) sindano d) nguruwe
e) kasuku

Muhula wa Tatu

9 Afya Bora

9.1 Kusikiliza na Kuzungumza

Mazungumzo: Mazungumzo katika Miktadha isiyo Rasmi

Zoezi la 1

1. b) Mazungumzo haya si rasmi. Hakiki sababu zitakazotolewa na mwanafunzi.

9.2 Kusoma

Kusoma kwa Mapana: Matini

1. Ngoloko na Kidimu walinunua maandazi.
2. C
3. Waliugua ugonjwa hatari ambao unasababishwa na uchafu.
4. wodi
5. Umuhimu wa kudumisha usafi.

9.3 Kuandika

Kuandika Insha: Insha ya Maelezo

Zoezi la 1

Hakiki maelezo ya mwanafunzi.

9.4 Sarufi

Vinyume vya Nomino

Zoezi la 1

1. a) mvulana b) nyanya
c) ami/amu d) joto
e) mwezi f) mchana
g) shibe h) kaka
i) mwenyeji
2. a) joto b) mchana
c) adui d) tajiri
e) kijana f) mkubwa
g) furaha h) cheka
i) jua
3. a) Mwenyeji
b) Mzee
c) Mvulana
4. Hakiki sentensi za mwanafunzi.

10 Kukabiliana na Uhalifu

10.1 Kusikiliza na Kuzungumza

Tashbihi: Tashbihi za Kimo na Umbo

Zoezi la 1

- nyundo/kibushuti
 - mlingoti/mnazi
 - kiboko/mbuyu
 - sindano/uzi
 - ng'onda/ufito
- singe
 - ng'onda
 - ufito
 - mbega
 - nyundo
 - kiriba
 - mlingoti
 - upanga
 - kondoo
 - nguruwe
- Hakiki sentensi za mwanafunzi na kutambua alivyotumia tashbihi.

10.2 Kusoma

Kusoma kwa Mapana: Matini ya Kidijitali

Zoezi la 1

Tathmini shughuli ya mwanafunzi – Hakiki jinsi anavyohusika katika kusoma makala, kutambua wahusika na kuelewa makala yote kwa jumla.

10.3 Kuandika

Kuandika Insha: Insha ya Masimulizi

- Hakiki insha ya masimulizi aliyoandika mwanafunzi kwa kuzingatia vigezo mwafaka vya insha ya masimulizi.

10.4 Sarufi

Nyakati na Hali: Wakati Uliopita, Uliopo na Ujao Hali ya Kuendelea

- Wakati uliopita hali ya kuendelea

Zoezi la 1

- Bendera ilikuwa ikipandishwa tulipofika.
 - Wachezaji walikuwa wakicheza mpira kipenga kilipopulizwa.
 - Rais alikuwa akihutubu mvua ilipoanza kunyesha.
 - Ndoo ilikuwa ikivuja maji yalipomwangwa ndani yake.
 - Minazi ilikuwa ikipepea upepo ulipovuma.
 - Gari lilikuwa likienda lilipokwama.
 - Vijana walikuwa wakicheza jua lilipowaka.
- Cherotich alikuwa akikimbia aliponiona.
 - Mwezi ulikuwa ukiangaza nilipolala.
 - Hakimu alikuwa akitoa hukumu yake mshtakiwa alipozirai.
 - Wenyeji walikuwa wakishika doria walipomwona mhalifu.
 - Mvua ilikuwa ikinyesha tulipoondoka.
 - Mwalimu alikuwa akisahihisha vitabu vyetu kengele ilipogongwa.
 - Mlango ulikuwa umefungwa niliporudi.
 - Meli ilikuwa imewasili watalii waliposhuka.

- i) Wahalifu walikuwa wamesamehewa walipowachiliwa.
- j) Senengo alikuwa akichunga ng'ombe alipoitwa.

b) Wakati uliopo

Zoezi la 1

1. a) Mzazi anamwelekeza mtoto.
b) Mkorofi anashauriwa na mzee.
c) Mimea inanyunyiziwa maji.
d) Nzige wanapuliziwa dawa.
e) Wageni wanapakuliwa chakula.
f) Serikali inawasaidia wananchi.
2. a) na b) na c) na
d) na e) na f) na
g) na h) na i) na
j) na

c) Wakati ujao hali ya kuendelea

Zoezi la 1

1. a) Njambi atakuwa akitembea kesho.
b) Tutakuwa tukifunga shule juma lijalo.
c) Matunda yatakuwa mengi msimu ujao.
d) Wahalifu wote watakuwa wakishikwa na askari.
e) Misitu itakuwa ikitunzwa na wananchi wote.
f) Kesho tutakuwa tukiyatembelea makao ya wazee.
g) Watoto wote watakuwa wakipewa chanjo mwezi ujao.
2. a) Mechi hiyo itakuwa ikianza saa kumi za jioni.
b) Chakula chote kitakuwa kikiliwa sebuleni.
c) Wimbo wa taifa utakuwa ukiimbwa kabla ya mkutano.

- d) Vyoo vitakuwa vikioshwa kabla ya kuvitumia.
- e) Mwalimu atakuwa akitusahihishia vitabu kabla ya kuturudishia.
- f) Walinzi watakuwa wakipewa mafunzo mapya.
- g) Nyumba zitakuwa zikipanguswa kesho asubuhi.
- h) Mizigo itakuwa ikipimwa kabla ya kubebwa.
- i) Takata zote zitakuwa zikiokotwa na kuwekwa jaani.
- j) Barabara mpya zitakuwa zikijengwa mwaka ujao.

11 Mapato

11.1 Kusikiliza na Kuzungumza

Kuzungumza na Kujieleza kwa Ufasaha: Masimulizi

Zoezi la 1

- a) madaktari, askari, wakulima, walimu, wapishi
- b) Kazi zote ni muhimu, hakuna iliyo bora kushinda nyingine.
- c) Wakulima huuza mazao kila wanapopata mengi.
- d) Kila kazi huchangia katika kuboresha maisha ya watu wote.
- e) Kutakuwa na njaa.
- f) Hakiki jibu la mwanafunzi.

Zoezi la 2

Hakiki maelezo ya mwanafunzi.

11.2 Kusoma

Kusoma kwa Ufahamu: Kifungu cha Hadithi

- a) Mshahara

- b) Pesa za kuanzisha biashara, leseni ya kufanya biashara na pesa za kulipia kodi ya nyumba.
- c) Serikali ya kaunti
- d) Kuwashawishi wanunuzi kwa kuwaongelesha vizuri.
- e) Mtaji
- f) wateja au wanunuzi.
- g) Faida ya shilingi sitini.
- h) bidhaa
- i) Hakiki majibu ya kila mwanafunzi.

11.3 Kuandika

Kuandika Barua: Barua ya Kirafiki

Zoezi la 1

1. Tathmini uelewa wa mwanafunzi wa kuandika barua ya kirafiki.
2. Tathmini jinsi mwanafunzi anavyotumia mtandao katika kuwasilisha barua aliyoiandika kwenye tarakilishi.

11.4 Sarufi

Ukanushaji: Ukanushaji wa Maneno na Sentensi

Zoezi la 1

1. a) usicheke b) usiandike
c) usinunue d) usiuze
e) usitembee
2. a) Wanafunzi hawachezi mpira.
b) Mzazi hakuenda shuleni.
c) Baba hataenda shambani.
d) Babu huwa hatembeji haraka.
e) Mimi sitanunua ndimu.

11.5 Sarufi

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

Zoezi la 1

1. mlo, mchi, mti, mto, mche
2. a) jiji b) jiti c) jitu
d) jilo e) jike
3. a) Jito limefurika maji.
b) Jitu lile linacheka
c) Jike lake ni rembo sana.
d) Jilo liliopikwa linavutia.
e) Jiti lililo barabarani litakatwa.

11.6 Sarufi

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

Zoezi la 1

1.

Wastani	Ukubwa (Umoja)	Ukubwa (Wingi)	Udogo (Umoja)	Udogo (Wingi)
mke	jike	majike	kijike	vijike
mji	jiji	majiji	kijiji	vijiji
mtu	jitu	majitu	kijitu	vijitu
mti	jiti	majiti	kijiti	vijiti
mlo	jilo	majilo	kijilo	vijilo

2. Hakiki sentensi za mwanafunzi.

Jaribio la Mwisho wa Muhula wa Kwanza

- Hakiki kazi ya mwanafunzi.
- Tathmini kazi ya mwanafunzi.
- | | |
|-----------|------------|
| a) chini | b) bwana |
| c) mfalme | d) kicheko |
| e) njaa | |
- | | |
|-------------------|------------|
| a) nguruwe | b) nyundo |
| c) twiga/mlingoti | d) ng'onda |
| e) sindano | |
- Tathmini sentensi zitakazotungwa na mwanafunzi.
- | |
|--------------------------------------|
| a) Mwanafunzi haandiki barua. |
| b) Muuzaji hajapata faida kubwa. |
| c) Mnunuzi hakuenda sokoni. |
| d) Wageni hawakuondoka mapema. |
| e) Bidhaa hazitauzwa kwa bei rahisi. |
- | | |
|-------------|-----------|
| a) mtaji | b) hasara |
| c) mteja | d) leseni |
| e) mshahara | |
- Hakiki sentensi zitakazoandikwa na mwanafunzi.
- | |
|-------------------------------|
| a) Vyakula vimepikwa vizuri. |
| b) Mayai yataliwa na watoto. |
| c) Wanafunzi wanachora picha. |
| d) Nguo zetu ni nzuri. |
- | |
|---|
| a) Alikuwa akifanyia zoezi ambalo alipewa na mwalimu. |
| b) Mtu asiyemjua |
| c) Kwa sababu hakujibu ujumbe ule wa mtu asiyemjua. |
| d) Mtu yule angemlaghai au kumhadaa. |
| e) Kuwa makini tunapotumia mtandao na kutowasiliana na watu tusiowajua mtandaoni. |

- | | |
|-------------|-------------|
| a) ndani ya | b) chini ya |
| c) kabla ya | d) kando ya |
| e) juu ya | |
- | | |
|---|----------|
| a) Kinyonga | b) Mungu |
| c) Kipepeo | |
| d) Kufanya kazi kwa mpango, kuepuka marafiki wapotovu, kufika kazi kwa wakati na kutopoteza wakati kuota jua. | |
| e) marafiki | |
| f) Atakamilisha shughuli zake zote. | |
| g) Ni vizuri kutumia muda vizuri ili kukamilisha shughuli zetu zote. | |
- | | |
|-----------|---------|
| a) Ala | b) Naam |
| c) Pole | d) Lo |
| e) Simile | |
- | | |
|-------------|-------------|
| a) vyura | b) mwindaji |
| c) mabata | d) seremala |
| e) wajakazi | f) mkunga |
- | |
|-----------------------------------|
| a) Miswaki yetu ni midogo. |
| b) Mishipi ya wasichana imepotea. |
| c) Miezi hii imekuwa ya baraka. |
| d) Miba iliwadunga wazee miguuni. |
| e) Milango mingine imetengenezwa. |
- Hakiki sentensi zilizoundwa na mwanafunzi.
- | |
|-----------------------------|
| a) Jairo alifua soksi zake. |
| b) Duka lilifunguliwa tena. |
| c) Halati alichemsha maji. |
| d) Tulisafiri hadi mjini. |
| e) Embe tamu lilikatwa. |
- | | |
|----------------|---------------|
| a) usisikilize | b) usitangaze |
| c) hamsahau | d) hapangusi |
| e) usivue | |

Mitihani ya Mwisho wa Mwaka

Jaribio la Kwanza

1. Tathmini maneno yalivyoandikwa na mwanafunzi.
2. Tathmini sentensi za mwanafunzi.
3. a) Nyumba, makochi, meza, jiko, sahani, vikombe, vijiko, sufuria, kabati, jokovu
b) Jokovu hutumika kuhifadhi vyakula ili visioze au kuharibika.
4. a) Kielezi cha mahali
b) Kivumishi cha sifa
c) Kitenzi
d) binuru
e) Nomino
5. a) Wanne
b) utovu na nidhamu
c) Membo
d) Angeufuata ushauri wa mama yake asingesakamwa na kipande cha nyama, asingelazwa hospitalini.
e) Asiyesikia la mkuu huvinjika guu.
6. a) lakini b) kwa sababu
c) na d) isipokuwa
e) au
7. a) Wajomba wameenda shuleni.
b) Akina baba wanaendesha magari.
c) Mbuzi wale watachinjwa.
d) Wazazi wetu watakuja jioni.
e) Wanafunzi wanasoma vitabu.
8. a) ndivyo akuavyo
b) nyoka
c) hufunzwa na ulimwengu
d) mjukuu
e) huvunjika guu

9. a) tembo b) lumbwi
c) waraka/nyaraka d) runinga
e) faragha
10. a) KI-VI b) LI-LI c) KI-VI
d) LI-LI e) LI-LI
11. a) Tathmini sentensi zilizotungwa na mwanafunzi.
12. a) jiti b) jito c) jiji
d) jibwa e) jifu
13. a) tendwa b) tendewa
c) tendea d) tenda
e) tenda

Jaribio la Pili

1. a) nyeupe b) nyeusi
c) kijani d) nyekundu
2. a) vyandarua b) mapafu
c) viota d) machungwa
e) marinda
3. a) Yai hili litanipa afya njema.
b) Chakula hiki kimepikwa vizuri.
c) Tunda lako si tamu kama langu.
d) Chuma hiki kimetengeneza mlango mzuri.
e) Swali lako litajibiwa na mwalimu kesho.
4. a) Saba b) Nimo
c) Muuguzi
d) Walidhani shangazi yao angewadunga sindano kwani alivaa nguo nyeupe.
e) Piki, keki na matunda
5. a) taka idhini b) tia nanga
c) vulia kofia d) fanya haki
e) onea wivu
6. a) kungóa mimea isiyotakikana shambani
b) mipera c) Ndizi
d) samadi e) kuku

7. a) Maafisa wa wanyamapori wanawalinda **tembo** na wanyama wengine.
b) Mjomba wangu aliniandikia **waraka** wiki iliyopita.
c) **Jogoo** aliniamsha mapema alipowika.
d) **Kinyonga** hupenda kujibadilisha rangi.
e) **Nyati** ni miongoni mwa wanyama hatari sana.
8. Hakiki sentensi zitakazotungwa na mwanafunzi.
9. a) magonjwa /ndwele
b) raha na usingizi
c) kipindupindu/waba
d) kusukari, shinikizo la damu
e) Malaria
10. a) nguruwe
b) nyundo, mlingoti/twiga
c) sindano/uzi d) ng'onda
e) mrefu
11. Hakiki sentensi zitakazotungwa na mwanafunzi.
12. a) Sitafuga sungura wengi.
b) Hatukuuza machungwa yote.
c) Hamtanunua vyakula kwa bei ghali.
d) Hutapeleka maharagwe sokoni.
e) Hawataweka akiba kubwa.
13. a) kijito b) kijiji
c) kijibwa d) kijitu
e) kijilo
14. a) Mbote alifanya mradi wa kufuga sungura.
b) Kwa sababu aliwaza na kuwazua namna ambavyo angeweza kuweka mradi.
c) kizimba
d) kumi
e) Mwenye duka

Jaribio la Tatu

1. a) Tafadhali b) Samahani
c) Pole d) Ninaomba
e) Asante
2. a) La b) Ndio c) La
d) La e) Ndio
3. a) mwalimu – mwanafunzi
b) mjomba – halati
c) uongo – ukweli
d) dari – sakafu
e) mzazi – mwana
4. a) Baba b) Mtamba
c) Uchafu d) Giza
e) Kuamka
5. a) Ili kuokoa maisha, kupunguza maumivu.
b) Walimu wawili – Bw. Chanzo na Bi. Siha
c) huduma ya kwanza
d) Bendeji, kitata, makasi, dawa za kupunguza uchungu
6. Tathmini sentensi zilizotungwa na mwanafunzi.
7. a) Maembe yetu yameiva vizuri.
b) Meno yenu ni meupe pepepe.
c) Vijiji hivi vinapendwa sana.
d) Vyombo vile vitatumiwa na wavuvi
e) Marinda yenu ni safi sana
8. Tathmini sentensi zilizotungwa na mwanafunzi.

Jaribio la Nne

1. a) Mama na mwanawe Mshai
b) Samahani, Asante
c) Alikuwa akicheza na rafiki yake Makuna.
d) Mpishi hodari, mwenye kujali mtoto wake

- e) Anapaswa kuwa karibu na mama yake anapopika.
2. Tathmini kazi ya mwanafunzi.
 3. Tathmini kazi ya mwanafunzi.
 4. Hakiki insha ya mwanafunzi.
 5. b) Insha hii ni ya maelezo
c) Inatoa maelezo kuhusu dhana ya afya bora.
 6. Hakiki insha itakayoandikwa na mwanafunzi.
 7. Hakiki insha itakayoandikwa na mwanafunzi.
 8. a) maskini b) baridi
c) malkia d) wazee
e) usiku
 9. a) Vyuma hivi ni vigumu.
b) Jua limechomoza mapema.
c) Giza nene linanitisha.
d) Vyandarua viliwakinga wageni kuumwa na mbu.
e) Joto jingi linaharibu mimea.

Jaribio la Tano

1. a) Bendera ya nchi yetu ni ishara ya upendo, amani na umoja tuliyonayo.
b) Ni maombi kwake mola.
c) umoja
d) upendo
e) mzalendo
2. a) Tanzania, Uganda, Uhebeshi, Somalia, Sudan Kusini
b) (i) Viktoria, Turkana, Naivasha, Baringo, Nakuru, Bogoria, Elementaita, Magadi
(ii) Viktoria, Naivasha, Turkana, Baringo
c) Pesa za kigeni hulipwa na watalii hivyo kukuza uchumi wetu.

- d) chumvi, chokaa, titania, dhahabu, mafuta
- e) (i) **hifadhi** – weka kando kwa matumizi ya baadaye
(ii) **kuvutio** – kitu kinachopendeza
(iii) **rasilimali** – mali inayomilikiwa na sirikali wala si mtu binafsi
(iv) **riziki** – mapato ya kila siku
(v) **kiingilio** – malipo ya kuingilia mahali fulani
(vi) **mtalii** – anayetembea mahali kwa kujifurahisha
(vii) **madini** – maliasili ipatikanayo ardhini na yenye thamani
(viii) **bara** – kontinenti
3. a) Ofisi zote za serikali, shuleni, ofisi za kibalozi
b) - Mwandishi anaongea kuhusu bendera ya nchi yake.
- Anazungumzia kuhusu rangi zote nne.
- Anazungumzia mahali ambapo bendera hupandishwa.
- Anazungumzia kuhusu kinachofaa kufanyika tunapopandisha bendera.
- Anazungumzia kuhusu umuhimu wa bendera.
 - c) Hakiki insha itakayoandikwa na mwanafunzi.
 4. a) majingo b) vikombe
c) majina d) majoka
e) viwiko
 5. a) Maembe haya ni matamu.
b) Majibu yenu ni sahihi.

- c) Masikio ya ndovu ni makubwa.
 - d) Madarasa yetu yamepakwa rangi.
 - e) Majembe ya wakulima yamepotea.
6. a) maduka b) choo
c) chuma d) macho
e) magogo
7. a) Joka kubwa limenaswa.
b) Jimbo lote limepata mvua.
c) Gurudumu linaoshwa.
d) Papai hilo limeiva.
e) Jiko jingine limenunuliwa.

8. a) Vyandarua vingine vitanunuliwa.
b) Viazi hivi vitapikwa kesho.
c) Vichaka vile vinalindwa na askari.
d) Vyerehani vile vitauzwa.
e) Vioo vya akina kaka ni maridadi.
9. a) Kitanda kingine kimetengenezwa.
b) Chungu hiki ni safi.
c) Kidole kina ukucha.
d) Chuo kipya kinajengwa.
e) Kijiko chote kimeoshwa.
10. Tathmini sentensi za mwanafunzi.

MATHEMATICS

I Whole numbers

Practice Activity 1.1

- (a) Thousands (b) Hundreds
(c) Tens (d) Ones
- (a) 600 (b) 5
(c) 20 (d) 9 000

3. (a)

Thousands	Hundreds	Tens	Ones
2	1	5	6

- (b) 2 156
 $6 \times 1 = 6$
 $5 \times 10 = 50$
 $1 \times 100 = 100$
 $2 \times 1\,000 = 2\,000$

Practice Activity 1.2

- (a) Eight hundred and seventy one
(b) Four hundred and fifty
(c) Two hundred and sixty seven
(d) Nine hundred and twenty three
- (a) 372 (b) 916
(c) 501 (d) 298
- (a) 7 962, 7 963
(b) 4 126, 4 128
(c) 8 009, 8 011
(d) 4 998, 4 999, 5 003
- 8 000
- (a) Five hundred and sixteen
(b) One thousand

Practice Activity 1.3

- (a) 199, 298, 360, 411, 500
(b) 146, 234, 461, 753, 913
(c) 269, 319, 453, 575, 629
(d) 250, 435, 746, 864, 926

- (a) 991, 801, 521, 498, 387
(b) 724, 574, 325, 283, 187
(c) 925, 863, 526, 314, 192
(d) 923, 875, 625, 487, 247
- (a) Kish (b) Rydon
(c) 119, 125, 138, 149, 152
- (a) 821, 568, 420, 326, 296
(b) 970, 550, 420, 295, 112

Practice Activity 1.4

- (a) 190 (b) 270 (c) 530
(d) 690 (e) 330 (f) 450
- 50 kg 3. 230 litres
- 70 5. 1 000 litres

Practice Activity 1.5

- (a) 1, 2, 23, 46
(b) 1, 2, 5, 10 (c) 1, 2, 11, 22
(d) 1, 2, 19, 38 (e) 1, 5, 7, 35
(f) 1, 5, 25
- (a) 6, 7, 21
(b) 1, 2, 3, 6, 7, 14, 21, 42
- (a) 1, 7, 49
- (a) 1, 2, 5, 10, 25, 50

Practice Activity 1.6

- (a) 7, 14, 21, 28, 35
(b) 18, 36, 54, 72, 90
(c) 20, 40, 60, 80, 100
(d) 19, 38, 57, 76, 95
(e) 15, 30, 45, 60, 75
(f) 12, 24, 36, 48, 60
- 46, 69, 92
- 48, 72
- 63, 70, 77, 84
- (a) Kings and Mary
(b) Rich and peter

- (c) 31, 62, 93
(d) 1, 3, 13, 39

Practice Activity 1.7

- (a) 18, 46 (b) 4, 28 (c) 44, 20
(d) 80, 76 (e) 66, 68 (f) 99
- (a) 71, 73 (b) 21, 23 (c) 33, 35
(d) 41, 47 (e) 61, 83 (f) 99
- 32, 34, 36, 38, 40, 42, 44
- 87, 89, 91, 93, 95, 97, 99
- (a) A, B, D (b) C, E, F
(c) C, F (d) A, B

Practice Activity 1.8

- (a) IV (b) V
(c) VI (d) VIII
- (a) 7 (b) 10
(c) 2 (d) 3
- (a) VIII o'clock
(b) 4 o'clock
- (a) B, X (b) A, C, D
(c) 8, 5, 6

Practice Activity 9.1

- (a) 13, 11, 7 (b) 38, 36, 32
(c) 57, 59, 61 (d) 92, 94, 96
(e) 62, 66, 70 (f) 71, 75, 79
- (a) 9, 36, 54 (b) 7, 28, 42
(c) 33, 44, 55 (d) 30, 33, 45, 48
(e) 82, 87, 92 (f) 51, 56, 66, 71

Revision Activity 1

1.

Thousands	Hundreds	Tens	Ones
3	9	2	1

2. 8 754
 $4 \times 1 = 4$
 $5 \times 10 = 50$
 $7 \times 100 = 700$
 $8 \times 1\,000 = 8\,000$

- (a) Eighty six
(b) Four hundred and sixty nine
- (a) 204, 402, 420, 900
(b) 316, 499, 631, 811
- (a) 6 812, 4 920, 2 038, 1 874
(b) 9 263, 7 463, 5 820, 1 416
- (a) 680 (b) 420
- (a) 1, 2, 4, 7, 14, 28
(b) 1, 21, 23, 46
- (a) 11, 22, 33, 44, 55, 66
(b) 14, 28, 42, 56, 70, 84
- (a) 18, 54, 68, 92
(b) 29, 31, 45, 77
- (a) VII (b) 10
- (a) 56, 58, 62 (b) 31, 37, 39

2 Addition

Practice Activity 2.1

- (a) 6 537 (b) 4 918
(c) 2 725 (d) 9 468
- (a) 4 928 (b) 7 227
(c) 8 287 (d) 9 855
- 10 000 litres
- 7 780

Practice Activity 2.2

- (a) 6 770 (b) 9 690
(c) 8 660 (d) 8 790
- (a) 8 260 (b) 6 800
(c) 9 020 (d) 7 310
- 660
- sh 9 650

Practice Activity 2.3

- (a) 1 500, 1 800
(b) 8 000, 9 600
(c) 5 850, 9 750
(d) 5 760, 7 200

2. (a) 3 495, 3825
(b) 3 650, 4 200
(c) 4 375, 4 750, 5 500
(d) 6 440, 7 660, 8 880
3. 6 250 litres
4. 750, 900
5. 3 303, 5 505

Revision Activity 2

1. (a) 4 790 (b) 7 828
(c) 9 920 (d) 8 288
(e) 7 279
2. (a) 7 607 (b) 5 865
(c) 8 206 (d) 6 484
(e) 8 170
3. (a) 7 550 (b) 7 810
(c) 8 110 (d) 7 200
4. (a) 2 560, 3 200
(b) 5 887, 6 387
5. (a) 2 250, 2 750
(b) 1 800, 3 000
6. 5 676

3 Subtraction

Practice Activity 3.1

1. (a) 5 644 (b) 8 122
(c) 1 246 (d) 3 242
(e) 4 471 (f) 4 711
2. (a) 8 513 (b) 6 304
(c) 3 349 (d) 4 283
(e) 4 351 (f) 4 913
3. 924 litres
4. 401
5. 8

Practice Activity 3.2

1. (a) 20 (b) 100 (c) 420
(d) 2 120 (e) 5 130 (f) 140

- (g) 3 360 (h) 1 510
2. (a) $440 - 420 = 20$

Practice Activity 3.3

1. (a) 5 900, 5 700
(b) 4 851, 4 801
(c) 81, 61
(d) 9 590, 9 190
2. 2 950, 2 450, 1 950, 1 450, 950, 450
3. 450, 410, 370, 330, 290, 250

Revision Activity 3

1. (a) 8 430 (b) 6 310
(c) 9 222 (d) 6 133
(e) 3 468 (f) 5 255
(g) 3 284 (h) 6 511
2. (a) 4 512 (b) 7 345
(c) 3 414 (d) 1 913
(e) 4 142
3. (a) 4 710 (b) 5 240
(c) 460 (d) 170
4. (a) 5 800, 5 750
(b) 91, 71, 61
(c) 8 150, 7 950
5. 1 600 litres
6. sh 1 720, sh 1 520, sh 200
7. 425

4 Multiplication

Practice Activity 4.1

1. (a) 240 (b) 90 (c) 1 350
(d) 300 (e) 400 (f) 680
(g) 3 350
2. 180 eggs
3. 1 750 bottle tops
4. sh 1 620

Practice Activity 4.2

- (a) 68 (b) 69 (c) 246
(d) 280 (e) 504 (f) 344
- (a) 1 302 (b) 689 (c) 363
(d) 925 (e) 1 862 (f) 1 850
- 705
- 1 008 kg

Practice Activity 4.3

- (a) 1 500 (b) 5 600 (c) 2 500
(d) 2 100 (e) 3 200 (f) 4 500
- 300 learners
- 800 apples

Practice Activity 4.4

- (a) 48 (b) 70 (c) 85
(d) 72 (e) 65 (f) 100
- 19, 38, 57, 76, 95
- Possibly.
30, 45, 60, 75, 90

Revision Activity 4

- (a) 160 (b) 1 860 (c) 1 120
(d) 252 (e) 504 (f) 2 482
- (a) 200 (b) 300 (c) 800
(d) 400
- (a) 55 (b) 65 (c) 81
- 1 400
- 700 kg
- 459
- 468 pupils

5 Division

Practice Activity 5.1

- (a) 7 (b) 7 (c) 6
(d) 9 (e) 12 (f) 12
- (a) 18 (b) 13 (c) 12
(d) 13 (e) 21 (f) 11
- 9 cartons
- 17 seedlings

Practice Activity 5.2

- (a) 4 rem 2 (b) 6 rem 2
(c) 5 rem 3 (d) 8 rem 5
(e) 11 rem 4
- (a) 19 rem 1 (b) 11 rem 4
(c) 11 rem 1 (d) 49 rem 1
(e) 22 rem 1
- 11, 2 remained
- 7 kg, 1 kg
- (a) 7 streams (b) 2 books

Practice Activity 5.3

- (a) 2 (b) 5 (c) 10
(d) 12 (e) 15 (f) 16
- 4 groups

Practice Activity 5.4

- (a) $14 \div 7 = 2$
 $7 \times 2 = 14$
(b) $21 \div 7 = 3$
 $7 \times 3 = 21$
(c) $28 \div 7 = 4$
 $7 \times 4 = 28$
- (a) 9 (b) 10 (c) 7
(d) 24 (e) 66 (f) 4
- (a) $16 \div 8$ (b) $45 \div 9$ (c) $63 \div 9$
 2×8 9×5 9×7
 8×2 5×9 7×9

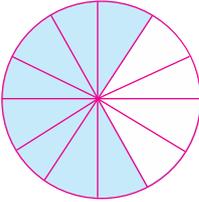
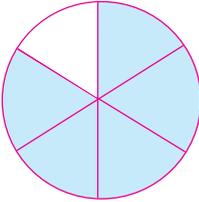
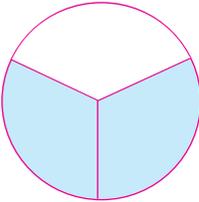
Revision Activity 5

- (a) 11 (b) 12 (c) 19
(d) 8 (e) 5 (f) 9
- (a) 4 (b) 76
(c) 5, 17, 17
- (a) $32 \div 4 = 8$
 $4 \times 8 = 32$
 $8 \times 4 = 32$
(b) $56 \div 8 = 7$
 $8 \times 7 = 56$
 $7 \times 8 = 56$

4. (a) 8 (b) 10 (c) 10
(d) 20
5. 13 customers, 1 bag 6. 14
7. 18 passengers

6 Fractions

Practice Activity 6.1

1. (a) $\frac{5}{10}$ (b) $\frac{1}{4}$ (c) $\frac{3}{9}$
2. (a)  (b) 
- (c) 
3. (a) $\frac{9}{20}$ (b) $\frac{3}{5}$ (c) $\frac{4}{9}$
4. $\frac{2}{13}$
5. (a) $\frac{8}{15}$ (b) $\frac{7}{15}$

Practice Activity 6.2

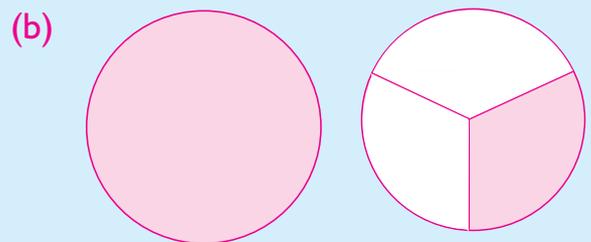
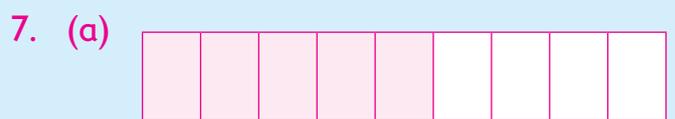
1. (a) 6 – numerator
(b) 2 – numerator
13 – denominator
7 – denominator
(c) 9 – numerator
(b) 22 – numerator
10 – denominator
35 – denominator
2. (a) Proper fractions
(b) Improper fraction
(c) Mixed fraction
(d) Proper fraction
(e) Improper fraction
(f) Mixed fraction

Practice Activity 6.3

1. (a) $6\frac{1}{2}$ (b) $5\frac{4}{5}$ (c) $7\frac{1}{7}$
(d) $9\frac{5}{9}$ (e) $13\frac{2}{7}$
2. (a) $\frac{12}{7}$ (b) $\frac{31}{9}$ (b) $\frac{52}{7}$
(d) $\frac{78}{9}$ (e) $\frac{99}{10}$

Revision Activity 6

1. (a) 3 – Numerator
8 – Denominator
(b) 3 – Numerator
9 – Denominator
(c) 5 – Numerator
10 – Denominator
2. (a) $\frac{5}{9}$ (b) $\frac{3}{8}$
3. (a) Proper fraction
(b) Improper fraction
(c) Mixed fraction
4. (a) $\frac{4}{9}$ (b) $\frac{5}{13}$
5. (a) $3\frac{1}{6}$ (b) $5\frac{3}{4}$ (c) $6\frac{6}{7}$
6. (a) $\frac{30}{7}$ (b) $\frac{54}{8}$ (c) $\frac{39}{10}$



Term 1 Assessment Paper

1.

Thousands	Hundreds	Tens	Ones
4	8	2	1
2. 3 579
 $9 \times 1 = 9$
 $7 \times 10 = 70$
 $5 \times 100 = 500$
 $3 \times 1\ 000 = 3\ 000$
3. (a) Four hundred and nineteen.
 (b) Seven hundred and fifty two.
4. (a) 1 964, 4 618, 8 641, 9 146
 (b) 1 199, 2 918, 3 848, 7 645
5. (a) 6 625, 3 412, 2 516, 1 652
 (b) 9 672, 8 032, 4 577, 2 096
6. (a) 520 (b) 400
7. 1, 2, 5, 10, 25, 50
8. 32, 48, 64, 80, 96
9. 52, 54, 56, 58, 60, 62, 64, 66, 68
10. 21, 23, 25, 27, 29, 31, 33, 35, 37
11. 837
12. (a) 4 999 (b) Thousands
13. (a) IX (b) 4
14. (a) 84, 81, 72
 (b) 54, 56, 58
15. 24, 48, 72, 96
16. (a) 190 (b) 870
17. (a) 6 089 (b) 7 168
18. (a) 5 727 (b) 8 839
19. (a) 9 129 (b) 7 363
20. (a) 8 415 (b) 9 631
21. (a) 7 620 (b) 9 720
22. (a) 8 150 (b) 4 170
23. 5 410
24. (a) 3 452, 4 093
 (b) 6 410, 7 350
25. (a) 7 414 (b) 2 243
26. (a) 2 121 (b) 3 323
27. (a) 3 027 (b) 3 820
28. (a) 4 177 (b) 6 891

29. (a) 2 110 (b) 1 840
30. (a) 1 310 (b) 2 360
31. (a) 5 644, 5 422
 (b) 1 256, 1 236
32. (a) 350 (b) 420
33. (a) 5 040 (b) 3 280
34. (a) 522 (b) 455
35. (a) 1 748 (b) 3 185
36. (a) 1 800 (b) 2 800
37. (a) 44, 55 (b) 100, 120
38. 540 books
39. (a) 11 (b) 9
40. 16 41. 12 rem 3
42. (a) 39 (b) 11 rem 7
43. (a) 10 (b) 20
44. (a) 48 (b) 84
45. (a) 9 (b) 3
46. (a) $\frac{3}{4}$ (b) $\frac{4}{7}$
47. $\frac{4}{9}$
48. (a) Proper fraction
 (b) Improper fraction
49. (a) $6\frac{1}{2}$ (b) $9\frac{1}{3}$
50. (a) $\frac{9}{2}$ (b) $\frac{29}{8}$

7 Decimals

Practice Activity 7.1

1. (a) 0.3 (b) 0.5 (c) 0.19
 (d) 0.8 (e) 0.08
2. (a) 0.2 (b) 0.4 (c) 0.49
 (d) 0.08 (e) 0.87
3. (a) 0.34 (b) 64.3
4. (a) 0.26 (b) 0.74
5. (a) four tenths
 (b) fifty one hundredths

Practice Activity 7.2

- (a) 0.6 (b) 7.4 (c) 29.3
(d) 0.02 (e) 0.99 (f) 3.59
- (a) $\frac{5}{10}$ (b) $\frac{44}{10}$ (c) $\frac{415}{10}$
(d) $\frac{43}{100}$ (e) $\frac{1}{100}$ (f) $\frac{175}{100}$
- $\frac{5}{10}$ kg
- 0.8 l

Practice Activity 7.3

1.

Number	Tens	One	D.P	Tenths	Hundredths
0.2		0	.	2	
1.75		1	.	7	5
47.8	4	7	.	8	
6.09		6	.	0	9
79.13	7	9	.	1	3

- (a) Hundredths (b) Tenths
(c) Ones (d) Hundredths
- (a) 2 (b) 4 (c) 6
(d) 7
- (a) 8 (b) 4 (c) 1
(d) 5

Practice Activity 7.4

- (a) 11.8, 11.9, 12.5
(b) 7.3, 7.7, 8.0, 12.8, 12.9
(c) 0.6, 4.0, 4.4, 4.5, 6.3
(d) 56.2, 56.6, 57.2, 57.3
- (a) 0.10, 0.08, 0.07, 0.03
(b) 88.18, 80.18, 18.18, 8.18
(c) 6.66, 6.65, 6.50, 6.06
(d) 25.55, 25.52, 25.50, 25.05
- (a) 18.04, 18.1, 18.32, 18.5
(b) 3.08, 5.02, 5.2, 5.29
(c) 17.3, 17.4, 18.4, 18.7
(d) 605.05, 605.09, 605.5, 605.9

Revision Activity 7

- (a) 0.5 (b) 0.22
-

Number	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths
4.4			4	.	4	
93.9		9	3	.	9	
135.35	1	3	5	.	3	5
2.09			2	.	0	9
469.3	4	6	9	.	3	

- (a) Tenths (b) Hundredths
(c) Tenths (d) Hundredths
- (a) 0.7 (b) 0.43 (c) 1.6 l
- (a) $\frac{12}{100}$ (b) $\frac{54}{10}$
(c) $\frac{9\ 876}{10}$ (d) $\frac{756}{100}$
- (a) 7.98, 7.96, 7.95, 7.90
(b) 15.1, 10.5, 1.5 l, 1.5
- (a) 0.2, 20.0, 20.2, 22.2
(b) 56.9, 57.0, 57.1, 57.3, 57.9
- (a) 0.9 (b) 0.97

8 Length

Practice Activity 8.1

- (a) 3.5 cm (b) 5 cm
(c) 7 cm (d) 6 cm
- (a) 
(b) 
(c) 
- 
- (b) 6 cm

Practice Activity 8.2

- (a) 600 cm (b) 400 cm
(c) 900 cm (d) 756 cm
(e) 1 112 cm (f) 875 cm
(g) 1 299 cm
- (a) 5 m (b) 7 m
(c) 10 m (d) 5 m 96 cm
(e) 4 m 85 cm (f) 6 m 35 cm
(g) 15 m 20 cm
- 1 300 cm
- 15 m
- 2 m

Practice Activity 8.3

- (a) 8 cm (b) 28 cm (c) 25 cm
- (a) 24 cm (b) 38 cm (c) 22 cm
- (a) 32 cm (b) 40 cm (c) 60 cm
- 36 m

Practice Activity 8.4

- (a) 25 m 28 cm (b) 30 m 80 cm
(c) 51 m 20 cm (d) 23 m 20 cm
(e) 21 m 70 cm
- (a) 9 m 10 cm (b) 20 m 7 cm
(c) 50 m 60 cm (d) 4 m 18 cm
(e) 5 m 33 cm
- 15 cm
- 30 m 40 cm

Practice Activity 8.5

- (a) 15 m 60 cm (b) 155 m 40 cm
(c) 72 m 60 cm (d) 76 m
(e) 109 m 17 cm (f) 55 m 92 cm
- (a) 2 m 29.5 cm (b) 15 m 5 cm
(c) 2 m 73 cm (d) 7 m 81 cm
- 5 m 7 cm
- 27 m

Revision Activity 8

- (a) 600 cm (b) 1 000 cm

- (c) 1 520 cm (d) 1 910 cm
- (a) 7 m (b) 18 m
(c) 21 m (d) 15 m 30 cm
- (a) 7 cm (b) 6 cm (c) 3 cm
- (a) 18 m (b) 26 cm (c) 33 cm
- 5 400 m
- 3 m 10 cm
- (a) 19 m 20 cm (b) 10 m 50 cm
(c) 28 m 9 cm (d) 7 m 50 cm
(e) 46 m 8 cm (f) 91 m 80 m
(g) 5 m 9 cm (h) 6 m 60 cm

9 Area

Practice Activity 9.1

- (b)
- (a)
- (a) bigger (b) smaller
(c) bigger (d) smaller
- (a) 21 unit squares
(b) 12 unit squares
(c) 16 unit squares
(d) 18 unit squares

Practice Activity 9.2

- (a) 32 (b) 10 (c) 25
(d) 28
- (a) 30 (b) 8 (c) 36
(d) 27
- 90
- $9 \times 6 = 54$
 $3 \times 18 = 54$
 $2 \times 27 = 54$
 $6 \times 9 = 54$
 $18 \times 3 = 54$
 $27 \times 2 = 54$

Revision Activity 9

- (a) 40 (b) 24 (c) 35
- (a) 33 (b) 49 (c) 25

- (d) 21
3. (a) 24 cm^2 (b) 16 cm^2
(c) 54 cm^2 (d) 36 cm^2
4. (i) (a) 15 (b) 20
(c) 12 (d) 12
(e) 8
- (ii) Spinach
(iii) Pepper

10 Mass

Practice Activity 10.1

1. (a) 4 quarter kilograms (b) 2 kg
(c) 5 and a half kilograms
2. (a) 8 (b) 6 (c) 162
3. (a) 12 (b) 16 (c) 24
4. 64
5. 80

Practice Activity 10.2

1. (a) 1 542 kg (b) 3 098 kg
(c) 9 810 kg (d) 2 693 kg
(e) 1 764 kg (f) 5 932 kg
2. (a) 6 218 kg (b) 4 536 kg
(c) 4 244 kg (d) 1 661 kg
(e) 4 611 kg (f) 1 274 kg
3. 3 999 kg
4. 1 213 kg
5. 4 114 kg

Revision Activity 10

1. (a) 6 (b) 10 (c) 16
2. (a) 12 (b) 10 (c) 16
3. (a) 3 (b) 4 (c) 8
4. (a) 1 (b) 2 (c) 5
5. (a) 63 kg (b) 171 kg
(c) 615 kg (d) 494 kg
(e) 713 kg (f) 225 kg
(g) 216 kg (h) 374 kg

6. 410 kg
7. 9 863 kg

11 Volume

Practice Activity 11.1

1. (a) (i) (b) (i)
2. (a) 12 (b) 24
(c) 27 (d) 80

Revision Activity 11

1. (a) 48 (b) 63
(c) 60 (d) 64
2. (a) 192 (b) 192
3. 72
4. (a) 30 (b) 8 (c) 60 (d) 24

12 Capacity

Practice Activity 12.1

1. (a) 5, 10, 20 (b) 4, 8, 2 (c) 16, 8, 4
2. 10 3. 40 4. 216

Practice Activity 12.2

1. (a) 22 (b) 438 (c) 2 356
(d) 8 227 (e) 215 (f) 1 776
2. (a) 11 (b) 825 (c) 3 726
(d) 4 382 (e) 1 107 (f) 1 441
(g) 4 755
3. 847 4. 1 492 5. 900

Revision Activity 12

1. (a) 4 (b) 10
(c) 6 (d) 20
2. (a) 4 (b) 8
(c) 12 (d) 20

3. 32
 4. 48
 5. (a) 54 (b) 178 (c) 273
 (d) 7 (e) 42 (f) 224

Term 2 Assessment Paper

- Eight thousands two hundreds and thirty five
- Thousands
- 5 796
- 956 cm
- 48 cm
- 54
- 53 kg
- Four hundred and sixty three
- 963, 826, 563, 452
- 900
- 7
- 780
- 28
- 52, 54, 56
- 41, 43, 45, 47, 49
- 54, 56, 58, 60
- 27, 29, 31, 33
- VII
- 9
- 891
- 1 000
- 12
- 4 162, 4062
- 380
- 36, 42, 48
- 15 rem 5
- 7
- $3\frac{3}{4}$
- $\frac{9}{2}$
- 0.6
- $\frac{45}{100}$
- Hundredths
- 36 m 60 cm
- 7 m 20 cm
- 11 m 75 cm
- 9 m 23 cm
- 28
- 60
- 64
- 469
- 72
- 954
- 2 100
- 119
- 9 400 m, 9 300 m
- Eight hundred and ninety two
- 3 900
- 2 364, 3 624, 4 623, 4 632, 6 423
- 54
- Hundreds

13 Time

Practice Activity 13.1

- (a) 6.45 a.m (b) 10.15 p.m
(c) 4.00 p.m (d) 6.00 p.m
- (a) morning (b) afternoon
(c) evening (d) night
- (a) 6 a.m (b) morning
- (a) evening (b) 6.30 p.m
- 12.03 a.m

Practice Activity 13.2

- (a) 420 minutes
(b) 600 minutes
(c) 720 minutes
(d) 485 minutes
(e) 685 minutes
(f) 870 minutes
- (a) 2 hours 40 minutes
(b) 7 hours
(c) 4 hours 30 minutes
(d) 10 hours 50 minutes
(e) 5 hours 50 minutes
(f) 9 hours 20 minutes
- (a) 7 days
(b) 7 days 18 hours
(c) 11 days 16 hours
(d) 8 days 8 hours
(e) 5 days
(f) 3 days
- (a) 432 hours (b) 240 hours
(c) 180 hours (d) 284 hours
(e) 303 hours (f) 372 hours
- (a) 1 week 3 days (b) 11 weeks
(c) 12 weeks 2 days (d) 16 weeks
(e) 8 weeks 1 day (f) 13 weeks
- (a) 49 days (b) 98 days
(c) 119 days
(d) 105 days (e) 63 days
(f) 147 days

Practice Activity 13.3

1. 3 hours 40 minutes 2. 6 hours
3. 3.20 p.m 4. 9.30 a.m
5. 14 hours

Practice Activity 13.4

1. (a) 9 hours 35 minutes
(b) 19 hours 10 minutes
(c) 22 hours 30 minutes
2. (a) 3 days 18 hours
(b) 6 days 14 hours
(c) 6 days 12 hours
3. (a) 7 weeks 1 day
(b) 11 weeks 3 days
(c) 8 weeks 4 days
4. (a) 4 hours 5 minutes
(b) 1.05 p.m
5. (a) 142 days
(b) 20 weeks 2 days

Practice Activity 13.5

1. (a) 7 hours 17 minutes
(b) 14 hours 49 minutes
(c) 10 hours 40 minutes
2. (a) 6 days 5 hours
(b) 4 days 18 hours
(c) 4 days 21 hours
3. (a) 8 weeks 2 days
(b) 13 weeks 6 days
(c) 10 weeks 5 days
4. (a) Nairobi to Nakuru
(b) 4 hour 15 minutes
5. 7 days 19 hours

Revision Activity 13

1. (a) 11.00 a.m (b) 1.00 p.m
(c) 8.30 p.m
2. 7.00 a.m
3. (a) Midday (b) 12.30 p.m
4. (a) 780 minutes

- (b) 4 hours 50 minutes
(c) 920 minutes
(d) 7 hours 30 minutes
5. (a) 4 days 4 hours
(b) 228 hours
(c) 504 hours
(d) 9 days 4 hours
6. (a) 14 weeks 1 day (b) 21 weeks
(c) 112 days (d) 182 days
7. 12.20 p.m
8. (a) 17 hours 20 minutes
(b) 27 days 2 hours
(c) 12 weeks 3 days
9. (a) 6 hours 45 minutes
(b) 6 days 15 hours
(c) 10 weeks 5 days
10. (a) 3 024 hours (b) 18 weeks

14 Money

Practice Activity 14.1

1. (a) 600 cents (b) 1 300 cents
(c) 3 500 cents (d) 5 200 cents
2. (a) 4 shillings (b) 7 shillings
(c) 20 shillings
3. (a) 1 shilling 50 cents
(b) 9 shillings 20 cents
(c) 11 shillings 70 cents
4. 3 200 cents

Practice Activity 14.2

1. sh 25
2. (a) Five 100 shilling note
(b) Two 200 shilling notes and one 100 shilling note.
(c) Two 200 shilling note and two 50 shillings notes or one 200 shilling notes and six fifty shilling notes.
3. sh 118 4. sh 130
5. sh 1 000

Practice Activity 14.3

3.

Thing	Need or want	School or home
Food	Need	Home
Ruler	Need	School
House	Need	Home
Television	Want	Home
Book	Need	School
Toy car	Want	Home
Classroom	Need	School
Mobile phone	Want	Home
A ball	Want	Home/school

Practice Activity 14.4

- Bank
- Sh 290
- (a) sh 800 (b) sh 10 400
- Sh 200 per term

Practice Activity 14.5

1.

Activity to carry out	Money paid to county government
(a) Parking a car	Market fee
(b) Operating a business shop	Parking fee
(c) Selling goods in the market	Business permit fee.

- (a) Parking fee, market fee: cess fee
- business permit
- Sh 480

Revision Activity 14

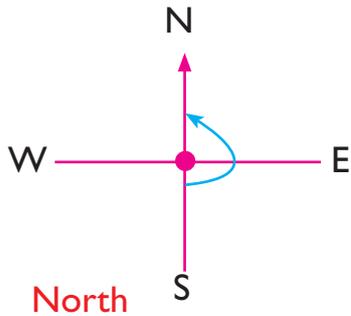
- (a) 1 700 cents (b) 6 000 cents
(c) 9 500 cents
- Sh 150
- (a) 4 shillings (b) 10 shillings
(c) 6 shillings 50 cents
(d) 8 shillings 30 cents
- One 500 shilling note, two 200 shilling notes and two 50 shilling notes or:
One 500 shilling note, one two hundred shilling note and six 50 shilling notes.
- Needs, wants
- 6 weeks
- Sh 370
- Any of these:- market fee, business permit, cess fee, parking fee
- Cess fee, market fee
- sh 200, sh 200, sh 100
– sh 100, sh 100, sh 100, sh 100, sh 100
– sh 100, sh 100, sh 100, sh 200
– sh 200, sh 200, sh 50, sh 50
or any other applicable change of sh 500.

15 Positions and Direction

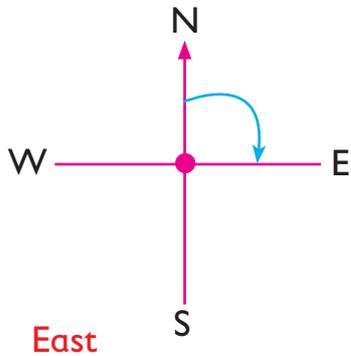
Practice Activity 15.1

- (a) clockwise full turn
(b) clockwise half turn
(c) clockwise quarter turn
- (a) anticlockwise quarter turn
(b) anticlockwise half turn
(c) anticlockwise full turn
- (a) West (b) South

4. (a)



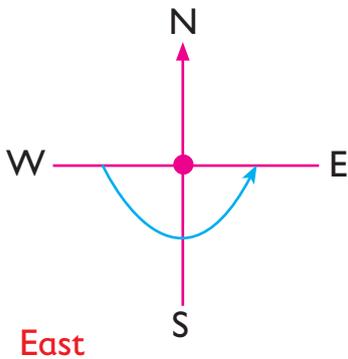
(b)



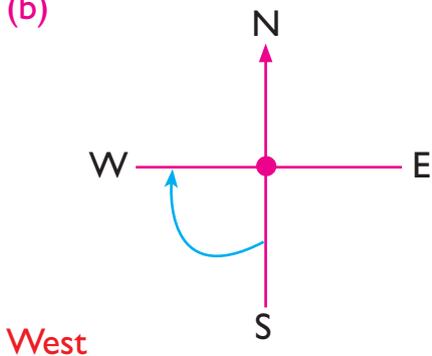
5. School

Revision Activity 15

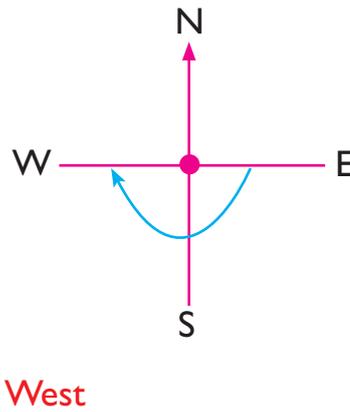
1. Anticlockwise quarter turn
2. Anticlockwise quarter turn
3. Clockwise half turn
4. (a)



(b)



(c)



16 Angles

Practice Activity 16.1

1. Acute angle – (a)
Right angle – (b)
2. Obtuse angle – (c)
Reflex angle – (d)
3. (a) Reflex angle – (p)
(b) Right angle – (q)
(c) Acute angle – (r)
(d) Obtuse angle – (s)

Practice Activity 16.2

1. (d), (a), (b), (c)
2. (a) an acute angle
(b) reflex angle
(c) obtuse angle

Revision Activity 16

1. DE, EF
2. (a) m – right angle
(b) n – obtuse angle
(c) o – reflex angle
(d) p – acute angle
3. x – acute angle
p – obtuse angle
4. Reflex angle
5. Obtuse angle
6. a
7. c
8. Right angles

17 2-D Shapes

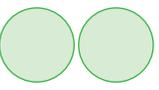
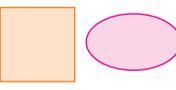
Practice Activity 17.1

- Rectangle
 - Oval
 - Circle
 - Triangle
 - Rectangle
 - Rectangle
- A - rectangle, B - oval
C - circle, D - triangle

Practice Activity 17.2

- 4
 - Infinite
 - 2
 - 3
- 3

Practice Activity 17.3

- 
 - 
 - 
 - 
 - 
 - 

Practice Activity 17.4

- Rectangle: opposite sides are equal.
 - Opposite sides do not meet.
 - All angles are equal and right angles.
- All sides are equal.
 - All angles are equal and right angles.
 - Opposite sides do not meet anywhere.
- All sides are equal.
 - All angles are equal.
 - The three angles form a straight line.

- Two sides are equal.
 - Two angles are equal.
 - The angles form a straight line.
- Rectangle
 - Opposite sides are equal.
 - Opposite sides of the door do not meet anywhere.
 - All angles are equal and are right angles.

Revision Activity 17

- Circle
 - Circle
- Triangle
 - Rectangle
- Oval
- 2
 - 4
 - Many (infinite)
- Zero (0)
- 
 - 
- 2
 - 2
 - a, b, c
- Rectangle
 - $PQ = SR$
 $PS = QR$
 - All angles are equal and are right angles.
 - Opposite sides do not meet anywhere.
- Equilateral triangle
 - All sides are equal.
 - All angles are equal.
 - The angles form a straight line.
- A square
 - Right angles.

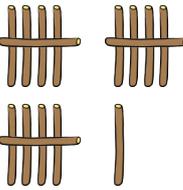
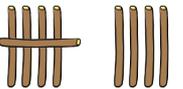
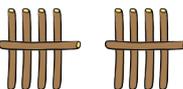
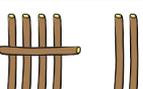
18 Data

Practice Activity 18.1

1.

Subject	Tally marks	Number of periods
English language		4
Kiswahili language		4
Other languages		2
Science and Technology		4
Social Studies		3
Mathematics		5
Home science		3
Agriculture		3
Religion education		3
Creative arts		3
Physical and Health Education		5
Pastoral programs and instructions		1

2.

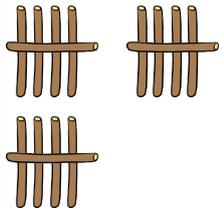
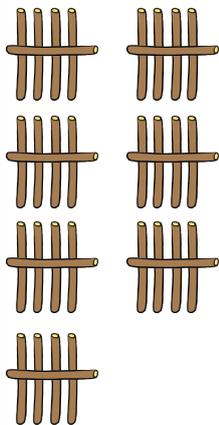
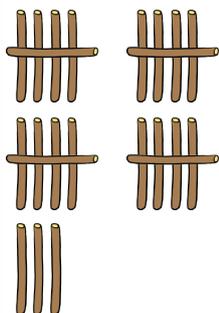
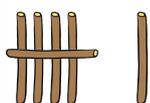
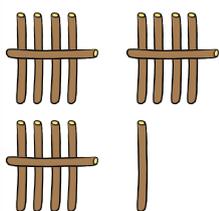
Type of utensils	Tally marks	Number of utensils
Cups		16
Plates		9
Spoon		10
Jugs		3
Glasses		7
Sufuria		5
Knives		2
Pots		2

3.

Number of times	Tally marks	Number of people
6		4
8		2
4		1
2		3
9		5

Practice Activity 18.2

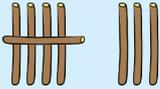
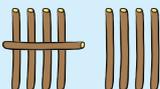
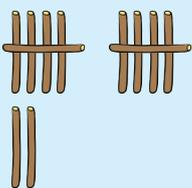
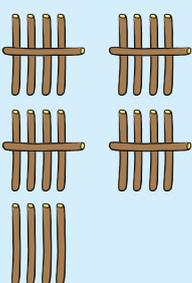
1. (a) 7, 14, 17, 31, 15, 8, 24, 3
 (b) 31 (c) Oranges
 (d) Pineapples (e) 119
2. (a)

Type of game	Tally marks	Number
Volleyball		15
Football		35
Netball		23
Basketball		6
Handball		16

- (b) Football (c) 29
 (d) Basketball (e) 95

Revision Activity 18

1. (a) 27, 25, 40, 19, 21 (b) 25
 (c) March (d) April
 (e) 132
2. (a)

Type of animal	Tally marks	Number of times
Giraffe		8
Lions		5
Antelopes		9
Monkeys		12
Elephants		3
Zebras		24

- (b) Zebra (c) 61

19 Use of letters

Practice Activity 19.1

2. (a) $7 + n$ (b) $25 + w$
 (c) $y + 5$

Practice Activity 19.2

1. (a) $2u + 4v$ (b) $2x + y + 5$
 (c) $16 + 2m$
2. (a) $3n + n + 8n$ (b) $12n$

Revision Activity 19

- (a) x (b) m
- $n + w$
- (a) $4x + 10$ (b) $7u + v - 7$

Term 3 Assessment Paper

1. 776

2.

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

3. 250

4. 3 434

5. 30, 45, 60

6. 3 541

7. 71, 73, 75, 77, 79, 81, 83, 85, 87, 89

8. 500

9. 24

10. $\frac{3}{7}$

11.

Hundreds	Tens	Ones	D.p	Tenths
1	2	0	.	6

12. 7 cm

13. 9 square centimetres

14. 6 half kilograms

15. A. cube B. cuboid

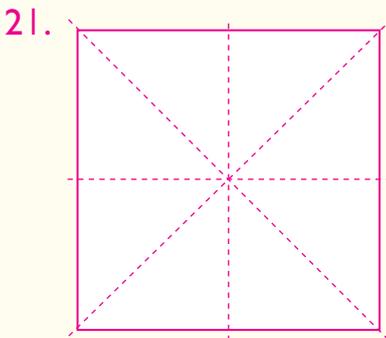
16. 30 half litres

17. 9.00 p.m

18. 2 700 cents

19. Anticlockwise quarter turn

20. Right angle



22.

Tally marks	Number
	5
	3
	9
	12
	4

23. $(9 - h)$ goats

24. 229, 239, 249, 279

25. 146

26. 3 276 books

27. 324 pieces of chalk

28. Proper fraction

29. 4

30. 7.25 m

31. 39

32. 48 cm

33. 6 332 kg

34. 27

35. 453 litres

36. 85 minutes

37. Read, confirm and advice

38. North

39. (A)



41. 6 days

42. 4 weeks 5 days

43. sh. 120

44. Parking fee, market fee

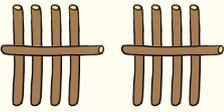
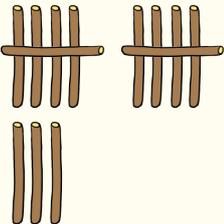
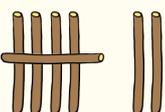
45. Rectangle

46. 22 weeks 4 days

47. sh. 350

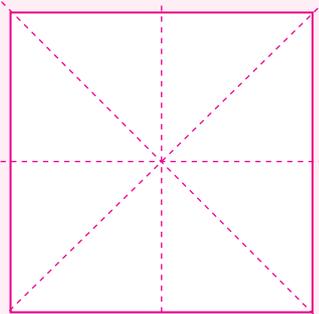
48. 16

49. 29.82, 29.81, 29.32, 29.18

50. Animal	Tally marks	Number
Goats		10
Sheep		13
Cows		7
Pigs		4

End of year Assessment papers

Assessment Paper 1

- Eight hundred and eight
- 60 000
- 2, 4, 8, 16
- 9 911
- 910
- 713
- sh 13, sh 2 remained
- $3\frac{3}{4}$
- Hundredths
- 26 m 60 cm
- 64
- 45
- 143 litres
- 96 hours
- sh 175
- sh 325
- Clockwise half turn
- Reflex angle
- 

20. (Y + Z) pupils

- Thursday
- 44 patients
- House, food
- Pencils, books
- Parking fee
- 1 day 5 hours
- 8
- 12 square units
- 88 m 20 cm
- $\frac{7}{10}$
- 0.17
- 90
- 9 040
- Otondi
- 52, 54, 56, 58
- 350, 300
- 12
- 3.5, 3.41, 3.21, 3.14, 3.12
- 106 cm
- 3 kilograms
- One sh 500, one sh 100 and four sh 50
- sh 6 30 cents
- (a) Acute angle (b) Right angle
- 36
- 318 metres
- 385
- 8.00 a.m
- Anticlockwise full turn
- 90 m 18 cm
- 2 lines of symmetry

Assessment Paper 2

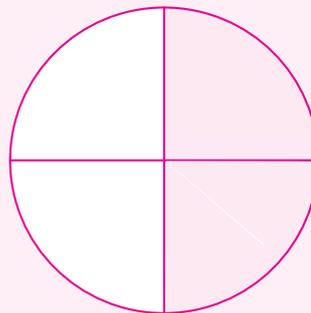
- 4
- Seven hundred and seventy nine
- 250 km
- 81, 90, 99
- X
- 55 cm
- 3 m 35 cm
- $\frac{17}{4}$ kg
- 10 half litre containers
- 6 hours 08 minutes
- Anticlockwise half turn
- 220 square units
- 3 145 kg
- Reflex angle
- 1 week 5 days
- 9

17. 15 rem 3 18. $1\frac{1}{4}$
 19. 5, 10, 15, 20, 25, 30, 35
 20. 200 21. 11Y
 22. • Four right angles.
 • Opposite sides are equal.
 • Has four sides
 • Two lines of symmetry
 23. Reflex angle 24. sh 170
 25. sh 30 26. 144 hours
 27. Cuboid 28. 340 cm
 29. 4.09, 5.39, 6.03, 6.30
 30. $9\frac{3}{6}$ 31. 12 rem 2
 32. 1 530 33. 21 m 40 cm
 34. 16 min 35. $2x + 7z$
 36. 3
 37. 3 hours 51 minutes
 38. 9 shillings 50 cents
 39. 1 week 5 days 40. 3 litres
 41. 4 42. $\frac{39}{100}$
 43. 13 44. 8 008
 45. 68 46. 900
 47. 138 litres
 48. 
 49. Ndunge
 50. 48 chickens

Assessment Paper 3

1. Three thousand, four hundred and fifty two
 2. 9 000 3. 2 241
 4. 4 390 5. 2 168

6. 92, 94, 96, 98
 7. 175 8. 40, 48 9. 28
 10. 15 rem 3
 11. (a) 22 (b) 3
 12.



13. 5
 128
 14. 3 15. 1
 16. 6 390 17. 7 497 18. 4
 19. 1 520 cm 20. 80 cm 21. 64
 22. 205 l 23. $\frac{13}{3}$ 24. 2.9
 25. 72.45 = 7 tens 2 ones 4 tenths 5 hundredths
 26. 0.2, 0.9, 1.5, 1.8
 27. 56 m 20 cm
 28. 52 cm 29. 15 m 26 cm
 30. 42 litres 31. 24
 32. 32 packets 33. 6
 34. 30 35. 6 m 2 cm
 36. 74 m 16 cm 37. 28 cm
 38. 34 m 30 cm 39. 31 m 42 cm
 40. 2.3, 1.9, 1.7, 0.9 41. $3\frac{3}{8}$
 42. 5 43. 4 872
 44. 8 packets 45. 8 m 8 cm
 46. 11 rem 1 47. 510 eggs
 48. 32 m 64 cm 49. Hundredths
 50. 3 562, 12 561

Science and Technology

1 Living things

1.1 Plants as living things

Living things and non-living things

Practice Activity 1

- (a) living and non-living
(b) dogs, maize plants
(c) stones, desks
- (a) banana plants, maize plants, dress, slippers, chicken, house, grass, birds, soil, a broom and a human being.

(b)

Living things	Non-living things
Maize plants	House
Banana plants	Soil
Chicken	Broom
Grass	Slippers
Human being	Dress
Birds	

- (c) Wear protective clothes such as masks and also sprinkle water on the earthen compound.
- (a) A, B and C
(b) They grow, they die, they breathe, they remove waste, they move, they feed, they reproduce.
 - (a) flowers, grasses, insects, birds, snails. (Accept any other relevant answer).
(b) stones, desks, papers, books, pens, pencils. (Accept any other relevant answer).

Characteristics of plants as living things

Practice Activity 2

- (a) they grow, they feed, they reproduce, they move, they die, they respond to the environment.
(b)
 - Wear a dust coat to keep the cloths clean.
 - Wear gloves and use of forceps to turn the leaves of maize plant.
 - Washing of hands with soap and enough water after handling maize plant.
- A. They grow
B. They reproduce
C. They die
- (a) They grow
(b) They breathe
(c) They reproduce
- (a) grow
(b) remove waste
(c) die
(d) feed
- (a) sunny
(b) respond to the change of the environment.

Safety precautions to observe when handling plants

Practice Activity 3

- (a) poisonous
(b) taste
(c) tongs
- Wear protective clothing such as gloves, goggles and dust coat.

- Use forceps or tongs when uprooting the plant.
- dust coat, gloves, mask
 - (a) hands (b) body
(c) nose (d) eye

1.2 Animals as living things

Characteristics of animals

Practice Activity 1

- Circle feed, reproduce, move, die, grow.
- A - feed B - reproduce
C - excrete (remove waste)
D - respond to changes in the environment
- Respond to changes in the environment.
- A, D, E

Safety precautions when handling animals

Practice Activity 2

- (a) True
(b) True
(c) False
- Be kind to the animals.
- Do not get too close to animals.
- To avoid accidents, to avoid becoming sick.
- Do not feed them directly, do not get too close, use a rope or leading stick to direct the animals.

Vertebrates and invertebrates

Practice Activity 3

- Vertebrates, invertebrates
- (a) A - millipede B - snake
C - rabbit D - cat
E - snail F - butterfly

- (b) C, D, B
(c) A, E, F

- Cow, cat, dog, camel, goat, donkey (Accept any other relevant answer).
- Invertebrates
- (a) B - Cockroach
(b) It is an invertebrate.

1.3 Human body

The digestive system

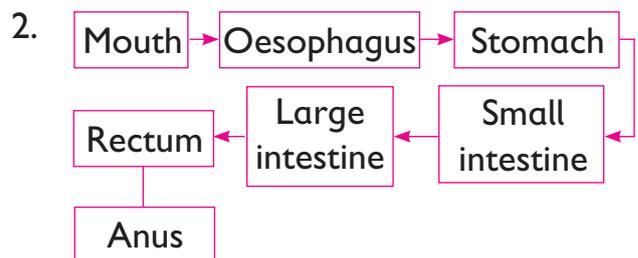
Practice Activity 1

- mouth, small intestine
- Group 1
- (a) oesophagus, liver, stomach small intestine, large intestine
(b) duodenum, rectum, anus
- Large intestine, anus, oesophagus, stomach

Functions of different parts of the digestive system

Practice Activity 2

- Stores food or digestion of food.
 - Gullet or oesophagus
 - Digestion of starch.
 - Anus



- Across**

 - (i) large intestine
 - (ii) small intestine

Down

 - (iii) anus
 - (iv) oesophagus
 - (v) stomach
 - (vi) rectum

Types of teeth

Practice Activity 3

1. Assess learner's colouring and award accordingly.
2. (a) incisor (b) canine
(c) premolar (d) molar

Uses of different types of teeth

Practice Activity 4

1. Incisors – used for cutting and biting.
Canines – used for piercing and tearing.
Premolars – used for chewing and grinding.
Molars – used for chewing and grinding.
2. Incisor
3. Incisor – cutting and biting food.
Canine – tearing flesh from bones.
Premolar – chewing and grinding food.

2 Environment

2.1 Air pollution

Meaning of air pollution

Practice Activity 1

1. Group 2
2. Air pollutants
3. sprays, dust, smoke, perfumes, exhaust fume.
4. smoke
5. smoke, burning charcoal, smelling sewage. (Accept any other relevant answer)

Differences between clean and dirty air

Practice Activity 2

1. clean, colourless, smell
2. (a) A, C, E
(b) B, D, F
3. Latrine, rubbish pit, kitchen bin. (Accept any other relevant answer)

Effects of air pollution on living things

Practice Activity 3

1. (a) Irritation of the skin.
(b) Breathing problem, coughing and sneezing.
(Accept any other relevant answer).
2. Sneezing and coughing
3. (a) poor visibility
(b) eye irritation
(c) sneezing and coughing

Ways of reducing air pollution

Practice Activity 4

1. (a) True
(b) False
(c) True
(d) True
2. Put ventilation pipes in the latrines, put ash in the latrines, plant more trees
3. (a) Sprinkle water
(b) To reduce dust that causes air pollution.

Safety precautions to observe when working in an air polluted environment

Practice Activity 5

- (a) True
(b) True
(c) False
- Wear mask
 - Wear protective clothing such as dust coats and caps.

2.2 Water pollution

Practice Activity 1

- (a) B
(b) Introduction of harmful substances into the water sources.
- (a) Smell
(b) waterborne
(c) wastes

Identifying water pollutants in the environment

Practice Activity 2

- the blue plastic waste, discharge from the factory nearby, the cow cut the tree at the river bank
- Group 3
- (a) i, ii, iii, iv
(b) Soap, farm chemicals

Clean water and polluted water

Practice Activity 3

- colourless, smell, clear
- A

Dirty water	Clean water
Coloured	Colourless
Bad smell	No smell
Has solid particles	Clear

Effects of water pollution on living things

Practice Activity 4

- A, B, C, D
- Blocks the flow of water, leads to death of fish and produces bad smell.
- Leads to death of aquatic animals, transmission of waterborne diseases. (Accept any other relevant answer).

Ways of reducing water pollution

Practice Activity 5

- Group 1
- (a) Domestic waste, human waste
(b) Avoid throwing rubbish and other domestic waste into the water sources.
(c) Use pit latrines and toilets.
- Avoid throwing rubbish and other domestic waste into the water sources.
- Accept a well-designed poster with a message on ways of reducing water pollution.

Safety precautions to observe while working in water polluted environment

Practice Activity 6

- Put on gloves, put on face masks, put on gumboots.

2. Wearing protective clothing.
3. (a) True (b) False
(c) True (d) False

End of Term 1 Assessment

1. (a) Plastic, farm chemicals, oil, soil.
(b) Trees, flowers, learner, frog, lizard
(Accept any other relevant answer).
(c)
 - They grow
 - They reproduce
 - They respond to changes in the environment.
 - They remove waste
 - They die

	Grow or does not grow	Feed or does not feed	Living or non-living
Bean plant	They grow	They feed	Living thing
Wood	Does not grow	Does not feed	Non-living thing
Paw paw plant	They grow	They feed	Living thing
Buildings	Do not grow	Do not feed	Non-living thing
Wheat plants	They grow	They feed	Living thing

3.
 - By shedding leaves
 - By folding leaves
 - By withering
4.
 - Gas mask
 - Overall
 - Gloves
 - Gumboots
5. A. Respond to changes in the environment-shade.
B. Reproduce

6. Respond to changes in the environment.
7. (a) Cows, goats, sheep, chicken, dogs, cats, donkey, rabbits, lizard, birds, housefly, flea, worms, butterfly
(Accept any other relevant answer).

(b) Vertebrates	Invertebrates
Cows	Housefly
Donkeys	Flea
Goats	Worms
Sheep	Butterfly
Cats	
Dogs	
Chicken	
Rabbits	
Birds	

8. (a) A - housefly B - bee
C - flea D - ant
E - millipede F - rat
G - cat H - dog
I - zebra
(b) Rat, cat, dog, zebra
(c) Housefly, bee, flea, ant, millipede
9. Use forceps to handle a bee.
10. (a) A - They grow
(b) D - They remove waste
(c) F - They reproduce
11. (a) False (b) True
(c) True
12. (a) They reproduce.
(b) They remove waste.
(c) They feed.
(d) They respond to changes in the environment.
13. A - Small intestine
B - Mouth
D - Large intestine
E - Teeth
F - Oesophagus
G - Rectum

14. (a) A - Stomach
B - Small intestines
C - Rectum
(b) A - Stores food temporarily.
B - Digestion of food.
- Absorbs water and mineral salts.
C - Stores undigested solid waste.

15. (a) Small intestine

(b) Oesophagus or gullet

16. Check learner's drawing and award accordingly.

- Incisors
- Canines
- Premolars
- Molars

17. (a) - flat

- chisel shaped
- has one root

(b) - wide and rough

- has three roots
- found at the back of the mouth

Types of teeth	Use
(a) Incisors	Cutting and biting food.
(b) Canines	Tearing flesh from bones.
(c) Molars	Chewing and grinding food.

19. Slow growth in plant.

20. • Use a dust mask
• Use goggles

21. A - Industrial fumes

B - Vehicle exhaust fumes

C - Smoke from burning rubbish.

22. • Planting trees and grass.
• Sprinkling water while sweeping.

23. (a) Smoke, dust, farm sprays, vehicle fume and industrial fumes.

- (b) • Clean air has no smell, polluted air has bad smell.
• Clean air has no colour, polluted air has colour.

24. Air pollution detector

25. (a) soapy water

(b) human waste or dirt from human bodies.

26. (a) clean

(b) wither

(c) filter

27. Sewage, human waste, animal waste, oil, farm chemicals and soil

28. (a) Picture B

(b) Wear other protective clothes like an overall.

29. Dust particles

30. (i) Get a suitable size of plastic bottle.

(ii) Cut the bottom part of the bottle.

(iii) Put cotton wool at the mouth of the bottle.

(iv) Put charcoal paste then fine course sand and finally pebbles in the bottle.

(v) Pour dirty water and observe the water flowing down from below.

3 Digital technology

3.1 Digital devices

Practice Activity 1

1. A, B, C, D, E
2. Electronic device that can receive, store, process or send digital information.
3. Desktop computer, laptop, mobile phone.
4. B

External parts of digital devices

Practice Activity 2

- (a) Check the drawing of a laptop.
(b) Screen, keyboard, touchpad, speaker, DVD drive
- (a) Group A
(b) Group B
- Touch screen, keyboard, speaker

Functions of various parts of a digital device

Practice Activity 3

- A - points or selects an item on the computer.
B - Encloses the main interior components of a computer.
C - Displays content or information in picture form.
D - Enters texts in a computer.
- (a) Moses
(b) Jacky - Power cable and Becky - mouse
- (a) Moving the cursor and selecting commands.
(b) Connecting various parts of a computer to the system unit.

Connecting parts of digital devices

Practice Activity 4

- Keyboard, central processing unit, monitor, power source.
- Start by connecting the monitor to the system unit. Connect the keyboard and the mouse. Connect the power cable to the system unit then switch on power.

Proper use of digital devices

Practice Activity 5

- (a) Taking photos, type setting
(b) Switch on the power button. Turn on flash mode, focus using zoom slider, press capture button.
- Avoid overloading power outlets.
 - Avoid food and snacks while using digital devices.
 - Keep passwords to yourself.
 - Shut down the computer properly after use.
- (a) True (b) True
(c) False (d) True

3.2 Coding

Meaning of coding

Practice Activity 1

- B
- (a) 
(b) 
(c) 
(d) 
- (a) 3, 15, 13, 16, 21, 20, 5, 18
(b) 13, 15, 14, 9, 20, 15, 18
(c) 13, 5, 25, 2, 15, 1, 18, 4
(d) 3, 5, 14, 20, 18, 1, 12, 16, 18, 15, 3, 5, 19, 19, 9, 14, 7, 21, 14, 9, 20

Locally available coded patterns

Practice Activity 2

- C
- Maize plant, bean plant
(Accept any other relevant answer).

- Tennis ball is small in size with two lines running round while basketball is big in size with 4 lines running round the ball.
- The pattern contains squares arranged in different colours.

Different coded patterns in digital devices

Practice Activity 3

- (a) Sudoku
(b) Puzzle
- Read the instructions given. If you have been given several pieces to put together, sort out the pieces. Put the edge pieces together. Finish up.

2	3	4	1
1	4	2	3
4	1	3	2
3	2	1	4

- (a) Cards
(b) Candy crush
(c) Subway surf
Accept any other relevant answer.

4 States of matter

Understanding matter

Practice Activity 1

- A - Liquids
C - Solids
D - Gases

Solids	Liquids	Gases
Trees	Water	Wind
Books	Milk	Smoke
Pencils	Oil	
Soil		

- (a) Stones, sticks, chairs, tables

Accept any other relevant answer.

- Tea, milk, porridge
Accept any other relevant answer.

Investigating characteristics of different states of matter

Practice Activity 2

- Matter has mass.
- Liquids do not have definite shape (Liquids occupy the shape of the container).
- (a) Fill transparent containers with small stones.
(b) Observe the arrangement of stones in the containers.
(c) Fill the transparent containers with soil. Observe the arrangement of the soil particles.
- Air occupies space.
- Solids have definite volume, solids occupy space.
- Learner B, Learner C, Learner A
- a
- (a) False (b) False
(c) True (d) False
- Ishmael

4.2 Floating and sinking

Floaters and sinkers

Practice Activity 1

- (c)
-

Sinkers	Floaters
1. Stone	1. Wooden spoon
2. Coin	2. Leaf
3. Metallic pin	3. Plastic case of a pen
4. Wire	4. Pencil
5. Nail	5. Stick
	6. Piece of wood

- Circle nail, coin and wood. (Tick a leaf)
- (a) - Wooden materials are floaters.

Factors that affect floating and sinking of objects in water

Practice Activity 2

- A and C
- They are made of different materials.
- Metals
- (a) Because the shape of the bottle top is distorted therefore it sinks in water.
(b) Shape
- Float
- Material

How to make floaters to sink and sinkers to float

Practice Activity 3

- (c) - The stone made the leaf to sink.
- Tying it to a floater or by putting it in the floater.
- Tying it to a stone.
- A, B and C

Use of floaters as life savers

Practice Activity 4

- C
- To prevent drowning
- (a) Accept relevant answers.
(b) Accept relevant answers.

5 Force and energy

5.1 Force and its effects

Meaning of force and its effects

Practice Activity 1

- Force is a push or a pull.
- Force, pull
- Learner A, Learner B and Learner D.
- Start the movement of an object and stop a moving object.
- Change the shape of an object.

Force in our daily lives

Practice Activity 2

- Accept relevant answers.
- Pulling
- A - Opening gate
B - Fetching water
C - Sweeping
D - Pulling a cart
E - Kicking a ball

Precautions taken when dealing with force

Practice Activity 3

- A
- Not applying excess force and being careful when applying force. (Accept other relevant answers)
- (a) True (b) True
(c) True (d) True

5.2 Sound Energy

Direction in which sound travels

Practice Activity 1

1. B
2. (c)
3. Sound travels in all directions

Reflection of sound

Practice Activity 2

1. Echo
2. Echo
3. As learner was singing, sound travelled in all direction then it was reflected back as an echo.
4. B and D

Making sound producing instruments

Practice Activity 3

1. (a) Shakers, guitar, flute, violin, kayamba
(b) By shaking, strumming, blowing, strumming, shaking.
2. Shakers, jingles
3. Violin
4. Blown
5. Sugarcane

End of Term 2 Assessment

1. Mobile phone, tablets, ipads
2. Screen, cables, keyboard
3. To draw a laptop or desktop or pad or tablet.
4. A - Screen
B - Keyboard
C - Touch pad

Parts of a digital device	Function
(a) Mouse	Helps to point or select items on the computer.
(b) Monitor	Is a screen on which information entered in the computer is displayed.
(c) Keyboard	Used for typing information into the computer.
(d) Cables	Connects the computer to the power source.

6. Mouse, screen, keyboard
7. Mobile phones, tablets, pad
8. Televisions
9. Group A - There are no safety measures.
Group B - there are safety measure.
10. 001
11. Football, tennis ball, plant leaves, birds nests, word puzzle
12.

4	3	2	1
2	1	3	4
3	4	1	2
1	2	4	3
13. Games
14. Snake xenzia, car racing, temple run, candy crush etc.
15. 18,5,1,3,8
16. Environment
17.
 - Smoke - gas
 - Maize flour - solid
 - Orange juice - liquid
 - Ice cube - solid
18. (a) True (b) False
(c) False
19. Definite volume

20. Stones
21. Mass
22. (c) - water has a mass of 0.063
23. Shape
24. Gaseous form
25. (a) True (b) False
26. C – milk
27. (a) - true
28. Put stones inside the cup. Put a sinker in the cap or tie a sinker to the cap.
29. Because of the material
30. Duster, desk, blackboard, book, pen, pencil, rubber etc

5.3 Light Energy

Practice Activity 1

1. (a) Torch, candle, sun
(b) C
2. A ray
3. (a)
4. Ruler
5. (a) The pipe had a bend.
(b) Use a straight pipe.

Transmission of light through different materials

Practice Activity 2

1. White paper, clean plastic, tracing paper
2. Translucent
3. Translucent
4. (a) C (b) A
(c) B
5. Check the drawing.

5.4 Heat energy

Practice Activity 1

1. Conduction, heat, material
(a) Conduction in solids (metals)

- (b) Hold the nail using a pair of tongs or pliers.
- (c) Use gloves
3. Conduction of heat by the spoon.

Practice Activity 2

1. C and D
2. (a) True (b) True
(c) False (d) False
3. Glass rod, stone

Practice Activity 3

1. Prevent getting burns
2. Poor conductors of heat
3. Water boilers, metallic cooking pots
4. (a) Fireless cooker
(b) The insulating materials in the food maintains the heat in the food allowing it to continue cooking.
5. (a) Oven gloves
(b) (i) Place your hand on a plain piece of paper.
(ii) Trace the shape of your hand.
(iii) Cut out the pattern of your hand with the thumb spread on the side.
(iv) Fold the light material into two and place the pattern on the end of the material.
(v) Mark out the pattern of the material using a pencil. Make a dotted line two inches away from the marked line.
(vi) Cut out the material along the dotted line using a pair of scissors.
(vii) Sew the two pieces together.
(viii) Fold the heavy material into two.

- (ix) Place the paper pattern on the folded heavy material.
- (x) Carefully sew the edges of the heavy material together to make a complete glove.

5.5 Machines

Levers used in our locality

Practice Activity 1

1. (a) A - Wheelbarrow, B - Fishing rod, C - Axe, D - Spade.
(b)
 - Wheelbarrow for transporting loads.
 - Fishing rod for catching fish.
 - Axe for splitting firewood.
 - Spade for scooping sand.
2. (a) A - Broom, B - Claw hammer, C - Fishing rod.
(b) They help to make work easier.
3. (a) Bottle opener
(b) Nail cutter
(c) Pair of scissors
(d) An axe
4. (a) Claw hammer, spade, wheelbarrow, pair of scissors, pliers, crowbar.
(b) Claw hammer - to remove nails from wood, spade for scooping sand, pair of scissors for cutting pieces of paper or hair, pliers for cutting wires, crow bar for rolling loads (stone).

Parts of a lever

Practice Activity 2

1. Effort, fulcrum, load
2. Effort
3. Fulcrum
4. A - (a) fulcrum (b) effort (c) load
B - (a) load (b) fulcrum (c) effort

- C - (a) load (b) fulcrum (c) effort
D - (a) load (b) effort (c) fulcrum.

6 Earth and space

Weather and the sky

Practice Activity 1

1. (a) Monday
(b) Tuesday and Friday
2. (a) Nimbus clouds
(b) Heavy rainfall
3. Daisy
4. Group B
5. (a) Seen in hot afternoon
(b) Nimbus clouds
6. (a) Sunny weather
(b) Windy weather
(c) Dry weather
7. C - stars, D - moon
8. Shape, size, colour, height
9. Harvest
10. Windy

End of Term 3 Assessment

1. B
2. Carton box, candle, hole puncher, ruler
3. How light travels
4. Transparent material allows light to pass through while translucent material allows partial light to pass through.
5. Cardboard, wood, leaf
6. Glass, plastic, wood, textile
7. (a) Sinkers: broken glasses, nails
Floaters: maize cobs, straws, plastic bottles, bottle tops
(b) Check learner's drawings and award accordingly.

8. In toilet windows, in car windows, in dressing rooms
9. shadow
10. B and D
11. Making cooking utensils, used in motor car engines.
12. (b)
13. (a) Conduction
(b) Pin A
14. • Woollen clothes are bad conductors. They do not allow heat to escape out thus keeping our body warm.
• Making handles of cooking utensils.
(Accept other relevant answers.)
15. Conduction
16. A - Driving in nails in a piece of wood.
B - Scooping soil and manure.
C - Cutting grass.
D - Transporting farm produce and building materials.
17. P - load, Q - effort, R - fulcrum.
18. Small occupied room.
19. A - Windy
B - Cloudy
C - Rainy
20. (a) Translucent
(b) claw hammer
(c) moon
21. (a) corrugated cardboard, elmers glue, sewing pins, sewing thread, paper clips, metal washers
(b) Step 1 - Cutting the bottles.
Step 2 - Making holes.
Step 3 - Connecting threads.
Step 4 - Preparing the "Beam"
Step 5 - Balancing the beam.
Step 6 - Play - Balancing weights.
22. Nimbus, Cumulus, Stratus, Cirrus
23. A - Nimbus, B - Cumulus

24.

A	B
(a) Planting crops	Rainy weather
(b) Winnowing	Windy weather
(c) Harvesting crops	Dry weather

25. Height, shape, altitude
26. Rainy weather.
27. Dark hanging, fair weather, feathery.
28. Ploughing, harvesting, drying grains.
29. True
30. Jam jar, balloon, tape, lollipop sticks, cardboard and a pair of scissors.

End of Year Model Test Papers

Model Test Paper 1

1. Emissions from vehicles, volcanic eruption, sewage.
2. They reproduce, they take up water and nutrients (they feed), they grow.
3. They feed, they grow, they breath
4. Candy crush, need for speed, mini militia, subway surf, count master.
5. Keyboard, screen, touch pad, speaker.
6. An electronic device that can create, generate, send, share, communicate, receive, store, display, or process information.
7. B
8. Speaker
9. (a) Used to key in data.
(b) Selecting options on screen.
(c) For viewing what is being displayed.
10. It houses vital parts of the computer system.
11. Touchpad
12. Cardboard, carton box, masking tape
13. A

14. B
15. B
16. C
17. Insert the mouse and keyboard USB connectors into the USB port located behind the system unit. Connect the monitor to the system unit using the VGA cable. Insert the VGA cable to the VGA serial port.
18. A, B, and D.
19. When using a computer always sit in the right posture and place both hands on the table. Adjust the screen position to be on the straight line with your eyes.
20. A
21. Group C
22. Alternate
23. (a) Leaves are arranged in opposite direction.
(b) Ash trees, Fringe tree, Maple trees, Olive trees
24. The pattern is made up of hexagon shape that is repeated in every line.
25. A
26. Sudoku is played on a grid of 9×9 spaces. Within the rows and columns are 9 squares (made up of 3×3 spaces). Each row, column and square (9 spaces each) needs to be filled out with the numbers 1 - 9, without repeating any numbers within the row, column or square.

27.

A	B	C	D	E	F	G	H
1	2	3	4	5	6	7	8
I	J	K	L	M	N	O	P
9	10	11	12	13	14	15	16
Q	R	S	T				
17	18	19	20				

1252019 715 61518 218111

28. Camera, laptop, iPad
29. A
30. Sinkers are objects that sink in water while floaters are objects that float in water.

Model Test Paper 2

1. Response to changes in the environment.
2. They reproduce, they grow
3. Do not be hostile to the animals, do not get too close to the animals, use forceps when handling small animals that sting, wash your hands with soap after handling animals.
4. A - They feed, B - they move, C - they reproduce
5. Stomach - food is stored temporarily before moving to the small intestine. Mouth - food is chewed into small pieces with the help of the teeth. Rectum - stores undigested food materials for sometime.
6. Large intestine and rectum
7. A - Premolar, B - Molar
8. Canine
9. Accept well drawn diagram of teeth.
10. Death of animals that live in water, transmission of waterborne diseases, interferes with proper flow of the water.
11. Gases from industries
12. Sprinkle water on the ground before sweeping.
13. (a) P - screen, Q - mouse, S - keyboard
(b) S - keyboard
14. (a) Plants - 16121142019
(b) Animals - 11491311219
(c) Air - 1918
(d) Water - 23120518
(e) Pollution - 16151212212091514

15. Smoke - gas, milk - liquid, stone - solid
16. Volume
17. (a) False (b) True
(c) True
18. (a) Weighing scale
(b) Mass of the flour
19. Whether shape affects sinking and floating.
20. Plastic cup, rubber band, coins
21. Force
22. (a) False (b) false
(c) True (d) True
23. Vibrate
24. Sound travels in all directions.
25. (a) Blowing (C) flute
(b) Hitting - (A) drum
(c) Plucking - (B) guitar
26. Light travels in a straight line
27. (a) Translucent (b) Transparent
(c) Translucent (d) Opaque
28. Friction causes unwanted heat, friction can cause blisters, Gravity pulls objects above us to fall, and weight can overstretch a spring balance to cause injuries on the user.
29. Q - fulcrum, Mary - effort, Juma - load
30. Accept the drawing of a nimbus cloud (irregular in shape and dark grey in colour).

Model Test Paper 3

1. A - They reproduce, B - they die
2. Put on gloves, use forceps to hold thorny flowers, do not touch stinging plants.
3. Pour wood ash, keep the pit covered.
4. Vertebrates - turtle, donkey, duck, chameleon, Invertebrates- slug, bee, moth, crab.
5. Premolars and molars
6. Molars have three roots while premolars have two roots.

7. A - stomach, B - large intestine, C - small intestine, D - rectum
8. Smoke
9. Use smokeless fuels, avoid smoking cigarettes, avoid burning waste, and use chimneys to dispose smoke from the kitchen.
10. (a) Dust masks - to prevent inhaling smoke.
(b) Goggles - to prevent eye irritation from the smoke.
11. Polluted
12. A - Proper disposal of domestic waste, B - Proper disposal of human waste.
13. Do not use the digital devices for a very long time, keep the working surface dry, do not repair the cable while still plugged in.

14.

Liquid	Solid	Gas
Definite mass	Definite mass	Definite mass
Definite volume	Definite volume	No definite volume
No definite shape	Definite shape	No definite shape

15. Store in a dry place, use the device responsibly.
16. Weight and shape
17. A - Force can change the shape of the object, B - Force can cause motion.
18. Due to shape of material.
19. Pulling of object, pushing of objects, lifting heavy loads
20. Accidents
21. Echo
22. B, C
23. Skin, large tin can, penknife
24. Solids and gases respectively.

25. Iron rod, aluminum foil, copper wire, steel rod (Accept other relevant answers).
26. A - To hold hot objects, B - To make handles of cooking pans.
27. Accept well drawn and labelled levers.
28. Same arrangement of parts.

Type 1	Type 2	Type 3
Claw hammer	Nut cracker	Broom
Crow bar	Wheelbarrow	Spade
Scissors	Bottle opener	Fishing rod

29. Sound travels in all directions.
30. (a) A - planting, B - harvesting, C - weeding
- (b) A - rainy season, B - dry season, C - rainy season.

AGRICULTURE

1 Soil

Practice Activity 1

- (a) Sand (b) Clay
- (a) X - Clay, Y - Loam, Z - Sand
(b) Z (c) X (d) Z
- C
- the smallest particles
- (a) (i) Sand (ii) coconut
(b) (i) Loam (ii) spinach

2 Water

Practice Activity 2

- (a) Watering plants.
(b) Washing tools and equipment.

Watering animals	Watering plants
Watering chicken	Watering flowers
Watering cattle	Watering seedbed
Watering sheep	Watering cabbage seedlings



- Mixing with chemicals for spraying animals.
- (a) Drip irrigation.
(b) Little water drips directly into the roots of the plant at a time.
- (a) Using bottles.
(b) Using perforated pipes.

3 Living better with wild animals

Practice Activity 3

- (a) Bird (b) Monkey
(c) Mole
- (a) Moles (b) Monkeys
(c) Weaver bird and quelea bird
(d) Mongoose
(e) Squirrel
- (a) scared away (b) chick
(c) scares (d) maize
- (a) Old clothes, wires, metals, plastic pipes or sticks and twigs.
(b) Fix a pole in a garden. Then fix twigs on the pole at arms position. Mount old clothes and grass to have it look like a person.
(c) To scare away small wild animals like birds and monkeys.
- Laptop, smartphone, tablet.
- Photo album and using digital storage devices such as flash disk, computer, among others.

End of Term 1 Assessment Paper

- James
- Jane
- Sophia
-

Type of soil	Size of its particles
Loam	Has the largest particles.
Clay	Has moderate size particles.
Sand	Has the smallest size particles.

5. (a) Watering plants.
(b) Watering crops like vegetables.
(c) Watering animals.
(d) Washing tools and equipment.
(e) Mixing farm chemicals.
(f) Washing farm produce.
6. clean
7. Labelled P
8. Labelled Q
9. Clay
10. Sand
11. B - Type of soil
12. Mongoose.
13. Using bottles and perforated pipes.
14. Weaver bird.
15. Scarecrow.
16. Mousebird.
17. Quelea birds.
18. Different types of soil have different water holding abilities.
19. Make holes in the containers.
20. The same amount of soil, same amount of water, containers of the same size with same size holes.
21. Clay.
22. Sand.
23. Squirrel.
24. Root.
25. scarecrow

4 Growing fruit trees

Practice Activity 4

1. (a) Container nursery bed.
(b) Ground nursery bed.
2. (i) Cut a ripe fruit such as guava and tree tomato into pieces.
(ii) Remove seeds from the pieces of the fruit and put them in a basin or a plate.

- (iii) Clean the seeds using water.
- (iv) Sort out the seeds and keep the healthy ones.
- (v) Dry the good seeds in the sun. Protect the seeds from birds while drying them in the sun.
3. (i) Existing fruit trees in our farms or gardens.
(ii) Fruit vendors.
(iii) From forests with fruit trees.
4. (i) Watering the seeds and seedlings in the nursery bed.
(ii) Uprooting weeds in the nursery bed.
(iii) Thinning the excess seedlings in the nursery bed.
(iv) Mulching between the rows in the nursery bed.
5. Thinning.
6. Shading prevents strong sunlight and heat from damaging young seedlings.
7. (a) Gradually reduce the shading materials.
(b) Gradually reduce the number of times of watering the seedlings.
8. (a) Uproot the unwanted plants growing alongside the guava fruit tree.
(b) Weeds.

5 Conservation project: edible crop gardening

Practice Activity 5

1. The guava fruit changes colour from dark green to yellow.
2. (a) Watering.
(b) (i) Protection by fencing around the fruit trees to prevent

damage from animals and human beings.

- (ii) Weeding around the young fruit trees.
3. (a) The fruit labelled Z.
 (b) The fruit labelled Y.
 (c) (i) Wash and eat them.
 (ii) Sell the excess fruits to their community members.

6 Domestic animals and their uses

Practice Activity 6

1. (a) Milk (b) Eggs
 (c) Wool (d) Manure
2. (a) Meat (b) Hides
- 3.
- | Domestic animal | Type of meat |
|-----------------|--------------|
| Cattle | Beef |
| Sheep | Mutton |
| Goat | Chevon |
| Pigs | Pork |
4. (a) False (b) True
 (c) True (d) False
5. (a) B,C (b) A,D
 (c) A - Bull, B - Cow, C - Ewe, D - Cock
 (d) (i) A - Beef, hide and manure.
 (ii) B - Milk, meat, hide and manure.
 (iii) C - Mutton, skin, wool and manure.
 (iv) D - Meat and manure.

7 Crops for gardening

Practice Activity 7

- 1.
- | Vegetable crop | Part eaten |
|----------------|------------|
| Carrot | Fruits |
| Cabbage | Roots |
| Tomatoes | Leaves |
2. (a) Leaves
 (b) Fruits
3. (a) Kales, spinach, cabbages, carrots and tomatoes.
 (b) Millet, sorghum, maize, rice and wheat.
 (c) Beans, groundnuts, green grams and peas.
- 4.
- | Cereals | Legumes | Vegetable |
|---------|-------------|------------|
| Rice | Beans | Spinach |
| Maize | Peas | Tomatoes |
| Millet | Green grams | Sukumawiki |
5. (a) R
 (b) P, Q and S
 (c) P - Fruits Q - Leaves
 R - Grains S - Leaves
6. (a) vegetable
 (b) Picture B
7. (a) Picture B
 (b) (i) Picture A
 (ii) Picture B

End of Term 2 Assessment Paper

1. (ii), (iii), (iv) and (i)
 2. Scarecrow.
 3. Dry grass, sticks, twigs and old clothes.
 4. To scare away wild animals from damaging crops.
 5. The fruit labelled R.

6. Mousebird.
7. (a) Existing guava fruit garden or forest.
(b) Fruit vendors
8. (i) Cut a ripe fruit of a tree tomato into pieces.
(ii) Remove seeds from the pieces of the fruit and put them in a basin or a plate.
(iii) Clean the seeds using water.
(iv) Sort out the seeds and keep the healthy ones.
(v) Dry the good seeds in the sun. Protect the seeds from birds while drying them in the sun.
9. Thinning and uprooting weeds.
10. (i) Watering the seeds and seedlings in the nursery bed.
(ii) Uprooting weeds in the nursery bed.
(iii) Thinning the excess seedlings in the nursery bed.
(iv) Mulching between the rows in the nursery bed.
(v) Shading the seedlings in the nursery bed.
11. (a) Gradually reduce the shading materials.
Gradually reduce the number of times of watering the seedlings.
12. Kitchen waste, grass, ash, animal dung and adding little water.
13. (a) Fencing
(b) Apply mulch around the seedling.
14. monkeys
15. (a) A and D
(b) B and C
16. Maize, millet, wheat, sorghum and rice.
17. A - cock B - hen
C - cow D - male goat

18. Remove excess branches.
19. B
20. D
21. Weaver bird.
22. Maize.
23. Mousebird.
24. vegetable
25. Fruit.

8 Selected gardening practices

Practice Activity 8

1. Thinning.
2. A
3. (a) Jembe (b) Digging
(c) Cleaning
4. C
5. Mulching
6. (a) Watering can
(b) For watering crops.
(c) Proper storage.

9 Innovative gardening project

Practice Activity 9

1. B
2. D
3. (a) Sack
(b) (i) Make holes at the bottom of the container.
(ii) Add fine garden soil in the container.
(iii) Add manure and mix with soil.
(iv) Sow the carrot seeds.
(v) Water the container garden when necessary.

- (c) (i) Watering.
- (ii) Mulching.
- (iii) Thinning.
- (iv) Uprooting weeds.

4. Harvesting
5. Road
6. Bucket, sack, jerrican, plastic bottle
7. Wash

End of Term 3 Assessment Paper

1. C
2. (a) Tomatoes - fruit
(b) cabbage - leaves
(c) carrots - roots
3. Loam - cultivation
4. (a) Wheelbarrow (b) Spade
(c) Rake (d) Jembe
5. Gumboots
6. Water
7. Cleaned
8. A - Carrots B - Cabbage
9. Panga.
10. Drip.
11. Wood.
12. B
13. (a) uprooting (b) weeding
14. Mole, monkeys, squirrels
15. watering animals, washing farm tools
16. cereal
17. watering
18. B
19. C
20. False
21. True
22. False
23. Maize, rice
24. cutting the jerrican, making holes at the bottom, putting soil in the jerrican, planting seeds, watering the seeds.
25. Container gardening.

End of Year Assessment Papers

Assessment Paper 1

1. D
2. C
3. Removing unwanted plant materials and stones.
4. Uprooting
5. use
6. Sand
7. C
8. B
9. D
10. Mulching
11. Watering
12. scarecrow
13. C
14. C
15. Kitchen refuse, animal waste(dung), grass, maize stalk, wood ash
16. Watering, weeding, thinning, mulching
17. B
18. On a veranda
19. Wash
20. C
21. Manure
22. Slasher
23. Cereal
24. False
25. B

Assessment Paper 2

1. Clay
2. Sand
3. Carrots, sunflower
4. D
5. thinning
6. Scarecrow
7. (a) Watering can (b) rake
(c) fork jembe

8. Squirrels, moles, rats, birds
9. Shading, mulching, watering, uprooting weeds
10. (i) Watering plants
(ii) Watering animals
(iii) Washing farm tools
(iv) Mixing chemicals
(v) Rearing fish
11. (i) Wearing gloves
(ii) Wearing gumboots
(iii) Using each tool for its rightful purpose
12. (i) Hen - eggs, meat
(iii) Sheep - wool, mutton
(iii) Goat - milk, chevon
13. A - Cow B - Bull C - Goat
D - Hen
14. Panga, slasher, rake, jembe, watering can, wheelbarrow
15. B - guava
16. A - tree tomato

17. To protect seedlings against people stepping on them.
18. (a) False (b) True
19. Weeds
20. cereal
21. Wool and mutton
22. Old clothes, sticks, dry grass
23. Crops
24. (a) Sandy soil - coconut
(b) Loam soil - maize, beans
(c) Clay soil - rice, arrowroots

25.

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

1 Healthy Practices

1.1 Play

Needs of a child for healthy development

Practice Activity 1

- Food, shelter and clothing.
 - Food
 - Clothing
- A - Food provides our bodies with important nutrients.

B - Play makes us strong and healthy.
- Rest helps us to regain strength.
- Clothing keeps us warm.

Different games played in the locality

Practice Activity 2

- Football, handball, netball, chess, puzzle, tug of war,
 - Football, handball, netball – balls.
Chess – chessboard and pieces.
Puzzle – crossword puzzle.
Tug of war – rope.
- Accept any appropriate answer.
- Chessboard
 - Ball
 - Seesaw
 - Tablet or smartphone
- Accept any appropriate answer.
- Accept any appropriate answer.

Qualities of a good play item

Practice Activity 3

- Well-fixed, the right size, easy to use, affordable, of good material, with no sharp or pointed parts.
- Accept any two reasonable answers.
- a, b, e
- i
 - It is not inflated/ it does not have air.
- False
 - True
 - True

Making play items

Practice Activity 4

- Accept any appropriate answers.
- b, c, e
- They are cheap, they are easy to make (accept any other relevant response.)
- A rag ball
 - Old newspapers, polythene papers, sponge, any other soft material.
- Kites, balls, toy cars, swings, dolls, skipping ropes.
 - Accept the correct steps for the selected play items.
- A long light string, old newspaper, thin stick or grass stems, a roll of electrical tape, a ruler, a marker pen.
 - Draw your kite sail.
 - Cut out the kite sail.
 - Build kite structure.
 - Attach your line.
 - Make a tail.
 - Fly it where there is wind.

Care for play items

Practice Activity 5

- To last longer.
 - To avoid accidents.
- Boxes, shelves, baskets
- A – Skipping rope: store in a safe place.
B – Toy car: fix the parts well, store in a safe place.
C – Ball: inflate well, store in a safe place.

Safety during play

Practice Activity 6

- Injuries, poor sleep, attack by wild animals, being kidnapped.
- b ✓, c ✓, d ✓
- Pushing
 - Bumping
 - Hitting
- Push each other.
 - Throw stones
 - Hit others with play items.

2 Healthy Living

2.1 Common illnesses in our locality

Practice Activity 1

- Colds, coughs, headache, vomiting, stomach ache, diarrhoea, sore throat (Accept any other suitable answer.)
- Headache
 - Tiredness
 - Vomiting
- A - Stomach ache B - Coughing

Communicating to others when feeling unwell

Practice Activity 2

- Teachers, nurse, classmates, any adult in school.

- Accept any other appropriate answer.
- So that we can get help immediately.
 - Immediately

Causes of common illnesses in the locality

Practice Activity 3

- Ear ache – inserting a strange object in the ear.
 - Breathing problem – breathing contaminated air.
 - Coughs – learning in a dusty classroom.
 - Diarrhoea – eating foods served in dirty utensils.
- (A) Eating fruits without washing hands.
(B) Eating dirty food.
(C) Bites from insects such as mosquitoes.
- Accept any appropriate answers.
- False
 - True
 - True
 - False
- Stomach ache
 - Vomiting
 - Diarrhoea

Healthy practices that prevent illnesses

Practice Activity 4

- A – Headache
B – Stomach ache, vomiting, diarrhoea
- Washing hands with water and soap.
 - Using the toilet well.
 - Having enough sleep and exercising regularly. (Accept any other appropriate answer.)
- Vomiting, stomach ache and diarrhoea.

4. Stomach ache, vomiting and diarrhoea.
5. (a), (b), (d)
6. a) To prevent spread of diseases.
b) Helps us to avoid eating food with disease causing germs.
7. a) Coughing and sneezing.
b) Diarrhoea, vomiting and stomach ache.

2.2 Care of the home

Cleaning materials and tools used at home

Practice Activity 1

1. a) They are cleaning the home.
b) Brooms, dust pan
2. a) Dustbin b) Mop
c) Toilet brush d) Scrub brush
3. a) Brooms b) Mops
c) Dusters
d) Trash cans, dustpans
4. a) Duster – dust surfaces.
b) Brush – sweep or scrub surfaces.
c) Dustbin – dispose refuse.
5. a) True b) False c) True

Improvising cleaning materials and tools to be used at home

Practice Activity 2

1. a) Brooms b) Mops
c) Dusters
2. Old clothes or blankets
3. a) A broom – soft grass, twigs, coconut leaves, reeds, small branches.
b) A dust pan – plastic bottles.
c) A mop – old clothes or blankets.
d) A duster – old clothes, old towels, sponge, sweaters or rags.

4. A dustpan
5. A duster

Steps of cleaning a home

Practice Activity 3

1. (b), (c), (d), (f)
2. Sweeping
3. a) It is done using a broom and a dustpan.
b) It is done using a duster or a piece of soft cloth.
4. In order to avoid accidents.
5. a) Wear protective clothing.
b) Arrange the furniture well to create space.
c) Avoid pouring soapy water on the floor. (Accept any other appropriate answer.)
6. To protect our hands.

Care for cleaning materials and tools used at home

Practice Activity 4

1. (a), (c)
2. a) Cob web brush – remove the cob web then store the brush in a safe place.
b) Basins and buckets – rinse well with clean water before storing.
c) Dustbin – empty the dustbin then clean using clean water.
3. a) To make them last longer.
b) To prevent accidents.
4. a) Room A
b) Accept any appropriate answer.

2.3 Care for and cleaning of shoes

Materials used for making different types of shoes

Practice Activity 1

1. Rubber
2. A – plastic B – leather C – canvas
3. Leather, canvas, plastic

Materials used for cleaning different types of shoes

Practice Activity 2

1. a) Soft or shoe brush
b) Hand brush c) Shoe polish
d) Basin with water
e) Soap f) Stick
2. a) Canvas b) Leather
c) Plastic
3. a, c, e, b, d
4. a) **Canvas shoes:**
 - (i) Do not soak coloured and white canvas shoes together.
 - (ii) Do not put cleaned shoes in direct sunlight.b) **Plastic shoes:**
 - (i) Do not scrub the shoes with rough materials.
 - (ii) Dry the shoes in a shade.c) **Leather shoes:**
 - (i) Do not deep leather shoes in water.
 - (ii) Do not put polished shoes in the sun.
5. a) Soft brush, damp cloth or stick and cold soapy water.
b) Remove mud and other dirt on the shoes using a soft brush, damp cloth or stick.

6. They may lose shape or discolour.
7. Pass the bristles over a clean cotton cloth or towel.
8. In order to maintain their shape.

Care for materials used to clean shoes

Practice Activity 3

1. a) A box
b) It is used to store materials used for cleaning shoes.
2. (c) and (d)

2.4 Fuels used at home

Types of fuels used at home

Practice Activity 1

1. Electricity, paraffin, gas and charcoal.
2. Charcoal, paraffin, firewood, gas and cow dung.
3. (b)

Uses of various types of fuels

Practice Activity 2

1. A – Heating B – Cooking
C – Warming
2. a) Heating, cooking and lighting.
b) Lighting and cooking.
c) Cooking and heating.
d) Cooking and heating.
3. Paraffin and electricity

Ways of conserving fuel

Practice Activity 3

1. (a)
2. B
3. a) Charcoal b) Firewood
4. a) True b) False c) True
d) True

Challenges faced when using different types of fuel

Practice Activity 4

1.

Types of fuels	Challenges faced when using fuel
Gas	Does not give a sign of when it will be used up.
Charcoal	The size of flame cannot be controlled easily.
Electricity	Expensive
Firewood	Produces a lot of smoke.

2. Firewood, paraffin and charcoal.
3. a) It can leak and cause fire.
b) It may get finished without warning.

Safety precautions to observe while using fuels at home

Practice Activity 5

1. The person may get electric shock or be electrocuted.
2. Charcoal
3. Wear well-fitting clothes when cooking with firewood.
4. (a) and (c)

End of Term 1 Assessment

1. Clothing, shelter, food, exercise, rest.
2. a) Clothing keeps us warm.
b) Food provides important nutrients to our bodies.
3. It should be well fixed.
4. A rag ball
5. (c), (d), (e)
6. In order to avoid injuring ourselves.
7. Stomach ache, vomiting, diarrhoea

8. Canvas shoes
9. Scrubbing brush, warm soapy water, pieces of cloth (accept any other appropriate answer.)
10. Toothache
11. Coughs, colds, headache, stomach ache (accept any other appropriate answer.)
12. Accept any appropriate explanation.
13. Ugali, meat and kales (accept any other appropriate answer.)

14.

Energy giving	Protective	Body building
Bread	Kales	Milk
Potatoes	Carrots	Meat
Banana		Groundnuts
Ugali		

15. It helps us remember what we want to buy (accept any other appropriate answer.)
16. a) He is washing his hands.
b) Vomiting, diarrhoea and stomach ache.
17. a) Being kidnapped.
b) Attacks by wild animals.
c) Bullying
18. A plastic bottle or Jerrican, a marker pen, a pair of scissors or a knife.
19. Stomach ache, vomiting, diarrhoea
20. A broom, a mop, a duster
21. A – Firewood B – Electricity
C – Paraffin D – Gas
22. a) A broom
b) (i) Gather all the materials you need.
(ii) Take a bundle of soft grass.

- (iii) Trim the bundle of grass to equal length.
 - (iv) Arrange the grass neatly and tie using a string.
 - (v) Knot the end of the string to prevent it from becoming loose.
23. a) Collect the materials needed.
 b) Cut the old towel or cotton cloth into square pieces of about 25 cm.
 c) Wash the pieces of cloth.
 d) Use the damp clean pieces of cloth as a duster.
24. Dusting
25. Accept any appropriate answer.
26. In order to conserve fuel.
27. a) Do not place canvas shoes in direct sunlight to dry.
 b) Do not soak coloured and white shoes in the same water.
28. Too much heat may cause the shoes to crack.
29. a) (i) Eating dirty food.
 (ii) Eating without washing hands.
 b) Washing hands with clean water and soap.
30. a) Avoid bumping into others.
 b) Avoid hitting others with play items.
 c) Avoid pushing or pulling others roughly while playing.

3 Consumer Education

3.1 Consumer awareness

A shopping list and its importance

Practice Activity 1

1. A shopping list
2. a) A shopping list
 b) (i) To remember what to buy.
 (ii) To work within the budget.
3. a) Supermarket
 b) General grocery store
 c) Open air market (accept any other appropriate answer.)
4. a) Lisa, Lena, Pendo
 b) True c) Lena
 d) It helps us to avoid buying what we do not want.
5. a) Fruits b) Vegetables
 c) Food items such as beans and maize. (Accept any other appropriate answer.)
6. a), c)
7. a) Decide on what you need to buy.
 b) Check the amount of money you want to spend.
8. Anyone who is going for shopping.

4 Foods and Nutrition

4.1 Choosing foods

Practice Activity 1

1. a) grocery
 b) Flour, onions, milk, bread, oranges, pawpaw, beans
2. a) True b) True
 c) True d) False
3. a, b, c, d

Factors to consider when choosing foods from a general grocery

Practice Activity 2

- A and C
 - B is not properly sealed. D is spoilt.
- Buy food that is fresh.
 - Check the expiry date.
 - Check that the packaging is well done.
 - Buy from a clean grocery.
- They are cheap and fresh.
- True b) False
 - True d) True
- We don't have to walk long distance to buy food items.
 - We save time because it is near.
 - You are dealing with one person who can answer all the questions.

4.2 Variety in the diet

Identifying foods available in the locality

Practice Activity 1

- Beans, carrots, peas
- Cassava b) Fish
 - Maize d) Cabbage
- Beans, mangoes, spinach, honey, apples, kale, egg, maize

Classification of foods

Practice Activity 2

- Energy giving foods
 - Protective foods
 - Body building foods
- A – Energy giving foods
B – Protective foods

C – Body building foods

- Maize, cassava, spaghetti
 - Oranges, passion fruit, apples
 - Egg, pork, beans
- Ugali, potatoes, rice, cassava
- Oranges, pineapples, grapes
-

Protective foods		Body building
	Potatoes	
Pawpaw	Yams	
		Milk

- False b) True c) False
 - True
- balanced diet
- Breakfast**
 - Bread
 - Fried eggs
 - Orange juice
- Lunch**
 - Boiled rice
 - Meat stew
 - Steamed spinach
- Supper**
 - Mashed potatoes
 - Stewed beans
 - Fried kale

End of Term 2 Assessment

- Quantity of items, name of items and cost of items.
- Money available, individual needs, available food in the market.
- The expiry date.
- Checking the expiry date. Change of colour.
- Name of the item. Date of manufacture and expiry. Weight of the item.

6. a) Check which shop is clean.
b) Check which shopkeeper is clean.
c) Check the shop with the cheapest prices.
7. Energy giving foods, body building foods and protective foods.
8. a) Protective food
b) Energy giving food
c) Body building food
d) Body building food
9. They fall sick easily.
10. Check learners work and award accordingly.
11. Cows, goats, chicken
12. a) A – Kales B – Spinach
b) Protective food
13. Balanced diet
14. a) To prevent it from going bad.
b) To preserve for later use.
15. A body building food
16. Boiling, using a refrigerator, fermenting
17. To kill harmful bacteria and to use it later.
18. Glasses, clay pots, gourds
19. Glass
20. Sponge or piece of cloth, soap
21. Frying, boiling
22. Frying, boiling
23. Use a clean pan.
Wash hands before handling food.
24. a) Avoid using water near frying food.
b) Lower food gently into the hot oil to avoid accidents.
c) Don't leave frying food unattended.
25. Boiling 26. Fermenting
27. Refrigerating 28. Carrot

29. b, c, d
30. a) So that you don't forget anything.
b) So as to buy only the necessary things.

5 Clothing

5.1 Needlework tools

Identifying needlework tools

Practice Activity 1

1. Across: pin, needle, ruler, thread
Down: thimble
2. a - Tape measure
b - Scissors
c - Tailor's chalk
3. A needle, a thread
4. a) Some thorns
b) Sisal fibres or undo old sweaters.

Using basic needlework tools in sewing

Practice Activity 2

1. a) For cutting out the handkerchief.
b) For protecting the middle finger of the sewing hand.
c) For making the stitches.
d) For sewing.
e) For holding the fabric in place when sewing.
f) For taking measurements.
2. a) A needle – for stitching.
b) A thimble – for protecting fingers.
c) A thread – for sewing.
d) A measuring tape – for taking measurements.
e) A pair of scissors – for cutting.
f) A tailor's chalk – for making marks on a piece of cloth.

- g) Pins – for holding two pieces of cloth together.

Safety measures to observe while using needlework tools

Practice Activity 3

1. b, c
2. a) Working in a well-lit area.
b) Holding the scissors away from him.
3. Keep your focus on the work.
Keep a distance from the next person to avoid injuries.
4. Put them in a needle work box so that they don't scatter and cause injuries.

5.2 Stitches

Identifying stitches used on clothes

Practice Activity 1

1. a) Catch stitch b) Back stitch
c) Loop stitch d) Tack stitch
2. Machine stitches
3. Check learners drawing and award accordingly.

Use of stitches in clothes

Practice Activity 2

1. a, c, e, f
2. a) True b) False c) False
d) True
3. A – To repair
B – To decorate
4. **Across**
 1. repair
 2. decorate**Down**
 3. join
 4. hold

How to thread a needle

Practice Activity 3

1. A
2. a) Cut the length of thread using a pair of scissors.
b) Hold the needle so that the eye faces up.
c) Hold the thread near the tip with the other hand.
d) Slowly place the thread into the eye and pull it through the other side.
e) When the thread is through, pull it with the other hand.
3. a) Hold the scissors with the blades away from you.
b) Avoid working in dim light when threading the needle.

How to make tacking stitches

Practice Activity 4

1. a) Lay the piece of fabric on a flat surface.
b) Mark a line about 2 centimetres from the edge.
c) Mark dots 1 centimetre apart on the line.
d) Thread the needle and knot the thread.
e) Insert the needle through the first dot to the back and bring it out on the second dot.
f) Repeat the process going forward to the last dot.
g) Knot the thread and cut using a pair of scissors.
2. Holding pieces of fabric together.

Safety precautions to observe when using needlework tools

Practice Activity 5

- To protect the finger from being pricked when sewing.
 - To avoid cutting your fingers.
 - To avoid accidents.
- It is a neat and hygienic way of cutting a thread.
- It moves easily through the fabric.

5.3 Fixing a button

Use of buttons in clothes and household articles

Practice Activity 1

- Decoration
 - Fastening
 - Fastening and decorating
- True
 - True
 - False
 - True

Factors to consider when choosing a button

Practice Activity 2

- Colour of the button should match with the other buttons.
- a, b, e

Fixing buttons on a garment

Practice Activity 3

- c, e, a, f, g, b, d, h
- Mark the spot on the fabric where you want to fix the button.
 - Thread the needle using a double thread.
 - Wear a thimble.
 - Insert the needle from the wrong side at the mark and make a double stitch.

- Put the needle through one hole of the button and put it down through the other.
- Repeat the process until the button is firm.
- Pass the thread to the wrong side, pass it several times through the loops and cut.
- Finish with the knot.

5.4 Laundry work

Importance of laundry work

Practice Activity 1

- A – Basin B – Clothes line
C – Bar soap D – Iron box
E – Ironing board
 - A – for washing clothes.
B – for hanging clothes to dry.
C – for removing dirt from clothes.
D – for removing creases from clothes.
E – for ironing clothes.
 - Pegs, buckets
- We wash clothes to remove dirt.
 - Look smart.
 - Retain the original colour.
 - To feel comfortable when with other people.
- True
 - True
 - False
 - True

Steps of laundry work

Practice Activity 2

- Mending, sorting, soaking, washing, rinsing, drying, ironing and airing, storing.
- Mending, sorting, soaking
- Across:**
 - Mending
 - Washing

3. Ironing 4. Soaking

Down:

5. Rinsing 6. Sorting

Laundering personal items

Practice Activity 3

1. Socks, pants, handkerchief, vests, stockings
2. e, c, a, d, b
3. a) Soak in cold salty water for a few minutes.
b) Remove from salty water and squeeze.
c) Wash in warm soapy water by rubbing.
d) Rinse in warm clean water.
e) Finally rinse in cold clean water.
f) Hang it in the sun to dry.
g) Iron while still a little damp. Use a hot iron.
h) Fold and store in a safe place.
4. a) In a store away from the sun.
b) In a cupboard.
c) On its stand and store on a shelf.
d) In a container with a lid.

End of Term 3 Assessment

1. a) Cutting thread.
b) Cutting out a fabric.
2. Store them on a pin cushion.
3. She is ironing clothes.
4. She is sewing.
5. The clothes are not properly secured with pegs, so they are falling off.
6. To avoid accidents and for accuracy.
7. To give you first aid and take you to a nearby hospital.
8. Basin, water and salt.
9. Needle, thread, pins, a pair of scissors and a thimble.
10. Catch stitch 11. Sewing machine

12. To join pieces of fabric together.
To decorate household articles.
To repair torn areas.
13. They are both decorative and for holding edges together.
14. Even tacking, long and short tacking.
15. Used for decoration.
16. So as not to strain your eyes.
17. To sew accurately.
18. a) Bottle lid
b) Yarn from old sweaters.
19. C
20. a) In a container with a lid.
b) In a shaded area.
c) In a cupboard.
21. a) To hang clothes to dry.
b) For holding water or carry clothes.
c) Used when drying clothes or hanging them for storage.
22. a) Shake to remove loose dirt.
b) Immerse in cold water for a few minutes.
c) Remove from the soaking water and wash.
d) Dry on a clothes line.
e) Fold and store in a drawer.
23. a
24. To remove soap and dirt.
25. To remove dirt, to make it look good.
26. It removes creases from a shirt.
27. a) Hold the iron box away from you.
b) Do not leave the iron box unattended.
c) Do not test the heat of the iron box with your hand.
28. a) Using hot water b) Ironing
29. a) Pants
b) i) Soak in cold water for some time.

- ii) Wash in warm soapy water.
- iii) Rinse in warm water to remove soap and dirt.
- iv) Hang on clothes line to dry.
- v) Fold and store in a safe place.

30. a) A carton box
b) A basket

End of Year Model Test Papers

Model Test Paper 1 Answers

1. (ii) Kidnapping
2. Malaria 3. Preserve milk
4. Beans 5. Toy car
6. Tacking stitch
7. Accept any appropriate answer.
8. a) Expiry date.
b) Correct weight.
c) Price
9. A 10. Ironing
11. (a), (b), (c), (d)
12. Yes
13. It has well fixed parts. (Accept any other appropriate answer.)
14. Blowing the nose using a clean handkerchief.
15. a) Firewood produce a lot of smoke.
b) Charcoal can cause suffocation.
c) Flames from firewood and charcoal cannot be controlled easily.
16. Rags or pieces of paper, sisal string, a pair of scissors.
17. a) Keep out of children's reach.
b) Use in a well ventilated place.
18. Accept any appropriate answer.

19. To avoid injuries and accidents (Accept any other relevant answer.)
20. b) Embroidery stitch
21. B – Sean's family
22. Sunlight
23. C 24. A
25. Threading the needle.
26. For them to last longer and to avoid accidents.
27. Leather
28. a) Mending b) Sorting
c) Soaking d) Washing
e) Rinsing f) Drying
g) Ironing and airing
h) Storing
29. To avoid ingesting disease causing germs (accept any other appropriate answer.)
30. Hold the fragile utensils firmly and carefully to avoid dropping. (accept any other appropriate answer.)

Model Test Paper 2 Answers

1. Sleeping under a treated mosquito net.
2. It protects us from insect bites such as mosquitoes.
3. Sponge, washing liquid, water.
4. Sorting
5. Diarrhoea, stomach ache
6. a) Expiry date
b) Correct weight
c) Price indicated
7. Boiling
8. a) Sweeping
b) Collection and disposal of refuse.
c) Dusting d) Mopping.
9. B – Hemming stitch
10. Tailor's chalk

11. Accept any appropriate answers.
12. Warming
13. (i) It improves taste.
(ii) Make it easy to eat.
(iii) Kill germs or bacteria (accept any other appropriate answer.)
14. a) Back stitch 15. Decoration
16. a) To make him remember what to buy.
b) General store, supermarket
17. a) A stick
b) Removing mud or other dirt.
18. a) One could slip.
b) By drying the surface after cleaning.
19. a) Exercising
b) Play makes us strong and healthy.
20. Ear ache 21. Gourd
22. a) Gas – cooking and heating.
b) Electricity – cooking, lighting and heating.
c) Paraffin – lighting and cooking.
23. a)
24. a) Sponges
b) Accept any correct steps.
25. Body building and protective foods.
26. a) Pin cushion – sticking needles
27. It may cause suffocation if the room is not well ventilated.
28. Boiling
29. Colour of the garment, type of the garment, size of the button hole. (Accept any other appropriate answer.)
30. To make it easy to remove the shells.

Model Test Paper 3

Answers

1. A strong string, a piece of paper, a pair of scissors, a marker pen, a ruler.
2. a) They have no sharp points.
b) They are well-fixed.
c) They are of the right size.
d) They are easy to operate.
3. Diarrhoea, stomach ache, vomiting
4. a) They have not covered their food.
b) They are not wearing protective clothes.
5. Cover your mouth or cough into your elbow.
6. a) duster b) broom
c) dustpan
7. We open windows after sweeping to allow fresh air into the house.
8. They will get dry and crack.
9. a) They have a flat sole.
b) They are light in weight. (Accept any other appropriate answer.)
10. a) Charcoal can cause suffocation if used in a poorly ventilated room.
b) The size of flame cannot be easily controlled.
c) Charcoal may produce smoke.
11. a) Use improved firewood stove.
b) Cover cooking pans when cooking.
12. a) Cabbages b) Kales
c) Mangoes
d) Avocado (Accept any other appropriate answer.)
13. Accept any reasonable explanation.
14. Energy giving foods
15. Rice and sweet potatoes. (Accept any other appropriate answer.)

16. a) Ensure that our hands are clean.
 b) Use clean containers.
 c) We should ensure that we work in a clean place.
17. Milk makes us healthy and strong.
18. a) To avoid scratching them.
 b) To avoid leaving ugly marks on them.
19. a) Remove loose dirt from the pot.
 b) Soak it in warm soapy water.
 c) Wash the inner surface and outer surface with a soft sponge and soapy water.
 d) Rinse it in clean water.
 e) Let it drip on a rack to dry.
 f) Store in a safe place.
20. a) It is a quick and easy method.
 b) It makes food attractive.
21. a) B
 b) The price is lower than the other one.
22. Cows, goats, camels
23. (a) and (b)
24. (a), (c)
25. Embroidery or decoration
26. a) For fastening
 b) For decoration
27. a) shapes b) colours c) sizes
28. a) To get rid of wrinkles or creases.
 b) To make it look attractive (accept any other appropriate answer.)
29. a) Ironing b) Airing c) Storing
30. a) Read usage directions on all detergent packages.
 b) Keep all laundry materials out of reach of children. (Accept any other appropriate answer.)
 c) Wash laundry in a dry and rough place to avoid falls.

Model Test Paper 4

Answers

- It should be long enough, it should be strong enough to last long and it should be of good quality. (Accept any other relevant answer.)
- a) Football b) Chess
 c) Sudoku and puzzle
- Flu, coughing
- Frequent washing of hands, use of disposable tissues to remove mucus, do not drink dirty water.
- A mop, mop bucket, gloves
- That the twigs do not have thorns, they are not from poisonous trees and that they are not from stinging plants.
- Wear protective clothing.
 Do not pour a lot of water on the floor to avoid falls.
- To protect the working surface.
 To put in the shoes during storage to retain shape.
- c, d, b, f, a, e 10. b
- a) Yes
 b) It contains carbohydrates, proteins and vitamin rich foods.
- Money available in KSHS...

Shopping list		
Item	Quantity	Cost
Total Cost		KSHS
- b
- Across – packaging, weight, freshness
 Down – price
- a) Wear a thimble to protect your finger.
 b) Keep a safe working space between you and the next person.

- c) Keep needles in a pin cushion after use.
16. Keeping it in a refrigerator.
Fermenting it in a gourd.
17. Boiling, fermenting
18. a) (i) Glass (iii) Thermos flask
(v) Plate
- b) They can break easily.
19. a) Put small stones and warm water in the gourd.
- b) Shake the gourd gently until it is clean.
 - c) Pour out the water and the stones.
 - d) Wash the outside using a sponge.
 - e) Rinse thoroughly and dry upside down.
20. Store in a pin cushion.
21. a) Deep frying b) Boiling
- c) Stewing
 - d) Shallow frying
22. Roll it and store in a needle work box.
23. Dropping, cutting with blades close to your fingers, leaving it lying on the floor.
24. By working in a spacious area.
25. Frying, steaming
26. It is firm.
It is fixed directly opposite the button hole.
27. Thimble, needle thread and a pencil.
28. It is the process of removing dirt and creases from articles.
29. a) i) Wash the vest in warm soapy water.
- ii) Rinse severally in warm water to remove soap and dirt.

- iii) Final rinse in cold water.
 - iv) Dry on a clean clothes' line securing with pegs.
 - v) Final rinse in cold water.
 - vi) Fold and store.
- b) i) Wash the stocking gently in warm soapy water.
- ii) Rinse the stocking in warm water to remove soap.
 - iii) Drip dry on a clothes line.
 - iv) Roll the stocking and store it in a drawer.
30. Creases come out easily when an article is damp.

Model Test Paper 5

Answers

1. Balanced food, good sleep and play.
2. a) Protects us from bad weather condition.

 - b) Help us to grow healthy.

3. c, d
4. Across – sore throat, toothache, cold, diarrhoea
Down – stomach ache, headache, vomiting, ear ache
5. Diarrhoea, stomach ache
6. a – water basin
b – mop and a mop bucket
c – broom
d – dustpan
7. Twigs, long grass, reeds
8. Maize cob
9. a) Cover the working surface.

 - b) Remove mud using a blunt stick.
 - c) Remove dust using a piece of cloth.
 - d) Remove shoe laces, rinse and hang to dry.
 - e) Wipe shoes inside and outside.

- f) Use a piece of cloth wrung out of warm soapy water.
- g) Rinse using a cloth wrung out of clean water.
- h) Leave it for a few minutes to dry.
- i) Apply shoe polish using a shoe brush and leave it for some minutes.
- j) Shine the shoe with another brush.
- k) Stuff the shoe with newspapers and store.

10. a) For lighting b) Electricity

11. Money available KSHS 300

Shopping list		
Item	Quantity	Cost
Maize flour	1 kg	60 /=
Spinach	1 bunch	40 /=
Beef	¼ kg	120 /=
Tomatoes	4	20 /=
Onions	2	10 /=
Cooking oil	250 mls	50 /=
Total		300/=

12. Potatoes, maize, beans, mangoes and oranges. (Accept any other relevant answer.)

13. b, c – They are fresh and well packaged.

14.

Energy giving foods	Body building foods	Protective foods
Rice Ugali Sweet potatoes	Beans Meat Chicken	Spinach Oranges

15. a) Using a refrigerator b) Boiling

16. Cow, goat, camel (accept any other relevant answer.)

17. Glass, clay and calabash

18. a) True b) True c) False
d) False

19. a) Put small stones and warm water into the gourd.

b) Shake until all the dirt comes out.

c) Pour the water and stones.

d) Clean the outside using a sponge or sisal fibres.

e) Rinse with warm water and finally in cold water.

f) Put it upside down to dry.

20. a) He is wearing a protective clothing.

b) The dining room is very clean.

c) All food containers are covered.

21. a) Wash the egg and put it in a *sufuria*.

b) Add enough clean water to cover the egg.

c) Cover the *sufuria* with a lid.

d) Bring to boil and boil for 8 – 10 minutes.

e) Remove the egg using a spoon and cool it in a bowl of cold water.

f) Shell the egg and serve.

22. Frying, roasting

23. a) Use clean utensils.

b) Wash your hand before handling food.

c) Cover the food when cooking.

d) Wear clean clothes and protective clothing when cooking.

24. It does not require reheating before eating.

- 25. Charcoal, firewood
- 26. Put it back to its sheath and store in the needlework box.
- 27. Needle, pins
- 28. It is used to store clean clothes.
- 29. a) Soak the handkerchief in cold salty water to dissolve mucus.
 - b) Rub to loosen the mucus.
 - c) Remove from salty water and wash in warm soapy water.
 - d) Rinse in warm water to remove soap.

- e) Hang it in the shade to dry.
- f) Iron on the wrong side with a warm iron box.
- g) Fold and store in a drawer.
- 30. a) To separate very dirty clothes from those that are not very dirty.
 - b) To prevent those with loose colours from discolouring other clothes.
 - c) To save soap and water by washing the less dirty clothes first.

PHYSICAL AND HEALTH EDUCATION

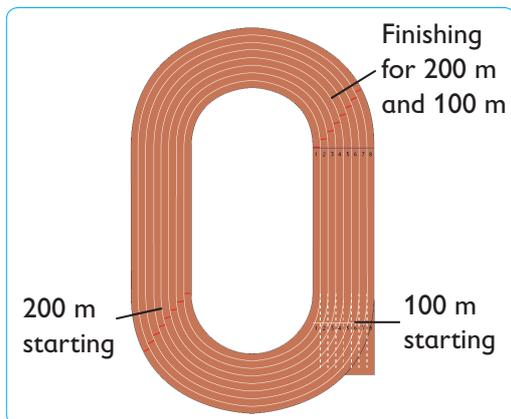
Term 1

1 Athletic track

Practice Activity 1

- (a) Running, races, sprints
(b) Athletics track

2. (a)



- (b) 100 m, 200 m, 400 m, 800 m, 1,500 m, 4 x 100 m relay, 4 x 400 m relay
- Finishing point
- Starting line
- Javelin, shot put, hammer, high jump, long jump
- In an athletics track
- We can run on an open ground after marking it.
- In the community playing ground
- False
- True
- B
- B

2 Standing start

Practice Activity 2

- (a) Standing start

- (b) (i) On your marks (ii) close (iii) feet (iv) opposite (v) back (vi) Go (vii) forward
- (a) Perform enough warm up and cool down activities.
(b) Wait for the commands
(c) Do not cross in front of the runners, clear the area of dangerous objects, avoid slippery grounds, follow teachers instructions
- 800 m, 1,500 m, 5,000 m, 10,000 m
- A
- B
- To avoid being disqualified
- C
- (a) Respecting each other
(b) Obeying the rules
(c) Giving each other space (avoiding obstruction)
- (a)
(b)
(c)
- (i) C
(ii) B

3 Standing long jump

Practice Activity 3

- Standing
- (i) Perform enough warm up and cool down activities.
(ii) Remove dangerous objects from the ground
(iii) Avoid slippery ground
(iv) Obey the rules
(v) Wear the correct sports kit

3. Double
4. High jump, javelin, shot put
5. - To enable us achieve a common goal.
- To help resolve conflict
- To assist each other
6. (a) Where to stand
(b) how to take off (with both feet)
(c) Landing with knees bent
(d) Focusing eyes forward
7. (a) Both feet
(b) Swing forward with force
(c) Both feet
8. (a) ✓
(b) ✓
9. (a) True
(b) True
(c) False
(d) False
(e) False
(f) False

4 Improvising balls

Practice Activity 4

1. (a) Improvising a ball
(b) Sisal twine or string, shopping paper bags, newspapers or old mattresses.
(c) Football, netball, handball
2. (a) (i) Sisal twine
(ii) Old newspapers
(iii) Used mattresses
(iv) Old clean cloth
(b) (i) Gather or assemble the material.
(ii) Roll them together into a spherical shape
(iii) Bind the ball using sisal twine

- (c) Collecting the waste material and disposing correctly by burning.

3. False

Improvised ball	Used for playing
	Football
	Rugby
	Netball
	Handball

5. locally available
6. save
7. Improvise
8. Ball, skipping rope, Frisbee disc
9. (c)

5 Two-handed catching

Practice Activity 5

1. (a) Two handed catching
(b) Netball, basketball
2. (a) Remove dangerous objects from the playing area.
(b) Avoid wet slippery ground.
(c) Follow teacher's instructions.
(d) Wear correct playing kit.
(e) Perform enough warm up and cool down activities.
3. Grasping
4. (a) Frisbee (b) Netball
(c) Basketball (d) Handball
5. stretch towards
6. Two handed catching
7. (a) LINE

- (b) CIRCLE
- (c) ZIGZAG

- 8. levels
- 9. Soft smooth
- 10. improve
- 11. (a) True (b) True
- (c) False (d) False

6 Kneeling overhead throw

Practice Activity 6

- 1. (a) Performing kneeling overhead throw.
- (b) kneeling
- (c) above
- 2. Overhead
- 3. (a) Honesty, kindness, humility
- (b) Honesty, humility
- 4. (a) warm up
- (b) above
- (c) Safety measures

7 Overarm pass

Practice Activity 7

- 1. Overarm pass
- 2. with one hand above the shoulder
- 3. (a) Stand upright feet shoulder width apart.
- (b) Sideways, forward
- 4. For fair play, to avoid being penalised
- 5. So that you aim to the target. Avoid losing grip.
- 6. Fair play, friendship, teamwork
- 7. Frisbee, Basketball, Netball, Handball
- 8. (a) - ii (b) - iii
- (c) - i
- 9. Long

- 10. Apart

8 Overhead pass

Practice Activity 8

- 1. Overhead throw
- 2. Apart
- 3. To avoid losing grip
- 4. Handball, Netball, Basketball
- 5. Over arm pass is performed by throwing the ball above the shoulder while overhead ball is above the head.
- 6. (a) True (b) False
- (c) True
- 7. (a) Above (b) Respect

9 Overarm pass

Practice Activity 9

- 1. Apart 2. Close
- 3. Waist 4. Focus
- 5. One 6. B
- 7. A 8. A
- 9. (a) True (b) True

10 Chest pass

Practice Activity 10

- 1. (a) Chest pass
- (b) chest
- 2. With both hands spread over the ball
- 3. (a) COMMITTED
- (b) For team work; to achieve a common goal
- 4. - Doing our homework on time.
- Going to school early.
- Obeying teachers and the bell.
- Working or playing as a team.
- Supporting our team.

5. Basket ball, Netball, Handball
6. Wrist
7. Warm up activities
8. (a) Chest pass - ball is held at chest level while kneeling overhead its held above the head.
- (b) In chest pass you stand while in kneeling overhead pass you kneel.

11 Bounce pass

Practice Activity 11

1. Overhead pass, bounce pass, chest pass kneeling overhead throw, over arm throw underarm throw
2. Bounce pass
3. It must bounce or hit the ground and rise
4. Dangerous objects, slippery ground, uneven ground, wet ground
5. With both hands below chest level
6. - Stand with feet shoulder width apart.
- Hold the ball with both hands slightly below chest level.
- Push or bounce the ball $\frac{3}{4}$ way towards your partner or team mate.
- Ball must first bounce before it is received.
7. - Ask learners to remove dangerous object from playing area.
- Ensure learners are in correct P.E. Kit.
- Conduct warm up and cool down activities.
- Give simple and clear instructions.
8. The hands
9. (a) chest, bounced
- (b) Bounce pass, chest pass

12 Improvised soccer balls

Practice Activity 12

1. (a) A soccer ball
- (b) Soccer or football
- (c) Old clothes, papers, dry grass, old mattresses, sisal twine or string, wrapping papers
2. improvise
3. football
4. (a) Papers, dry grass, sisal twine or string, wrapping papers.
- (b) Clean it, collect waste materials.
- (c) - Gather assemble or collect the materials.
- Roll them together to make a spherical shaped ball
- Cover with wrapping papers
- Bind with the sisal twine
- (d) - Use sharp objects carefully.
- work on a safe surface.
- report any injury to the teacher immediately.
5. Eleven (11)
6. (a) cheaper
- (b) boys and girls
7. Skipping ropes, Frisbee disks, Netball, balls, Basketballs
8. True

13 Passing in soccer

Practice Activity 13

1. Inside of the foot , instep or toes, heel, outside of the foot
2. OPPONENTS
3. Toes

4. - Wear sports shoes, focus on the ball to avoid hitting the ground, warm up activities.
5. - So that the ball reaches the target.
 - To ensure your team retains the ball.
 - To help your team score and win
6. (i) Feet (ii) head
(iii) Shoulder (iv) Chest
7. Team mate
8. (a) False (b) True

14 Hand juggling

Practice Activity 14

1. Balls, balloons, bean bags
2. Juggling three balloons
3. B
4. Hands, shoulder, feet
5. juggler
6. For entertainment, recreation, as an art or sport
7. One ball hand juggling - One ball is used.
Two ball hand Juggling- Two balls are used.
8. (a) Sharp (b) Juggling object
9. Soccer, Volleyball
10. Stand with legs apart, focus your eyes on the ball or balls.
11. True

15 Rounders equipment

Practice Activity 15

1. (a) Rounder's post
(b) Rounder's bat
(c) Rounder's ball
2. Rounders

3. Played by two teams each with nine players. One of the teams performs batting or hitting the ball using the bat. The other team performs fielding or collecting of the balls hit by the batting team.
4. (a) Bamboo sticks, clean old pieces of cloth or leather
(b) Broom handle or bamboo sticks, tins, small buckets, sand
(c) Non-woven carrier bags and strings/twine
5. Cuts or open wounds
6. (a) Two (b) Bat
7. None
8. None

16 Pitch orientation

Practice Activity 16

1. Rounder's pitch
2. (a) B (b) A
3. (a) Hitting the ball using the bat
(b) Catching or collecting the balls hit the batting team
4. - Ensure that the field of play is free from dangerous objects and is flat.
- Take turns to bat the ball.
- Do not overcrowd.
5. Nine
6. (a) C (b) A (c) B
7. (a) Fielding
(b) Batting

17 Bowling in rounders

Practice Activity 17

1. Bowling
2. Using a smooth underarm action

3. Do not litter the floor with the materials, take turns when using materials as a group, handle sharp objects with care, in case of cuts and wounds, inform your teacher immediately.
4. Banana fibre, snake jump, flat rope skipping, donut skips, scissor jumps, cross jumps
5. height
6. sisal fibre is stronger and long lasting compared to paper bags
7. True
8. Easier

21 Skipping techniques

Practice Activity 21

1. - Minimise the space between you and the ground.
- Keep the toe pointed downwards
- Land softly on the balls of your feet at every bounce
2. Legs, feet, hands, arms, wrists
3. To make skipping
4. - Wear suitable sport's kit
- Use a flat and smooth ground
- Keep safe distance from each other
- Maintain the correct posture
- Do enough warm up and cool down exercises
5. Softly
6. True
7. Flat
8. Slightly bent

22 Single bounce

Practice Activity 22

1. Skip/jump once for each turn of the rope
2. Single bounce
3. - Helps in weight loss
- Helps in attaining body balance, coordination and agility
- Helps to keep away lifestyle diseases
- Improves heart rate
- Improves blood circulation
4. Both feet
5. Balls of the feet
6. Upright
7. - Diabetes
- Heart diseases
- Obesity
- High blood pressures
8. At any suitable place

23 Double bounce

Practice Activity 23

1. In single bounce one jumps once while in double bounce one jumps twice for every turn of the rope
2. -wear suitable sports' kit, do enough warm up and cool down exercises, use flat and smooth ground
3. Diseases associated with the way a person or group of people lives.
4. Balls of the feet
5. Together
6. - Single bounce
- Double bounce
7. Safety measures/tips

24 One foot bounce

Practice Activity 24

1. Jumping on one foot only for each throw of foot bounce
2. - Double bounce
- Single bounce
- One foot bounce
3. - Running on the spot
- Hopping on the spot
- Kicking the air
- Maasai Jump
4. - Single bounce
- Double bounce
- One foot bounce
5. Comfortably
6. One foot
7. Warm up
8. Balls of the feet

End of Term 1 Assessment

1. oval
2. One
3. False
4. On your marks, Go
5. fair
6. both feet
7. Team work
8. improvisation
9. Sticks
10. To keep the environment clean
11. two hands
12. spread
13. above
14. Honesty
15. staggered
16. On your target
17. long
18. above
19. short
20. one hand
21. chest
22. commitment
23. the most common
24. bouncing
25. Three-quarters

Term 2

25 Forward roll

Practice Activity 25

1. (a) Hands, legs back
(b) To avoid hurting or injuring your face or head.
(c) - Perform enough warm up and cool down activities.
- Be well spaced.
- Follow teacher's instructions.
- Work on a flat surface.
- Remove dangerous objects.
- Avoid slippery ground.
2. (a) Hands (b) Tuck
3. It is easy to perform
4. (a) True (b) True
(c) False (d) False
(e) True

26 Backward roll

Practice Activity 26

1. (a) hands, legs, the back
(b) - Use a flat surface/ground.
- Avoid wet ground.
- Perform enough warm up and cool down exercises.
- Space out.
- Follow the teacher's instructions.
- Wear fitting P.E Kit.
(c) - Carrying load on the back.
- Lifting heavy objects with hands.
- Balancing yourself as you perform activities.

2.

Backward roll	Foward roll
- Roll backwards - Head first	- Roll forward - Head last
3. Forward roll
4. the reverse of
5. Tuck
6. back ward
7. crouch
8. (a) False (b) True
 (c) True

27 Headstand balance

Practice Activity 27

1. (a) Headstand
 (b) Hands, head, legs
 (c) - Warm up and cool down exercises
 - Fitting P.E Kit
 - Use flat ground
 - Avoid slippery ground
 - Follow teachers' instructions
2. kneel 3. Squatting
4. a triangular 5. inverted
6. forward 7. forehead
8. (a) True (b) False

28 Handstand balance

Practice Activity 28

1. (a) Handstand
 (b) hands, body (trunk), legs
 (c) body is straight and inverted
2. (a) Falling sideways injuring the hands/wrist
 (b) - Perform enough warm up and cool down

- Use flat ground
 - Avoid wet ground
 - Wear appropriate sports kit
3. - Balancing as you walk.
 - Confidence and courage.
 - Correct posture.
 - Lift heavy load with hands.
4. Hand stand - balancing done with hands
 Headstand - balancing done using the head and hands
5. (a) hands
 (b) open and well spread
 (c) straight
6. (a) ✓ (b) ✗
 (c) ✗ (d) ✓

29 Two-action sequence

Practice Activity 29

1. Performance of two gymnastic skills in a smooth and continuous manner.
2. One action is first performed then the other one is done without a break (one after the other).
3. - Avoid crowding
 - Wear correct P.E. Kit.
 - Follow teacher's instruction.
 - Use flat ground.
 - Do enough warm up and cool down exercises.
4. - Concentration from one activity to another.
 - Improvement of other skills
 - Enhance co-ordination
 - Promote endurance
5. Two
6. Flows smoothly
7. (a) True (b) True
 (c) False

30 Three-action sequence

Practice Activity 30

- Three
- (a) Space out.
 - Perform enough warm up and cool down exercises.
 - Follow the teacher's instructions correctly.
 - Use flat surface.(b) To avoid injuries or accidents.
- It helps in concentration as you perform various activities.
 - Enable us to perform more than one activity at a time.
 - Coordination
- Squat stand forward roll, squat stand
- Three action sequence has three activities while two action sequence has two activities.
- Spread out well
- Two
- (a) True (b) True
(c) False

31 Four-action sequence

Practice Activity 31

- Performance of four gymnastic actions in a smooth and flowing/continuous manner.
- Two
- Four

- Four action sequence involves four activities while three action sequence involves three activities.
- Spacing out
 - Wearing correct P.E. kit (any other appropriate response)
- (a) Rolling forward from a squatting position.
(b) It is a reversed forward roll.
(c) An upside down balance using the head and hands.
(d) An inverted balance using the hands.
(e) Remaining in a stable position for some time.
(f) Performing two or more actions smoothly and continuously.

32 Floating device

Practice Activity 32

- (a) A - Ring floater
B - kick board floater
(b) floating when swimming
- Front crawl
- Tyre tubes, Big bottle
Light pieces of wood
- Accept any appropriate drawing of a floater.
- (a) Front crawl or free style.
(b)
 - Hands move in alternate directions.
 - When one hand is in water, the other one is out.
- (a) ✓ (b) ✗
(c) ✗ (d) ✓
- Float
- Alternately
- False

10. - Shower before you swim.
- Visit the toilet before getting into the swimming pool.
- Do not swim immediately after eating.
- Read and follow the pool rules.

33 Crouch surface dive

Practice Activity 33

1. (a) Crouch surface dive, diving in swimming.
 - (b) - To enable the swimmer to have a good grip of the swimming pool edge.
 - To avoid falling into the water.
 - (c) Straight in front.
2. To avoid injuries/accidents
3. Edge
4. Adequate
5. - Shower before swimming.
- Avoid eating immediately before swimming.
- Read and follow pool rules
6. (a) headstand (b) handstand

34 Standing surface dive

Practice Activity 34

1. Standing surface dive

Crouch surface dive	Standing surface dive
- Starts from crouch position.	- Starts from standing position.

- One foot grips the edge while the other one is behind for balance.	- Feet are hip-width apart.
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3. To avoid injuries or accidents.
4. Front crawl.
5. - Stand with feet hip-width apart
- Bend the knees and hips
- Curve the upper body
- Straighten arms to face the water.
6. Covered.
7. - Management of stress
- Good metabolism
- Avoidance of lifestyle diseases
8. - Swimming costumes
- Swimming caps
- Swimming goggles
- Floaters

35 Frisbee game

Practice Activity 35

1. Accept a circular disc
2. By catching the disc in the opponent's end zone
3. Draw and label well.
4. Seven (7)
5. Tenniquoit
6. Frisbee disc
7. (a) End zone
- (b) 64 metres by 37 metres
- (c) 18 metres by 37 metres
- (d) Catching
- (e) Seven (7)
- (f) 90

36 One-handed rim catch

Practice Activity 36

- (a) Because the disc is easy to catch between the thumb and fingers.
(b) When catching the disc throw high, in front or behind the one receiving.
- Avoid crowding.
- Perform enough warm up and cool down activities.
- Focus your eyes on the flying Frisbee disc.
- Enables a person to carry things easily with one hand.
- Improves the skill of catching in other games.
- Strengthens our hand muscles.
- (a) Thumb is on top of the disc.
(b) Thumb is placed under the rim of the disc.
- One hand
- (a) False (b) True
(c) False (d) True

37 Forehand throw

Practice Activity 37

- Middle range and short range throws **or** medium and long throws
- On the top of the rim
- (a) Far (b) Flick
(c) Wide apart (d) On top
- (a) False (b) True

38 Backhand throw

Practice Activity 38

- (a) Backhand throw
(b) one
- Backhand is for short and medium throws while Forehand is for long throws
- Forehand - positioning of the hands is easier
- (a) Space out
(b) Perform enough warm up activities
- (a) Medium, long (b) propel quick
(c) rectangular (d) wrist
(e) incoming

39 Warm-up and cool down activities

Practice Activity 39

- helps prevent injuries, prepare body for intense exercises
- increased blood flow
- prepares muscles for activity
- prevents stress and fatigue
- A brisk walk
- Static stretching
- Seated forward bend
- Knee to chest pose
- Body curls
- It will pump blood better
- Warm up
- They will become more flexible **or** increases range of motion of joints
- Decrease
- Proper sports/PE kit.
- Normal

9. - Helps muscles to relax
- Not get soreness or swollen

40 The human heart

Practice Activity 40

1. (a) Heart
(b) Rib cage
2. (i) Pumps blood to lungs
(ii) Provides oxygen and nutrients to body tissues
(iii) Helps get rid of body waste and carbon dioxide
3. - Hold the wrist with the thumb and count
- Place the finger on the main blood vessel around the neck and count
4. B
5. Carbon dioxide, urine, faeces
6. Coronary heart disease
cardiovascular disease CVD
7. True
8. (i) running (ii) skipping
(iii) push ups
9. Oxygen, nutrients
10. B

41 Cardiorespiratory endurance

Practice Activity 41

1. Lungs, heart and blood vessels
2. - Playing games that involve running
- Running long distances
3. Exercising
4. To improve efficiency and avoid heart related diseases
5. It refers to the measurement of how

well your heart, lungs and muscles work together

6. (a) skipping (b) running
(c) swimming (d) gymnastics
7. True
8. (a) ✗ (b) ✓
(c) ✗ (d) ✓

42 Muscular strength

Practice Activity 42

1. Ability of a muscle or group of muscles to produce maximum force in a single maximal contraction.
2. - Helps reduce chances of injuries.
- Helps maintain good body posture.
- Strong bones with high density
3. (i) Wear correct P.E kit
(ii) Space out
(iii) Do not lift weights that are too heavy
(iv) Follow teacher's instructions carefully
4. - Lifting weights
- Press ups or push ups
- Shadow boxing
5. Strong
6. Muscular strength
7. Avoid
8. Lower back pain.
9. Injuries

43 Muscular endurance

Practice Activity 43

1. Ability of a muscle or a group of muscles to perform an activity for a long time without getting tired or fatigued.

2. - Splits in gymnastics
 - Weight lifting
 - Running
3. - Prevent injuries
 - Improving posture
 - Improving performance during competition
4. - Wear correct P.E kit
 - Perform warm up and cool down activities
 - Use surface free from dangerous objects
5. Strong
6. True
7. endurance

44 Muscular and joint flexibility

Practice Activity 44

1. It is a point where two or more bones meet.
2. - Enables muscles to support joints.
 - Enables greater range of movement at a joint.
 - Helps blood to flow to the muscles.
 - Helps to avoid injuries when performing exercises.
3. - Walking
 - Stretching
 - High knee exercises
4. Because he is not flexible. His joints are stiff
5. - Parts of the human body: Muscle, heart, joint
 - Fitness components: speed, endurance, stamina
6. Freedom
7. Tearing

8. True
9. Stretching backwards and forwards, sit ups, stretching side to side.

End of Term 2 Assessment

1. Crouch
2. Shoulder-width apart
3. To avoid injury
4. C
5. Upside down
6. Forehead
7. Triangle
8. Hands
9. Balance
10. Flowing
11. Two
12. True
13. True
14. Two
15. Four
16. D
17. Down
18. Squatting
19. Vertical
20. Thumb
21. Under
22. Maximum
23. - Warm up activities - Performed before exercise
 - Cool down activities - Performed after exercise
24. Heart
25. A

Term 3

45 Nutrition and sports performance

Practice Activity 45

1. (a) Drinking water
 - (b) - Carry water in a clean water bottle or container
 - Drink from the school tap
2. Hydration - adequate or enough water in the body.
 - Dehydration - inadequate water in the body.

3. To remain hydrated
4. We become dehydrated
5. (a) Sweating
(b) Exercising in hot conditions
6. Tiredness, muscle cramps, dizziness
7. She was dehydrated
8. (a) melon, orange
(b) vegetables, fluids like porridge and tea, fruits, sports drinks
9. 8 (eight)
10. - The source of water should be clean for example tap or chlorinated water.
- Boil water before drinking.
- Use water guard.
- Cover water storage containers.

46 Healthy eating habits

Practice Activity 46

1. Food containing all food groups
2. Accept any answer with all food groups
3. (a) Alice
(b) She is eating a diet with all food groups and drinking water for hydration
(c) Carbohydrates, proteins, vitamins, minerals, water/fluids
4. Friendship, kindness (values)
5. - So that they may perform well.
- Healthy balanced diet gives the body nutrients that enable us to perform well in sports.
6. Kwashiorkor, marasmus
7. To be healthy and fit
8. They provide vitamins and roughage
9. (a) False (b) True

- (c) True (d) False
(e) True

47 Food intake during physical activity

Practice Activity 47

1. A. Banana: Yes
B. Chips: No
C. Juice/soda: No
D. Fruits: Yes
E. Cake: No
F. Bread: Yes
2. Carbohydrates, proteins, vitamins, minerals, water/fluids
3. - Carbohydrates: ugali, chapati, roasted potatoes
- Proteins: beef, pork, milk
- Vitamins: tomatoes, bananas, oranges
4. (a) Carbohydrates - energy
(b) Proteins - building muscles
(c) Vitamins - repairing/replacing cells
(d) Water/fluids - hydration
5. Water/fluids
6. True
7. water
8. balanced

48 Dealing with emotions

Practice Activity 48

1. (a) Feelings; positive or negative
(b) Positive feeling of being comfortable, healthy or happy in life.

- (c) being friendly, generous and considerate to one another.
- Positive: good
Negative: bad
 - (a) You become happier (b) healthier
 - (a) Kindness, helping or assisting others
(b) Sharing
(c) Reaching out to the less fortunate
 - Talk to somebody so that the issues can be solved or sorted out
 - To lead a healthier happier life.
 - (a) Correct (b) Wrong
(c) Correct

49 Alcohol and drug abuse in games and sports performance

Practice Activity 49

- (a) Cigarettes (b) Alcohol
(c) Miraa/khat
- Bhang, cobbler's glue (accept any other drug)
- Excessive taking of legal or illegal substances
- They are harmful to the body
- Taking drugs
- (a) Bad habits
(b) Being banned from participating in sports
- (a) Poor performance
(b) Violence in sports
- Doping
- (a) Coughing (b) Red eyes
(c) Not concentrating in class
- Absent mindedness, violence, truancy (absenteeism)

- (a) They improve performance.
(b) You do not get tired.
(c) You become famous.
(d) You will have more energy.

50 Alcohol and drug abuse in games and sports performance

Practice Activity 50

- Bhang, alcohol

Short term effects of drug use	Long term effects of drug use
(a) Slows brain functions	(a) Addiction
(b) Drowsy feeling	(b) Seizures
(c) Headache	(c) Poor performance
(d) Slurred speech	(d) Damaged organs
(e) Mood swings	(e) Diseases like cancer
(f) Nausea	(f) Death

- Refuse; report to the teachers
- Peer pressure
- Availability of alcohol and drugs
- Cheap or affordable
- Refuse; report to the authorities like the headteacher.
- They might be laced or mixed with drugs.
- Report them or ask them to stop the habit and if they refuse, stop their friendship.
- Wrong
- C

10. (a) Telling people the truth through barazas
- (b) Posters
- (c) Church announcements
- (d) Youth forums or meetings
11. - Ask him or her to open up to the teacher, parent or guardian to get help.
- Tell him or her the disadvantages of the habit so that they can stop.

51 Common injuries in games and sports

Practice Activity 51

1. (a) First aiders are attending a casualty.
- (b) The first aider; in green and yellow respectively (Peter and Mary) while the casualty is in a blue T-shirt (Tom).
2. The first and immediate help given to an injured or sick person until full medical treatment is available
3. - Casualty is the sick or injured person
- A first aider is the person who gives immediate help to the casualty
4. strain, sprain, dislocation, bruise, fainting
5. A - Airways
B - Breathing
C - Circulation
6. It helps the first aider know what the problem is and assist the casualty
7. (a) Protective gloves, bandage, water, cotton wool.

- (b) contamination; casualty's blood may be contaminated and cause infection.
8. Casualty
9. Talk to her and see if she responds
10. Check if the airways are open and if the casualty is breathing. Look at the chest to see if there is a 'down, up' movement to indicate breathing
11. (a) Checking airways to confirm if the casualty is breathing
- (b) When the casualty has difficulty in breathing
- (c) Let the casualty lie facing up. Tilt the head at an angle. Hold the chin up
12. A; hold the wrist between the thumb and the fingers. Count the number of heart beats
B; check the main blood vessel at the neck. Place the thumb on it. Count the number of heart beats.
13. Touch or hold the person as you talk to him or her gently.
14. When a person is injured or hurt.

52 First aid box

Practice Activity 52

1. First Aid Box
2. Cotton wool, bandage, dressings, pain relievers, gloves, soap, scissors, tweezers, safety pins
3. Crossword

1. sling	2. tweezers
3. gauze	4. gloves
5. bandage	

53 Bruise

Practice Activity 53

- (a) He has a bruised or injured arm
(b) He is feeling pain
(c) A bruise
(d) Calm or reassure him
- Falling on rough ground, being hit with force
- Bleeding, pain, discolouration, swelling, tenderness
- Wear gloves, wash the bruise well with running water, ensure the casualty is comfortable
- Pain, swelling, discolouration, swelling tenderness
- apply cold compress, give pain killers
- True

54 Nose bleeding

Practice Activity 54

- Nose bleeding
- He was hit on the nose by the ball.
- The ball burst open the small blood vessels in Jeremy's nose
- From the head
- No
- Give him first aid or call the teacher to administer first aid
- Dryness in the nose, being hit on the nose, sneezing hard with the mouth closed
- Ensure the casualty sits down and leans forward
 - Wear gloves to avoid cross-infection or contamination
 - Ask casualty to gently press the soft part of the nose to stop bleeding

- To avoid blood flowing back into the throat and block the airways
- have casualty sit and lean forward.
 - press the nose on the soft part gently.
 - collect blood spills with a clean cloth.
 - massage the forehead gently using a cold damp piece of cloth.
 - take the casualty to hospital if bleeding continues.
- True. To avoid cross-infection or contamination.

55 Types of wound - clean cut wounds

Practice Activity 55

- Opening
- Cleaning
- Sharp objects, falls on the ground
- (a)
 - Cleaned the wound using clean water and antiseptic
 - Applied direct pressure to stop bleeding
 - Covered the wound with bandage
 - (b)
 - Wore gloves
 - Ensured no contamination
 - Made sure Mary was comfortable
- Sterile or medicated; with no germs or bacteria
- Knife, tin opener
- Bandage
- Piece of cloth, bark from a tree, leaves
- Dressing
- First aider

56 Transporting on injured victim

Single human crutch method

Practice Activity 56

1. Used to support a victim to walk
2. - Casualty places the arm on the first aider's shoulder.
- The first aiders supports the casualty to walk.
- Casualty and the first aider should be approximately the same height.
3. Used on a casualty who can open eyes and respond by moving
4. using a human crutch. Ensuring the casualty is comfortable and safe in between the first aiders
5. Single human crutch
6. True
7. First aid

57 Leisure activities

Practice Activity 57

1. Playing, reading, walking, visiting friends or beautiful places like parks, hiking
2. - Passive - activities that someone is not participating in the activity.
- Active - activities that someone is fully involved in as a participant.
3. passive participant
4. Leisure time
5. - Reading a story book
- Watching a movie
- Spectating or cheering a team
6. False

7. Children's home, market place, community playing ground
8. Soccer, skipping, Kabaddi, handball
9. Active participant
10. Enjoyment/fun, relaxation, emotional satisfaction

58 Leisure and time management

Practice Activity 58

1. (a) To help the family spend leisure time well or wisely.
(b) Visiting places, playing games, watching movies, window shopping
2. - to ensure that time is not wasted
- so that you benefit from the leisure time
3. Ability to organise the activities you plan to perform within a given time.
4. false
5. visiting places, spectating matches
6. - choose an activity that is not dangerous
- plan well for the activities so that no time is wasted
7. Plan

59 Care for community recreation facilities

Practice Activity 59

1. Littering, grazing livestock, dumping rubbish, using the facility for the wrong purpose, graffiti on the walls.
2. (a) collecting litter, weeding around flower beds, washing/cleaning the facility

- (b) - wear protective equipment
 - handle dangerous equipment well
3. Unacceptable writings and paintings on community facility walls
 4. (Accept any neat and well labelled facility)
 5. Sports stadium, gymnasium for keeping fit
 6. clean
 7. False
 8. Gas, paraffin, waste papers
 9. Not to litter

End of Term 3 Assessment

1. Process of obtaining nutrients that are important for the proper functioning and growth of the body
2. Dehydration
3. C
4. Nutrients
5. Sonia
6. A
7. Friendly
8. Doping
9. Not intended for
10. A
11. Airways, breathing, circulation
12. Casualty
13. Cross infection
14. Calming
15. Triangular bandage
16. Headteacher's office
17. Cold compress application
18. Sharp objects
19. To avoid cross infection
20. A
21. Active
22. A
23. A

24. - To replace water lost through sweating
- To avoid the body becoming dehydrated
25. Fatigue

End of Year Assessment Papers

Assessment Paper 1

1. Astride
2. Hard plastic, clay
3. Round
4. To make the balls be enough for use
5. Soccer
6. Outside of the foot
7. Instep
8. Inside of the foot
9. Upper
10. Juggling
11. Long nails
12. Accept a post drawn showing the base, pole and the rubber top cover
13. - Check for the correct labelling of the parts
- Accept correctly drawn rounders bat
14. B
15. Nine
16. Batting
17. Fielding
18. Bowling
19. Thumb
20. C
21. Battling
22. Handle
23. B
24. Post
25. Fourth

Assessment Paper 2

1. B
2. A
3. Banana split
4. Loosely
5. Circular
6. Slightly bent
7. 3
8. Once
9. B
10. Double bounce
11. Together
12. Balls
13. Over
14. Close to the body
15. Smooth and coordinated
16. Head
17. B
18. U and down
19. Fingers
20. D
21. Check casualty's airways
22. True
23. False
24. False
25. True

Assessment Paper 3

1. Cool down
2. C
3. Lungs
4. 60 to 100 beats
5. A
6. Lungs
7. Strengthen
8. Appropriate weights
9. Without getting tired
10. A
11. D
12. Carbohydrates

13. To give the body protection
14. B
15. Cobbler's glue
16. First Aid Box
17. Bruises
18. Legs
19. A
20. Forward
21. One leg
22. Unconscious
23. C
24. Running, skipping, walking, playing ball games
25. - to retain friendship
- to avoid hurting others
- because it is a value

Assessment Paper 4

1. Track
2. Team mates or individuals working together to achieve a common goal.
3. Gather or assemble the locally available material
4. - Warm up (Accept any other correct response)
- Focus eyes on the ball.
- Be alert.
- Do not crowd.
5. With both hands, fingers well spread around the ball. The ball should be held behind the head
6. Committed
7. Bounce
8. Old clean mattresses, old newspapers, unused shopping paper bags, strings, dry grass.
9. Clean
10. Ball, beanbag
11. A - Knob B - Barrel
C - End cap
12. Bat, ball

13. False
14. Attacking
15. Outside
16. Old unused paper bags, plant fibres, bark, strings or thread, sisal twine.
17. Close to
18. Single foot
19. Space out
20. One foot at a time
21. Draw accurately.

22. Overhead pass	The ball is thrown above the head
Underarm pass	The ball moves below the waist
Bounce pass	The ball bounces on the ground to receiver
Chest pass	The ball is released from the chest level

23. The ball
24. - Carbohydrates - Proteins
- Vitamins - Mineral salts
25. Harmful

SOCIAL STUDIES

1 Natural and built environments

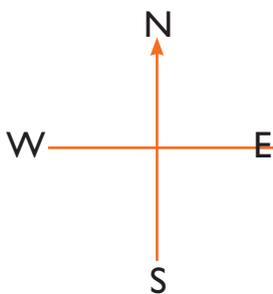
Natural environment

Compass direction

Practice Activity 1

1. An instrument that is used to tell directions.

2.



3. Cardinal points

4. (a) North (b) West

(c) South (d) East

5. (a) North West (b) North West

(c) South East (d) South East

6. (a) The school (b) Hospital

(c) Tree (forest) (d) Tea plantation

7. 4

(ii) A - North B - West

C - East D - South

8. Accept correct diagrams.

9. (i) Eastern

(ii) Southern

(iii) North eastern

(iv) North Northern

(v) Western

(vi) North Western

(vii) South Eastern

10. (i) South west (ii) Police station

(iii) Tea farm (iv) North east

11. (i) East (ii) South

(iii) Right hand (iv) East

12. Because it helps us with direction of different places.

13 - 14 Check and accept correct responses.

Location and size of the County

Practice Activity 2

1. (i) 47 counties

(ii) Mark appropriately.

(iii) Mark appropriately.

2 - 8 Accept correct answers.

9. (i) Amani County

(ii) 4 sub-counties

(iii) Maji Mazuri Sub-county

(iv) Eastern

(v) Maji Mazuri is the largest.

Physical features in the County

Practice Activity 3

1. Physical features are things that occur naturally on the surface of the earth.

For example mountains, rivers, hills among others.

2.

M	O	U	N	T	A	I	N	S
S	V	A	L	L	E	Y	S	P
O	C	E	A	N	S	E	W	L
A	R	K	K	U	E	L	A	A
R	I	V	E	R	S	L	M	I
O	O	I	S	A	L	O	P	N
O	T	E	S	R	O	W	S	S
M	S	W	Y	E	N	E	E	P

3. The teacher to mark as per the physical features in the county.

4. Assess the accurate and correct drawings of each physical feature. Ensure learners colour within margins.
5. (a) True (b) False
(c) True (d) False
6. (a) (i) river (ii) mountain
(iii) hill (iv) swamp
(b) Accept correct responses.
7. Check the accuracy of the diagram drawn.
8. Mountains and high hills.
9. Plains
10. Oceans
11. Trees attract rainfall and are a source of big rivers.
12. When we throw waste in rivers, we pollute the water hence:
 - Water is useful for both human and animals.
 - All the life in the rivers, for example fish is killed.
- 13-14. Guide the learner and accept the correct response.

Seasons in the County

Practice Activity 4

1. (A) Rainy day (B) Cold season
(C) Dry season (D) Hot season
2. Accept correct answers. Guide appropriately.
3. (a) Cold seasons (b) Rainy season
(c) Dry season (d) Hot season
4. (a) Hot seasons (b) Rainy season
(c) Dry season (d) Rainy season
(e) Cold season (f) Hot season
(g) Dry season

5. (a) True (b) False
(c) True
6. 1. Rainy season (across)
2. Cold season (across)
3. Dry season (down)
4. Hot season (down)
7. Check and accept the correct answers.

Historic Built Environments in the County

Practice Activity 1

1. They are man-made buildings or surroundings that promote and conserve culture for historical references. They include museums, monuments and cultural centres.
2. Accept correct answers.
- 3.

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

4. Mark according to the historic built environments in the County.
5. Accept correct matches.

6.

A	B
(a) A building where items from the past have been preserved.	Monument
(b) A building where old records of events and of important people can be found.	Cultural centres
(c) A building or a pillar built to remember and show respect for a person or event.	Museum
(d) A building where cultural items are kept. Sometimes cultural events are held there.	National archive

7. Accept appropriate answers.
8. (a) Museum
(b) Cultural centre
(c) Monument
9. (a) Accept correct importance of the buildings visited by learners.
- We are able to relate ourselves with the past.
 - They remind us about the history of the people who lived before us.
 - They help to unite generations that live today with those in the past.
 - They guide us on how to improve mistakes done in the past.

- They remind us about the important people in our history.
 - They help us accept our history.
- (b) - Participating in regular cleaning of the historic built environment.
- Fencing around the historic built environment.
- Renovating and repairing the historic built environment.
- (c) Assess relevance of the message in the posters created.

2 People and population

Inter-dependence of people

Practice Activity 1

- Inter-dependence is the way people depend on each other.
- food, care, love, shelter, security
- (a) pays
(b) information
(c) rely on
- Check to verify that the pictures show interdependence of people.
- (a) The teacher gets farm produce from the farmer and the teacher teaches the farmer's children.
(b) The nurse buys from the hawker and the hawker gets medical attention from the nurse.
(c) The green grocer supplies groceries to the police officer who in turn provides security to the green grocer.

Benefits of Inter-dependence

Practice Activity 2

- (a), (c)
- Check for correct forms of inter-dependence.
- Watch out for the following in the discussions.
 - Driver transports the farmer while the farmer provides food stuffs to the driver.
 - A shopkeeper provides goods from factories to the farmer. The farmer offers farm produce to the shopkeeper.
 - A carpenter buys fish from the fisherman while the fisherman buys furniture from the carpenter.
- My poster
 - Fosters unity.
 - Leads to economic growth.
 - People are able to get what they do not have.
 - People are able to get what they do not have.

Population distribution

Population distribution in the County

Practice Activity 1

- Population distribution is the way people are spread out in an area.
- Sparsely
 - Densely
 - Uneven
- Check and assess correct models of types of population distribution.

Clustered huts	Sparsely
Scattered huts	Densely
Few huts	Uneven

- depends
 - look up to

Patterns of population distribution

Practice Activity 2

- Ensure learners draw the patterns correctly. Check displaying techniques.

L	S	D	L		
C	P	E	I		
L	A	N	N		
U	R	S	E	O	
S	S	E	A	H	
T	E	U	R	E	V
E	L				
R	Y				

- Accept correct answers.
 - Assess learners drawings to represent the correct patterns of distribution identified.

3 Culture and Social Organisation

Culture

Practice Activity 1

- Is the way of life shared by a group of people for example a community.
- Food
 - Dressing
 - Song and dance
 - Artefacts
- Songs, food, artefacts

4. Maasai
5. Naming

Importance of aspects of Traditional Culture

Practice Activity 2

1. (a) Helps instill respect in children.
(b) It encourages interaction of people in the society.
(c) It brings people together.
2. Elders, parents, leaders among others.
3. Songs and dances.
4. (a) They are building a house together.
(b) Working together makes work easier, promotes togetherness and unity.
5. Accept answers such as naming, circumcision, marriage ceremonies and harvesting.
6. Herbalist
7. Accept correct answers. They may vary.
8. Accept correct answers such as wedding, initiation, naming and funerals.

The school

Practice Activity 3

1. Accept answers such as cleaning the market place, fencing the school compound, building a bridge among others.
2. (a) Accept correct answers. They may vary according to the school of the learners.
(b) - It inspires learners to work hard.
- It also guides the school.

- It also promotes discipline among learners.

3. Accept correct answers. They may vary according to the school.

4.

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

5. School motto

6.

Time	Activity
8:15 am - 10.30 am	Lessons
10:30 am - 11.00 am	Break
11:00 am - 12.45 pm	Lessons
12:45 pm - 2.00 pm	Lunch break
2:00 pm - 3.30 pm	Afternoon lessons
3:30 pm - 4.00 pm	Sports and games

7. timetable
8. Gikuyu - irio
Luhya - murenda
Kalenjin - mursik

4 Resources and economic activities

Resources in the County

Practice Activity 1

1. (a) Resources are some of the things we see on the way.
(b) (i) Tourism (ii) Fishing
(iii) Mining (iv) Forestry
2. Accept correct answers according to the resources in their counties as they will vary.

3.

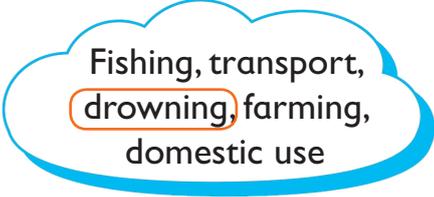
A	B
(a) Forest	Building, farming and pottery.
(b) Land	Attract tourists in our country.
(c) Wildlife	Building houses, roads, railways and dams.
(d) Water	Home for wild animals and provide raw materials for industries.
(e) Soil	Drinking, cooking, cleaning and farming.

4.

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

5. (a) True (b) False
- Water transport
6. • To avoid contaminating our rivers with waste.
• To keep it pure and clean for use.
7. (a) By planting trees to fill the empty space in the school compound.
- (b) • Because forests prevent soil erosion.
• They are also useful for they provide us with oxygen.
• Forests also cause rainfall.
- (c) Adding manure or fertiliser to the seedlings, spraying to keep off pests, weeding, mulching them to retain water.

Practice Activity 2

- (a) Conserve (b) Resource
- (a) Land (b) Forest
(c) Soil (d) Water
- Accept correct answers according to the resources found in the county.
- Afforestation Deforestation
- Resources are the things found on the surface of the earth.
- Picture A – soil.
• Picture B – Forest.
- 
- In picture A, trees are being conserved by planting more trees.
• In picture B, soil is being conserved by building gabions to prevent soil erosion.
• In picture C, people are conserving water by clearing waste in the lake.

Economic activities in the County

Practice Activity 3

- An economic activity is an activity people do in order to create wealth.
- (a) Mining
(b) Tourism
(c) Fishing
- In picture A - Mining
• In picture B - Tourism
- Nursing

Importance of economic activities carried out in the County

Practice Activity 4

1. Accept correct economic activities in the county. They may vary according to the counties learners come from.

2. (a) **Lumbering** (b) **Ginning**
(c) **Farming**

3.

A	B
(a) Trading help in the development	food in the County.
(b) Economic activities lead to improvement of	a source of income in the County.
(c) Farming provide	of towns in the County.
(d) Economic activities are	communication network in the County.

4. (a) Fishing
- Fishing is a source of food to the people.
 - People near fishing areas have been employed.

- (b) Forestry
- Forests are home for wild animals.
 - Forests attract rainfall.

- (c) Tourism
- Tourists attraction.
 - Earns the country foreign exchange.

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

Trade in the County

Practice Activity 5

1. (a) Trade is the buying and selling of goods and services.
(b) • Picture A is barter trade.
• Picture B is currency trade.
2. Mark currency trade as it is the most common medium of exchange.

3.

Goods	Services
<ul style="list-style-type: none"> • Mobile phone • A cream cake 	<ul style="list-style-type: none"> • Treating patients • Teaching learners • Plaiting hair

4. (a) Currency trade
(b) Balance is whatever remains in a shop after purchasing an item.

5.

Barter trade	Currency trade
<ul style="list-style-type: none"> • Exchanging pots for millet. • Exchanging honey for chicken. 	<ul style="list-style-type: none"> • Exchanging a textbook with KSh 350. • Exchanging clothes with KSh. 500.

6. monetary trade
7. Buying and selling of items.
8. (a) Trade provides employment to the people in the county.
(b) It is a source of income.
(c) Trading leads to the development of roads in a place.
(d) It also leads to development of towns.
9. • Selling • Buying
• Bargaining • Discounting
10. (a) Employment
(b) Income

11.

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

12. (a) drug trafficking
 (b) Mjanja was arrested
 (c) It is not good to take part in unlawful trading activities.
 (d) Consider activities such as fruit vendor, selling clothes, cereals among others.

Practice Activity 6

1. (a) Profit - This is when one makes more money than what they started with.
 (b) Loss - This is an amount of money lost by a business or organisation.
2. Barter trade
 3. Currency trade
 4. (a) peddling
 (b) haggling
5. Source of employment.

Availability of things we do not have.

Industries in the County

Practice Activity 7

1. An industry
 2. Coffee berries
 3. Sugar
 4. Shoes, bags, belts among others.
 5. Picture A - Sugar industry
 Picture B - Ginnery industry

6. Picture C - Motor vehicle industry
 (a - b)

Traditional industries	Modern industries
<ul style="list-style-type: none"> • Pottery making • Wood working and carving • Weaving and basketry 	<ul style="list-style-type: none"> • Sugarcane industry • Ginnery industry • Leather industry

7. • Industries help in creating jobs for people in the county.
 • They are sources of income for many people in the county.
 • They lead to development of roads in the county.
 • They provide market for raw materials such as coffee, tea and sugarcane among others.
 • Items produced in the industries promote trade in the county.
8. Accept correct responses.

Practice Activity 8

Raw materials	Finished products
(a) Coffee berries	sugar
(b) Tea leaves	cement
(c) Leather	coffee
(d) Sugarcane	tea
(e) Limestone	shoes

2. Coffee industry
 3. (a) income (b) trade
 (c) market (d) roads

Enterprise project

Practice Activity 9

1. Enterprise project

2. (a) Keeping poultry
(b) Keeping rabbits
(c) Tree seedling nursery.
(d) Making and selling beads.
3. (a) tynehos - honesty
(b) resbityliiposn - responsibility
(c) operacotine - cooperation
4. Accept correct answers.
5. Accept correct answers.
6. (a) Keeping chicken
(b) Feeding and watering the chicken.
(c) Sales records.

7. (a) True (b) False
8. Assess the findings learners come up with.

$$\begin{array}{r}
 \text{(a)} \quad 1500 \qquad 500 \\
 \times 4 \qquad \qquad \times 4 \\
 \hline
 6000 \qquad \qquad 2000 \\
 \qquad \qquad \qquad + 1000 \\
 \qquad \qquad \qquad \hline
 \qquad \qquad \qquad 3000 \\
 \qquad \qquad \qquad + 1200 \\
 \qquad \qquad \qquad \hline
 \qquad \qquad \qquad 4200
 \end{array}$$

$$\begin{array}{r}
 6000 \text{ (total sales)} \\
 - 4200 \text{ (money spent)} \\
 \hline
 1800
 \end{array}$$

(b) The profit is Ksh. 1,800

End of Term 2 Assessment

1. Accept answers such as food, housing, dressing, artefacts, sports and games, festivals and ceremonies, songs and dances.
2. (a) _____

(b) _____

3. (a) Jua Kali industry
(b) Weaving and basketry
4. (a) True (b) True

A	B
Fish is caught from water bodies like fish pond, rivers, lakes and dams.	Trading
Growing of crops for food and for sale and keeping animals for their products.	Fishing
Exchanging goods and services with or without use of money.	Farming

6. Currency trade
7. Accept the answers such as barter trade and currency trade.
8. Assess the learners answers. They may vary according to the counties they live in.
9. (a) Motor vehicle industry.
(b) Weaving and basketry industry.
10. Assess learners answers. They may vary according to their school.
11. (a) Female genital mutilation.
(b) Violence against women.
(c) Early marriages.
(d) Assess the learners answers.
12. Assess the learners answers. They may vary according to the counties they live in.
13. A resource is something we see on the way.
14. Accept answers such as female genital mutilation, early marriages, child abuse, slavery among others.
15. Trade
16. Assess the learners answers. They may vary according to their school.
17. Accept learner's answers such as:
 - Resources are a source of employment to the people in

the county, resources improve infrastructure in the county.

- Resources are also a source of raw materials for industries.

Accept any other correct importance of resources.

18. An enterprise project is an income generating project.
19. Accept answers such as everyone has to execute their duties, being honest on sales made as well as keeping records of every transaction made.
20. A school daily routine is a written program in a school that shows activities and time they occur every day.
21. Accept answers such as forests are home for wild animals, they are a source of food. They provide us with wood, forests protect water catchment areas and sources of rivers. Forests are also sources of herbal medicine.
22. (a) Trader is a person who buys and sells goods and services.
(b) Trading is the activity of buying and sells goods and services.
23. (a) Population distribution is the way people are spread out in a particular area.
(b) Population records are kept for proper planning and allocation of resources.
24. (a) Census
(b) Urban centres
25. (a) **T**ourism (b) **T**rading
(c) **F**arming (d) **F**orestry
26. Core values guides the school in achieving its goals.

27. Accept the core values found in your school. Answers such as:
 - (a) Making work easier.
 - (b) Promotes social and cultural interactions among people.
 - (c) Strengthens cooperation among members.
 - (d) Promotes sharing.
28. Tick (✓) yes for sentences that show the importance of traditional culture in the county.
 - (a) It promotes and preserves culture of our people in the county. **YES**
 - (b) It attracts tourists to visit our county. **YES**
 - (c) It does not promote moral values in children.
 - (d) It brings people together. **YES**
29. (a) Barter trade is the exchange of goods for other goods.
(b) Currency trade involves the use of money to buy goods or pay for services.

5 Political systems and change

Community leadership

Practice Activity 1

1. (a) Cultural leaders
(b) Religious leaders
(c) Council of elders, school leaders
2.
 - Sheikh or imam - presides over Islamic functions.
 - Council of elders - solving conflicts in the community.
 - Pastor or bishop - officiating weddings or marriages.
 - Police officer - keeps law and order.

3. (a) Council of elders
- They solve problems in the community.
 - They guide people to know what is right or wrong.
- (b) Spiritual leader
- They lead people in praise and worship.
 - They teach people about good values in society.
- (c) Cultural leaders
- They make sure that the culture and tradition of the community are not forgotten.
 - They lead people in the cultural events in the community.
4. (a) False (b) False
(c) True (d) True

Good leader	Bad leader
Integrity	Liar
Honest	Weak
Responsible	Cruel
Innovative	Corrupt
Always ready	Arrogant
Kind	

6. (a) obey
- (b)
- Be honest
 - Be disciplined
 - Be responsible

7.

⁴ D		² O	B	E	D	I	E	N	C	E	
I											
S		¹ H	O	N	E	S	T	Y			
C											
I											
P											
L											
I											
N											
E											
D	³ R	E	S	P	O	N	S	I	B	L	E

Practice Activity 2

1. • Honest • Responsible
• Kind • Discipline
• Integrity • Innovative
2. (a) True (b) True
(c) False
3. (a) honest
(b) cares
4. (a) Accept a drawing of a spear.
(b) Accept a drawing of a bow and arrow.
5. Community
6. respect

7.

Bad leader	Good leader
Liar	Wise
Not creative	Honest
Cruel	Responsible
Foolish	Accountable
Corrupt	
Arrogant	

8. Cultural

9.

Leader	Institution
(a) Sheikh	Church
(b) Elder	Mosque
(c) Bishop or Pastor	Village or Community

6 Citizenship

Good citizenship in school

Practice Activity 3

1. (a) Kind (b) Caring
(c) Patient
2. (a) honest (b) responsible
3. • Helpful • Integrity
• Punctuality

4.
 - Be caring
 - Be honest
 - Be responsible
5. Take the money to the teacher on duty.
6. By being helpful to her friend in solving some questions in Mathematics.
7. (a) Unity - work together with others in school.
(b) Obedience - obey school rules.
8. A note to a friend should include the following:
 - (a) We should care for each other.
 - (b) We should be responsible in whatever we do.
 - (c) We should love and support our school.
9. (a) Responsible (b) Trustworthy
(c) Patient

Practice Activity 4

1. A citizen is a person that belongs to a particular county.
2. Honest, patient, kind, responsible among others. (Accept any correct answer).
3. Promote peace, obey school rules among others. (Accept correct answers).
4. (a) True (b) False
5. (a) Sweeping the school compound.
(b) School rules ensure there is peace and harmony in the school.

Human Rights

Forms of child abuse

Cultural practices that are harmful to children

Practice Activity 5

1. Cultural practices are actions of a community that are guided by certain beliefs and attitudes.
2. (a) False (b) True
(c) True (d) False
3. (a) Child trafficking is when a child is stolen and sold or forced to work in other parts of the country.
(b) Sexual abuse is when young children below the age of 18 years are forced to engage in sexual acts with adults.
(c) Child abuse is any behaviour that may cause harm to the physical health or emotions of a child.
4. (a) (i) Dan - Child labour
(ii) Adah - Child trafficking
(iii) Kilia - Sexual abuse
(iv) Ruby - Child slavery
(b)
 - Physical abuse
 - Emotional abuse
 - Neglect and mistreatment
- (c)
 - Body injuries
 - Low self esteem
 - Poor health
 - Tiredness
 - Absenteeism
5. (a) Early marriages - the marriage between people where both or one parties are younger than 18 years of age.

- (b) A forced marriage is where one or both people do not consent to the marriage and pressure or abuse is used to force them into marriage.
- (c) Female genital mutilation - the practice is traditional in some cultures partially or totally removing the external genital of girls and young women for non-medical reasons.
6. (a) Encouraging children to speak up. Pay attention to who your children is spending time with.
- (b)
- Educate and rally parents and community members.
 - Empower girls with information, skills and proper support networks.
 - Provide girls and their families with income opportunities.
7. Right to medical care.
8. Right to education.
9. (a) False (b) True

Practice Activity 6

1. Child abuse is any behaviour that may cause harm to the physical health or emotions of a child.
2. (a) Female genital mutilation
(b) Early and forced marriages
3. 18 years
4. (a) Child labour is when children are made to work for money instead of going to school.
(b) Child rights are freedoms and privileges that every child's must have.
(c)
 - Tiredness

- Body injuries
 - Absenteeism
 - Poor health
 - Child performs below expectations.
5.
 - Sexual abuse
 - Physical abuse
 - Emotional abuse
 6.
 - Encourage children to speak up.
 - Be involved in the child's life.
 - Educate children on the signs of child abuse.
 7.
 - School administration
 - Children's right office
 - County government
 - Chief's office
 8. Early and forced marriages

Peace

Living in peace with others in school

Factors that promote peace in school

Practice Activity 7

1. (a) Peace is a state or period in which there is no war or war has ended.
(b) It makes people love and value one another.
2.
 - Choosing school leaders.
 - Follow the school rules.
 - Respect one another.
 - Sharing things in school such as pencils, storybooks among others.
 - Cleaning the school compound together.
3. (a)
 - Allow the children to choose their leaders.
 - Respect children's opinion.

- (b) • Encourage team work.
 - Allow the children to choose the games and sports they like.
4. Wanda to promise to look for the book and the friend to give her time to look for it.
 5. • Democracy in elections
 - Peace pledge
 - Freedom of expressions
 - Respect for diversity

Peace Education Project

Practice Activity 8

1. • Rules that will govern the project.
 - Permission for the project.
 - Choosing a leader for the project.
 - Set the goals of the peace project to be undertaken.
 2. • Follow the rules that govern the project.
 - Perform the duties given perfectly.
 3. (a) True (b) True
 - (c) False
 4. Peace is promoted as people come together to celebrate the cultural day.
 5. • Do not engage in violence of any kind.
 - Attend a peace rally.
 6. Learners to make peace messages for example:
- Love your neighbour as you love yourself.*
7. Children perform well in their studies.
 8. • Following school rules.
 - Working together/teamwork.
 9. It helps people know how to live in harmony with others in their community.

10. (a) To remain focused and achieve the set goals of the project to be undertaken.
- (b) To promote love and unity in the community.
- (c) People share their responsibilities that makes their work easier.

7 Governance in Kenya

Democracy in school

Ways of practising democracy in school

Practice Activity 9

1. (a) Encouraging learners to play or participate in the games they like.
- (b) Coming up with school rules.
- (c) Electing leaders in school.
- (d) Decision making.
- (e) Participating in class discussions.
2. • Choosing games of their choice.
- Choosing clubs of their choice.
- Making class rules.
- Sharing duties or responsibilities.
3. (a) Games of their choice.
- (b) Football, volleyball, basketball, table tennis.
- (c) Learners to write the games they would take part in.
- (d) • Making classroom rules.
- Electing leaders in school.
4. • Participating in class discussions.
- Sharing responsibilities.
- Choosing leaders in school.
5. • Electing community leaders.
- Sharing responsibilities in the community.
- Participate in class discussions.

Practice Activity 10

- Justice
 - Fairness
 - Love
 - Peace
 - Responsibility
 - Cooperation
- Promote love and peace in school
 - Learners treat each other fairly.
 - There is self-discipline amongst learners.
 - There is equality in school.
- Learners to write how they have benefited from democracy in school.
- leaders
 - value
 - games
 - clubs
 - decisions
 - peace and unity
- Promotes peace in the community.
 - People are treated fairly.
 - Promotes teamwork in the community.
 - Freedom of political expression.
 - Freedom of speech.

Functions of the Children's Government in the school

Practice Activity 11

- True
- Accept correct answers. They may vary from school to school.
 - Give learners a chance to share their work in class.
- Accept answers such as:
 - Serve as voice of learners in school.
 - Organise social, curricular and co-curricular activities in school.
 - Encourage learners to express their concerns and ideas freely.
 - Promote better environment for academic excellence.

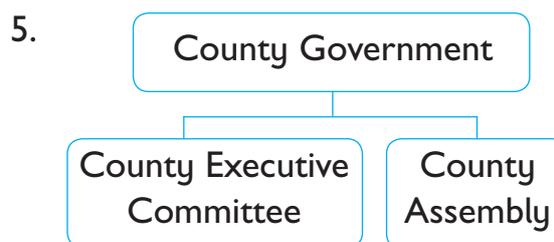
- Represent the learner in school administration, board of management and community.
- listen
 - obey
 - carry
 - appreciate
 - Assess the relevance of the letter to include ways of supporting student leaders.
 - Assess learner's findings.
 - Give learners a chance to share their findings in the community.
 - Encourage full participation.

The County Government in Kenya

Composition of the County government in Kenya

Practice Activity 12

- Assess that learners write the correct names. They may vary according to counties.
- The governor
- Makes laws at the county level.
 - Approve plans and policies at the county level.
 - Manage and coordinate functions of the county administration.
 - Oversee functions of the county executive committee.
 - Manage resources and institutions at the county level.
- Deputy governor.



Sources of money for the County Government

Practice Activity 13

1.

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

- The government gets its money from fines, cess, land rates, business permits, parking fees and market fees.
- To pay county workers.
 - To construct bus parks and other social amenities in the county.
 - To initiate and manage early childhood centers and health facilities in the county.
 - Maintenance of minor road networks in the county.
 - Erect street lights in the county.

End of Term 3 Assessment

- Accept answers such as fines, cess, business permits, licenses, parking fees, market fees and land rates.
- (a) False
(b) True
- A citizen is a person born and living in a particular country.
- Democracy
- Accept answers such as dialogue, working together, respecting each other among others.

- School president, senators, members of parliament, class representatives.
- Answers will vary according to the counties learners live in.
- Accept answers such as obeying school rules, respecting others, being honest, taking care of the school environment.
- Accept answers such as child labour, child trafficking, child slavery sexual abuses among others.
- Accept answers such as
 - Council of elders
 - Traditional leaders
- Child labour

12.

Sources of money	Meaning
(a) Fines	A license that a trader is given by the government in order to run a business in the county.
(b) Cess	Permit that is given to a trader by the government in order to operate a business.
(c) Business permits	Money levied as punishment for breaking the law.
(d) Licenses	Money levied from drivers in order to leave their vehicles in a place.
(e) Parking fees	Tax charged on the movement of agricultural goods.

- Accept answer such as right to life, right to clothing, right to a safe and clean environment.

14. Accept answers such as a physical injury, psychological harm for example low self-esteem, sadness, rebellion, depression among others.
15. (a) Accept answers such as voting for leaders of their choice, participating in decision making, among others.
 (b) Accept answers such as voting for leaders in the children's government, coming up with school rules, coming up with enterprise projects to be carried out in school, participating in decision making in school.
16. Accept answers such as integrity, responsible, tolerant, team player, honesty, good listener among others.
17. Citizenship
18. (a) True (b) True
 (c) False
19. Accept answers such as through fines, cess, business permits, licenses among others.
20. Accept answers such as playing together, being kind to others, sharing with others among others.
21. Assess the poster developed. Ensure the message is relevant.
22. Table A
23. (a) Permit (b) Cess
 (c) Licenses
24. • County Assembly
 • County Executive Committee

25.

	Child rights	Child responsibilities
(a) Washing utensils after having a meal.	✗	✓
(b) Right to safe and clean environment.	✓	✗
(c) Helping to feed animals after school.	✗	✓
(d) Doing home work.	✗	✓
(e) Right to education.	✓	✗

26.

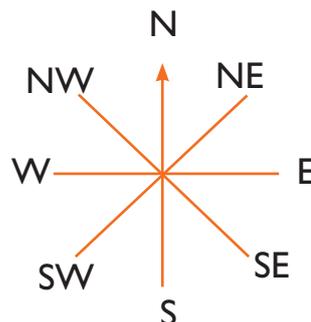
A	N	I	M	A	L	S
I	I	N	U	A	A	O
R	A	N	G	E	N	I
L	A	K	E	S	D	L
R	I	V	E	R	S	E
S	O	W	S	E	E	D

27. Industry
28. (a) Counselling them is not a form of child abuse.
29. Kabonyi gave the wrong answer.

End of Year Model Test Papers

Model Test Paper 1

- Compass
- East
-



4. Check for corrections of answers.

5.

V	A	L	L	E	Y	S	Q	R	P
M	O	U	N	T	A	I	N	I	L
P	D	S	L	A	K	E	N	V	A
O	C	E	A	N	I	Q	D	E	I
S	A	V	D	H	I	L	L	R	N
V	E	G	E	T	A	T	I	O	N

6. Check for correct answers.

7. (a) Vegetation (b) plain

8. (a) rainy (b) dry

9. cold

10. dry

11. Ensure learners correctly identify the counties bordering their County.

12. (a) esummu - museum

(b) tenunomm - monument

13. Cultural

14. Passengers are easily transported to different places by drivers. Drivers get their income from fare paid by passengers.

15. The poster is about how to care for the historic built environments or museums.

16. Accept correct diagram.

17. (a) Through dressing

(b) Through housing

18. (a) False (b) True

19. (a) Dense (b) Sparse

20. (a) Unity (b) Discipline

21. (a)

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

(b)

22. A. Currency B. Barter trade.

23. (a) Check and assess viability of the given project.

(b) Teamwork, hardwork, integrity, honesty

24. Accept answers such as tolerance, patience, humility, punctuality, fairness.

25. Obey

26. Assess the relevance of the information in posters made.

27. (a) By working for his neighbour.

(b) By being beaten.

(c) He was denied his rights as a child.

(d) Report to relevant authority for Ali to be rescued.

28. Qualities that promote peace in school include:

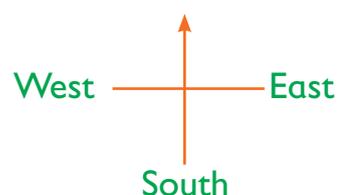
- Unity
- Discipline
- Fairness
- Respect
- Forgiveness

29. Voting to elect children's government.

30. Governor

Model Test Paper 2

1. North



2.

Qualities of a leader	Tick (✓)	Cross (X)
(a) Honest	✓	
(b) Rude		X
(c) Liar		X
(d) Respect	✓	
(e) Integrity	✓	
(f) Arrogant		X
(g) Committed	✓	

3. Inter-dependence
4. Culture is the traditional way of life.
5.
 - Obey school rules.
 - Responsible with school property.
 - Loves and cares for his or her school.

6. (a) Chief (b) Priest
(c) Head teacher (c) Village elder

7. priest, pastor, imam, apostle

8. (a) Chief (b) Priest
(c) Head teacher (c) Village

8. dress, song and dances

9. population

10. Valley

11. (a) dloc - cold
(b) tho - hot

12. Not uniformly spread

13.

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

14. (a) Mnmiig - Mining
(b) Nvewaig - Weaving

15.

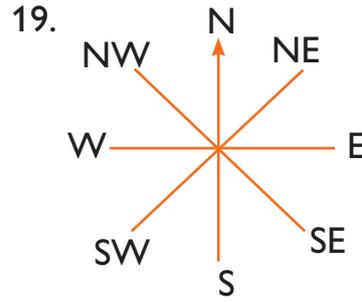
A	B
Leader	A person who leads, guides and supervises others.
Community	A group of people living in the same locality.
Leadership	The act of leading a group of people or an organisation.

16.

A	B
(a) Water	Tourism
(b) Forest	Farming
(c) Wild animals	Fishing
(d) Soil	Lumbering

17. Population distribution

18. Clustered population is where many people are living in a small area.



20. Human-made environment makes up a built environment. ✓

21.

A	B
Housing	It helps us to keep physically fit.
Dressing	We get a balanced diet.
Sports	It provides us with shelter.
Food	It keeps us warm.

22.

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

23. Assess learners' findings as they will vary according to their school.

24. Governor

25. Barter trade

26. • Council of elders - make decisions.
- Religious leaders - officiate marriage ceremonies and religious festivals.
- Cultural leaders - in charge of cultural events in the community.

A	B
Promote peace and	unity in school.
Make wise and right	decisions in life.
Choose their leaders	in school.
Appreciate and accept	other people's choices.

28. (a) Brick industry
- (b) Tea industry
- (c) Motor vehicle assembling industry

29. County executive and county assembly.

30.	P.O. Box 2019
	Mombasa
	19 th /1/2021
	Dear Essie,
	I hope you are doing fine. I wish to enlighten you on the benefits of trade as follows:
	(a) Trade promotes peace and unity as people exchange goods and services.
	(b) It also enhances culture and diversity as people interact.
	(c) Finally, trade leads to development of cities and towns in our country.
	I hope you will enjoy reading my letter.
	Please write back and tell me what you have learnt.
	Yours friend,
	Eden

Model Test Paper 3

1. four
2. (a) Fishing (b) Weaving (c) Mining
3. Assess and accept correct answers.
4. • Electing leaders who will represent other learners during sports and discussions.
- Holding discussions to decide on matters affecting learners. For example, coming up with class rules.
- Electing club officials through voting.
5. A person in charge of a group of people to help them achieve a certain goal.
6. Responsibility, honesty, co-operation, respect, integrity among others.
7. Cardinal points or compass points
8. • Fencing them.
- Cleaning them regularly.
- Educating people on the importance of caring for the historic built environments.
- Clearing grass and bushes around them.
- Painting to protect them from bad weather.
9. Mombasa county
10. Assess and accept correct answers according to the map.
11. • Fines • Land rates
- Permits • Cess
- Licenses
12. (a) West (b) East (c) South
13. Accept pictures of physical features such as rivers, hills, mountains, lakes, swamps, valleys depending on the

physical features found in their respective counties.

- Check on learners' drawing skills.

14. North

15. (a - b) Assess learner's findings as they may vary according to the counties they live in.

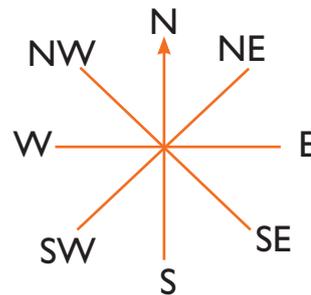
Picture	Season
	Sunny
	Rainy
	Cold
	Hot

17. Assess and accept correct answers.

18. • Walking together.
 • Avoiding arguments that could result to fighting.
 • Respecting others regardless of position in school.
 • Solving disputes in friendly manner.
 • Showing kindness to everyone.

- Taking a peace pledge.
19. (a) Rainy season - planting, weeding, harvesting rain water.
 (b) Dry season - harvesting crops, irrigation, preparing land.
20. • Solve disputes and advise other learners on how to live in peace.
 • Be good role models for others to follow.
 • Represent the needs of other learners on their behalf.
 • Enforce rules on behalf of the teachers.
21. (a) - Museum
 - Monument
 - Cultural centre
 (b) Assess as the answers may vary from the counties they live in.
22. Assess as the answers may vary from the counties they live in.

23.



24. (a) Many people living in an area.
 (b) Very few people living in an area.
25. (a) - (b)
26. (a) Religious leader
 • Officiates marriages in places of worship.
 • Leads community in prayers and worship.
 • Shape social values - built on faith based on teachings.
- (b) Council of elders
 • Teach traditional norms across generations.

- Advice members of the community in times of difficulties.
- Solve disputes among members of the community.
- Make decisions on matters affecting the community.

(c) Cultural leaders

- Ensure traditional values and cultural practices are observed.
- In charge of cultural events such as marriages, initiation among others.

27. North west (NW)

28. South East (SE)

29. (a) Rivers

- Source of water.
- Support other industries such as hydroelectric power.

- They provide water for irrigation.
- Supports economic activities such as fishing.

(b) Forests

- Home for wild animals. Such as birds, snakes and monkeys.
- A source of employment such as game wardens and tour guides.
- Source of woods.
- Raw materials to industries such as paper industry.

30. (a) True (b) False

(c) True (d) False

31. (a) River

(b) Mountain

(c) Valley

CHRISTIAN RELIGIOUS EDUCATION

Term 1

1 Creation

Practice Activity 1

- Circle correct letters.
- For identity
- They are doing different activities/they have different abilities
 - No. They are of different genders.
- My image/myself
 - Yes, I am fearfully and wonderfully made, I am God's image (any answer that portrays uniqueness)
- God created human beings/us/me
He created us to be like himself
 - God
 - God
 - Male and female/man and woman
 - Image and likeness, Him
- Singing the song in one's tune
 - God created my body parts.
 - I should use my legs to walk and preach the word of God.
 - I should use my ears to listen to what God speaks to me.
 - I should use my hands to hold and care for the needy people around me.
 - Any correct sentence about self.
 - My body parts are special because: -
 - we're created by God.
 - should be used to do God's work.

- You **created** every part of **me**. You put me **together** in my mother's womb.
- John – Good at Mathematics
 - Corrie and Ayan – dancing
 - James – fast runner
 - Beta – drumming
 - Tara – good at drawing

Good thoughts and feelings

Practice Activity 2

- Good thoughts**
 - Helping a sick sibling
 - Helping parents
 - Taking care of personal items
 - Sharing
 - (Any good thought)
- Bad thoughts**
 - Stealing
 - Lying
 - Talking about others
 - (Any bad thought)
- Give correct responses.
- happy
 - sad
- joyful, union, rejoice

Practice Activity 3

- (Any emotion the learner has experienced)
 - (any cause of the emotions listed above)
 - Any way of coping with emotions: For example, praying, asking for help, taking time to think about it, getting a solution of the situation.
- Ephesians 4:26 teaches us that if you become angry, do not let your anger lead you into sin and do not stay angry all day/ should

not get angry for long and anger should not lead us into sin.

- (b) Ephesians 4:26 (Written on a card)
- 3. (a) Mike – Ask for forgiveness/ apologise
- (b) John – forgive Mike and stop getting/ being angry

Making choices

Practice Activity 4

- 1. Nina made the right/correct/good choice
- 2. She had work to do
She had to complete the work she had been given by her mother
- 3. Imani made the right/correct choice
- 4. Yes, they decided to do and complete the work that Nina had been given by her mother
They decided to work before going to play
- 5. Yes

Choices and decisions that we make

Practice Activity 5

- 1. (a) Do school work
- (b) Help with household chores
- (c) Visit children's home
- (d) Go to church
- (e) Go for a family picnic walk
- 2. (a) Prayed
- (b) Asked herself of the results/ consequences
- 3. (a) Helping in household chores
- (b) Visiting a children's home
- (c) Doing school work
- 4. (any choice they write)

- 5. (Any benefit that the learner writes)
Helped to live in peace, unity, happily, as one family

Results of the choices we make

Practice Activity 6

- 1. Bad choices. They played instead of going where they were sent to go.
- 2. (a) Could have taken the water home before playing/then play
- (b) Could have explained to my parents, what happened without lying/hiding anything.
- 3. (a) Playing instead of doing what was required.
- (b) They did not speak the truth.
- (c) Did not give one another good advice.
- 4. (a) Broke the jerrycan
- (b) Burst the packets of milk
- (c) Maybe they were punished
- (d) Their parents were sad/unhappy with them
- (e) Their parents lacked trust in them
- 5. (any choice written by the learner)
- 6. (a) Any bad choice the learner writes down e.g. Lying, gossiping, stealing, playing instead of doing work given by parents/teachers, disobeying our parents/teachers, fighting, bullying, laziness, not doing homework
- (b) The effects of bad choices are
 - (i) bad choices make our parents unhappy
 - (ii) makes God unhappy
 - (iii) may lead to punishment
 - (iv) one may be grounded

My family

A nuclear family

Practice Activity 7

1. Members of Jane's family are father, mother and brother
2. Family of Joash is different from family of Ken
 - Ken lives with his father only
 - Ken does not have siblings and a mother
3. Brian's family has father and mother.
4. Nuclear family has; father, mother and children or mother and children or father and children
5. A nuclear family consists of:
 - (a) Father, mother and children
 - (b) Father and children
 - (c) Children only
 - (d) Husband and wife
6. Any picture drawn depicting members of a nuclear family

Extended family

Practice Activity 8

1. Photomontage of extended family members
2. Names of great grandparents
3. Common about family members is that they are members of an extended family

Family tree

Practice Activity 9

1. Grandchild
2. Tom is Jimmy's uncle
3. Grandmother
4. A drawing of a family tree

Respecting the members of my family

Practice Activity 10

1. (a) Jane – helps in fetching water for grandmother
(b) Betty – listens when elders talk to her
(c) Kim – obeys parents and does what he is told to do
2. By doing the following: -
 - Listening to one another
 - Doing what we are told to do
 - Asking for advice from our elders
 - Talking to one another politely
3. Any answer that shows respect. (Brings unity, love, unity in the family)
4. (a) To obey their parents
(b) Respect your father and mother
(c) Live a long time in the land

Family relationships

Practice Activity 11

1. Tamar was Amnon's half-sister
2. Jonadab
3. To allow Tamar to make some food for him.
4. He had a bad plan. He wanted to sleep with Tamar
5. David

Taking care when alone with people of the opposite sex

Practice Activity 12

1. (a) seek help
(b) report to an elder person
(c) shout for help
(d) defend yourself in any way (any answer that the learner gives to protect himself/herself from sexual abuse)

2. Raped
3. (a) Report
(b) Do not keep it as a secret
(c) Tell any elder person
(d) Report the matter to your parents
4. (a) True (b) True
(c) False (d) False
(e) True

Protecting myself from sexual abuse

Practice Activity 13

1. Sexual abuse is unwanted sexual activities where force is used.
2. Ways of protecting yourself from sexual abuse: -
 - (a) Not allowing anyone to touch our bodies in a bad way
 - (b) Not going to the bedrooms of people of the opposite sex
 - (c) Not to walk with people of the opposite sex in darkness/dark areas
 - (d) Let your/my parents know where we are all the time
 - (e) Dressing decently all the time
 - (f) Do not receive gifts from strangers
 - (g) Run away from anyone who gets a hold of you
3. (a) ✓ (b) ✓ (c) ✓ (d) ✓ (e) ✓ (f) ✓
4. The temple of the Holy Spirit.

Attributes of God

Practice Activity 14

- | | |
|--------------|--------------|
| (a) Holy | (b) Creator |
| (c) Caring | (d) Provider |
| (e) Powerful | |

2 The Holy Bible

Respect for the holy Bible

Practice Activity 1

1. a and d
2.
 - Don't throw the Bible.
 - Do not pour liquids on it.
 - Do not write or scribble on it.
 - Do not tear pages from it.

Practice Activity 2

1. Genesis Exodus Leviticus
Numbers Deuteronomy
2. Genesis
3. (a) Exodus (b) Micah (c) Samuel
(d) Isaiah (e) Amos (f) Esther
(g) Ruth (h) Ezra (i) Hosea
(j) Psalms
4. 27
5. (a) Matthew (b) Mark (c) Luke
(d) John
6. Joshua – Old Testament
Haggai – Old Testament
Malachi – Old Testament
Revelation – New Testament
1 Peter – New Testament
Proverbs – Old Testament
7. Genesis
8. Jerusalem, I can never forget you! I have written your name on the palms of my hands. (ISAIAH 49:16)
9. So as to know where to find particular book easily.

Bible stories

Zacchaeus the tax collector

Practice Activity 3

1. (a) Zacchaeus (b) see
(d) little man (d) crowd

- (e) sycamore (f) hurry down
 (g) welcomed (h) great joy
 (i) sinner (j) belongings
 (k) pay back four times
 (l) salvation

2. 2. salvation 1. Jericho
 3. welcome 3. sinner
 7. collector 4. people
 8. forgive 5. short
 6. four
3. Any correct thought the learner writes about Zacchaeus, Jesus, crowd.

Turning away from bad behaviour

Practice Activity 4

- Copying homework from each other
- They promised to change after the teacher talked to them
- Yes. After talking to them they promised to change.
- By helping her to understand the questions.
 - Not giving her the book to copy from.
- Write correct language

Using money wisely

Practice Activity 5

- Save it for future use/Use it as offering/Use it to help the needy
- Return the extra balance/money to the shopkeeper
- Give it to the teacher to ask for the owner
- To give back 4 times what he had taken falsely
 Share half of his wealth with the poor
- (a) Use for what it is meant for
 (b) Use it to help a needy person
 (any answer that the learner

writes of spending the money wisely)

Balaam's donkey

Practice Activity 6

- Moab, Balaam, angry, angel, road, narrow, vineyards, wall, foot, lay, three, bowed, instructions.
- An angel.
- He feared that the Israelites were spreading out everywhere and threatening to take over their land.
- a) the donkey b) God
 c) King Balak d) Balaam
- God
- (a) Follow instructions
 (b) Obey God's commands
 (c) Israelites were God's chosen people
 (d) God does not want us to speak bad things about others

Obeying god's instructions

Practice Activity 7

- No; He followed King Balak's instructions to go and curse the Israelites. Effect: God punishment.
- God is happy when we obey them.
 • They are happy when we obey them.
- No; He did not obey his father/he did not obey the instructions given by his father.
- They are happy with us and God is happy with us too.
- Curse the Israelites.
- (a) Loise
 (b) - She is the best in their class
 - Her handwriting is the best
 - She is the most disciplined girl

- She is the best in playing piano
- (c) They become unhappy/sad
- (d) (i) She felt sad/unhappy
- (ii) No; they were talking bad thing about her

Samson kills a lion

Practice Activity 8

1. (a) Read (b) B, C, D, A
- (c) A Samson with his parents
- B Samson kills a lion
- C He found bees in the body of the dead lion.
- D Samson gets honey from the dead
2. To get a wife for Samson
3. vineyard 4. Samson
5. Power of God
6. No; he did not tell his parents what he had done.
7. A swarm of bees and some honey

Trusting in God to cope with challenges

Practice Activity 9

1. (a) sickness
- (b) Lack of basic needs
- (c) Death of loved ones
- (d) Famine
- (e) Fire outbreaks
- (f) Drought
- (Any challenge the learner writes)
2. God
3. Pray to God, trust in God, seek/get help from people

Joseph interprets a dream

Practice Activity 10

1. dream, interpret, God, favourable

2. First dream

- (a) Seven (b) thin and bony
- (c) thin cows (d) fat cows

Second dream

- (a) full and ripe (b) swallowed

3. (a) First dream

- (b) Second dream

4. (a) Sad or frustrated

- (b) Seven thin cows and seven thin ears of corn

- (c) Seven

- (d) To choose a man with wisdom and put him in charge of the country

5. (a) There will be seven years of great plenty in all the land of Egypt

- (b) There will be seven years of famine and all the good years will be forgotten.

6. (a) False

- (b) False

- (c) True

Trusting in God for wisdom

Practice Activity 11

1. God

2.

K	N	O	W	L	E	D	G	E
11	14	15	23	12	5	4	7	5

R	E	V	E	R	E	N	C	E
18	5	22	5	18	5	14	3	5

S	T	U	P	I	D
19	20	21	16	9	4

R	E	S	P	E	C	T
18	5	19	16	5	3	20

R	E	F	U	S	E
18	5	6	21	19	5

3. (a) – He trusted in God
(b) – By obeying his commands.
– By being faithful in everything you do
4. An description of when the learner used wisdom to solve a problem.

Bible patriarchs

The call of Abraham

Practice Activity 12

1. country, relatives, going to show you
2. Haran 3. (C) 4. 75 years
5. His children, his friends

God changes Abram's name

Practice Activity 13

1. An agreement between two or more people
2. 99 years
3. To make him the ancestor of many nations
4. (a) Reading Genesis 12: 3
(b) To bless those who bless him and curse those who curse him. Through him, he would bless all the nations
(c) God's blessing in the learner's life e.g.: parent's life, home, family, siblings, friends, relatives, education, and basic needs. (Any blessing that the learners write)

End of Term 1 Assessment Papers

Assessment Paper 1

1. (a) Learners name
(b) Gives me my identity/identifies me

2. My skin colour, size, shape, abilities, talents, the way I behave, my hobbies, my tribe, my likes/dislikes
3. Created the world and everything in it in 6 days
4. Image and likeness
5. Father, mother and children
6. (a) Good (b) Good (c) Bad
7. Psalms
8. Happy Sad
9. We all have names
10. Cousins
11. obey, promise

(a) Unique	What you think about
(b) Thoughts	Special
(c) Feelings	To be happy or glad
(d) Rejoice	An emotional state

13. Ammon
14. (a) Yes (b) No
15.
 - Shout for help
 - Report the matter to an elderly person
 - Tell your parents/teachers about it
 - Avoid going to the bedrooms of people of the opposite sex
 - Avoid being in dark places with people of the opposite sex
 - Do not accept gifts/lifts from strangers
 - Dressing decently
16. Report the matter to her teacher/parent
17. Provider, Holy, Creator, Powerful
18. 39, 27
19. People inspired by God

Term 2

3 The Life of Jesus Christ

The Birth of Jesus Christ

Practice Activity 1

- Gabriel, Nazareth, Mary, son, Jesus, High virgin, spirit, children, nothing
- (a) Joseph
(b) She would conceive and give birth to a son
(c) Saviour
(d) He was conceived by the power of the Holy Spirit
(e) She was a virgin
(f) Angel Gabriel
(g) She was six months pregnant

How the birth of Jesus was unique

Practice Activity 2

- (a) ✓ (b) ✓
(c) ✓ (d) ✓
- Jesus was to be born by a virgin.
- (a) and b

Trusting in God's power in my life

Practice Activity 3

- For healing of her parents
- For God to help us overcome the challenges
- God has power to help us overcome our challenges
- (a) nothing, do
(b) God is powerful God can do everything, God helps us to overcome challenges if we trust in Him

The birth of John the Baptist

Practice Activity 4

- (d), (a), (c), (b), (e)
- (a) John the Baptist (b) Zechariah
(c) Elizabeth (d) Angel

The role of John the Baptist

Practice Activity 5

- (a) Prepare for the coming of Jesus Christ
(b) (i) false (ii) False
(iii) True
- (a) Called people to repent their sins and baptised them in Jordan
(b) To repent their sins
(c) They were cousins

The Miracles of Jesus

Healing of Blind Bartimaeus

Practice Activity 6

- (a) Jericho (b) blind beggar
(c) Bartimaeus (d) mercy
(e) scolded (f) quiet
(g) call him (h) threw off
(i) see
- Well-coloured picture and few sentences about the healing of Bartimaeus
- (a) Timaeus
(b) He wanted to see/wanted to be healed
(c) People in the crowd/the crowd
(d) Yes, that's why he called Jesus for help
(e) Have faith in Jesus, seek help, Jesus has power to heal
(f) True

4. (a) - Always seek help when in challenging situations/
When in problems.
- Have faith in God.
(b) We should be kind to them.
5. (a) Faith (b) confidence
(c) trust (d) patience
6. (a) True (b) False
(c) True

The ten lepers

Practice Activity 7

1. Any correct description and more of the ten lepers that the learner writes.
(a) seeking help from Jesus
(b) Jesus sending them to be examined by the priests and teachers of the law
(c) one of them going back to say thank you after he got healed and the other nine walking away.
2. (a) leprosy
(b) Son of David, pity.
(c) Clean (d) One, thank
(e) Faith
3. (a) Seek help
(b) Always be thankful
4. thankful/grateful
5. (a) Praying and thanking Him.
(b) Appreciating what we have.
(c) Sharing what we have with the needy.
6. (A) True (B) True (C) False
7. • Saying thank you to them.
• Helping them in return.
• Sending them a thank you card.

Jesus raises a widow's son

Practice Activity 8

1. Nain, funeral, widow, pity, coffin, sat, fear, save

2. (a) Sad
(b) By raising her son back to life
(c) A great prophet has appeared among us. God has come to save his people
3. Jesus has power over death/We should trust and have faith in Jesus
4. Pray, seek for help, trust in God.
5. Jesus is the resurrection and the life.
6. (a) Tick (b) Tick (c) Wrong

The teaching of Jesus Christ

Forgiveness

Practice Activity 9

1. (a) Went home together, discussed and revised together
(b) Their teacher
(c) Yes
(d) Should live in peace, should forgive one another all the time
2. (a) We should not take revenge/We should be ready to forgive
(b) Revenge
3. (a) True (b) True
(c) False (d) True
4. (b) Forgive
5. (a) Forgive him/her
(b) Tell him/her the need/importance of helping others.
6. (a) We live happily with them.
(b) Others feel happy
(c) We live in peace with each other (God is happy with us and brings about better understanding of each other)
7. a and b are correct, c is wrong

Helping those in need

Practice Activity 10

1. A needy person is one who is in need of our help.
2. The sick, aged, refugees, Internally displaced people, orphans, street children, the disabled
3. Showing them love and care/Providing basic needs/Providing what they need
4. Share with him what you have
5. asks, give, borrow, lend
6. (a) ✓ (b) ✗
(c) ✓ (d) ✓
7. Love and kindness

The parable of the lost coin

Practice Activity 11

1. (a) He lost some coins
(b) Sad/unhappy/disappointed
(c) Yes: he could not buy the items without the coins/correct amount
(d) To be responsible/To do what is required
2. (a) A woman had 10 coins, she lost one coin.
(b) She swept the house and sought for the lost coin until she got it.
(c) She was happy when she found the lost coin.
3. - To show that God is happy when sinners repent
- We should bring the lost back to the church
- Angels are happy when a sinner repents
(God values all of us even sinners)
4. (a) True (b) False (c) True
5. A righteous life is living a morally upright or holy life.
6. (b)

Parable of the mustard seed

Practice Activity 12

1. Kingdom of God, seed, a tree
2. (a) the mustard seed.
(b) A tree
(c) Build/make their nests on its branches.
3. To show how the word of God is spreads and how people benefit from it.
4. c, a, b
5. (a) True
(b) Preaching reading the Bible for others doing good acts, doing what the word of God says, evangelizing.

Nicodemus encounter with Jesus Christ

Practice Activity 13

1. A paragraph about Nicodemus meeting Jesus.
2. (a) Wanted to know about eternal life.
(b) To be baptised of water and spirit.
(c) By accepting the teachings of Jesus and accepting Jesus in one's life.
3. Well coloured path.

Importance of baptism

Practice Activity 14

1. It's a sign that one has repented their sins /One gets closer to Jesus Christ
2. C
3. - For God to forgive us
- To have a better relationship with God
4. We should be born again.

5. God gave his only son to the world to bring salvation to all.
6. (a) ✓ (b) ✓ (c) ✗ (d) ✓ (e) ✗

End of Term 2 Assessment Papers

Assessment Paper 1

1. Nazareth
2. Angel Gabriel
3. (a) Announced by Angel Gabriel.
(b) Mary conceived by the power of the Holy Spirit.
(c) Prophesied by Isaiah.
4. Mary conceived by the power of the Holy Spirit.
5. By the power of the Holy Spirit
6. doubt God's message
7. Priest
8. repent
9. can not
10. Zechariah and Elizabeth
11. Bartimaeus
12. Guiding him on where to pass, helping him to pick fallen things.
(Any answer that shows care and concern.)
13. One
14. raising her son
15. Thank you
16. Many times
17. Orphans, the sick, aged, prisoners, refugees, the poor, the disabled.
18. When He raised the son of the window of Nain.
19. Jesus has power over death
20. Forgive her and try to look for it with her.
21. forgive
22. To bring new members to the church, God is happy when a sinner repents.

23. Anything that they value most and the reason why they value it.
24. Kingdom
25. Nicodemus.
26. Self-control
27. Laid hands on them and blessed them.
28. Wash it, iron it, mend it if it is torn (any way of caring for the handkerchief)
29. (i) For them to last long
(ii) To avoid spoiling them.
30. Burning incense/performing his priestly duty.

Assessment Paper 2

1. Jesus
2. Holy Spirit
3. Nazareth
4. Trust, Obedience, Faithfulness
5. Definition of the word unique using any digital device
6. He was conceived by the power of the Holy Spirit
7. Mary
8. Zechariah and Elizabeth
9. A ✓ C ✓
10. Jordan
11. heal
12. One
13. (a) Life (b) food
(c) family (d) good health (education, friends).
14. Nain
15. Raised her son.
16. To be kind to each other
17. Nicodemus
18. John the Baptist
19. Called her friends and neighbours to celebrate.
20. (a) Read the words of God to people.
(b) Tell people about God.
(c) Live according to the teachings of the Bible.

21. Marks the end of the life of sin and shows that one is ready to begin a personal journey/relationship with Christ.
(b) Self-control, trust.
22. You are punished
23. Honour your father and mother
24. Kindness
25. Powerful
26. (i) Read what the Bible says about sin, Use the digital devices correctly and wisely

27.

T	S	P	G	I	V	E
H	H	R	N	Z	S	P
C	A	E	I	N	I	K
P	R	A	Y	I	N	G
E	I	C	A	C	G	E
A	N	H	L	M	I	R
C	G	I	P	V	N	A
H	E	L	P	I	G	G

28. God's power enabled him to interpret the dreams.
29. Refuse the lift/offer
30. Any colourful poster to thank God for the many blessings in life.

4 Christian Values

Resisting sexual temptations

Practice Activity 1

- To go to bed with him
- He did not want to sin
- He was a faithful man
- He trusted in God
- (a) Potiphar's (b) Jacob
(c) Potiphar (d) refused
(e) trusted (f) resist

- To have self-control.
- To be faithful and trustworthy.
- (a) Girls write: male teachers, father, uncle, school nurse
- Boys write: female teachers, mother, aunt, school nurse
(b) (i) Avoid touching them inappropriately
(ii) Talk to them with respect
(iii) Avoid walking with them in dark places
(iv) Treating them with respect
(v) Dressing decently
(Any appropriate precaution)

- (a) Refuse because he was a stranger
(b) Report the case to the teacher

- (a) Kidnap you
(b) Harm/hurt you
(c) Poison you
(d) Kill you
(e) Rape you

- Refuse

9. (a)

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

- (b) Police men, church leaders, close friends, family members, and local leaders
(c) - They can harm/hurt us
- To protect ourselves
- To avoid bad things happening to us

10. (a) trust, Lord, shaken, moved
 (b) - Those who trust in the Lord will never be shaken/moved by anything.
11. a, b, d
12. God will help and be will us at all times.

Truthfulness

Practice Activity 2

- We should always speaks the truth
 - We should not lie to each other
 - We are all members of the body of Christ
- (a) No : (B) She collected it in the schools playground
- No; she lied that her father gave her the marker pen as a birthday gift
- She kept the maker in her bag
 - She lied that she got the marker pen from her father
 - She did not tell the truth
 - She did not give it out when the teacher announce that Kennedy had lost his pen
- (a) She was punished
 (b) Her classmates/friends knew that she lied/a liar
 (c) She lost her trust with her friend
- It did not take long before Ruth was discovered that she had lied.
- (a) False (b) False (c) True
 (d) False
- Lies don't live long but truth lives forever
- (a) People will trust us
 (b) People will believe in us
 (Telling the trust will not lead us into trouble/It makes others people happy)

10. Match correctly.

(a) Telling the truth	makes people to trust us
(b) Lies	have a short life.
(c) Truth	lives on forever.
(d) We should	tell the truth to each other.

11. Own paragraph explaining what happened when you did not tell the truth
12. (a) Learn to tell the truth, even if it means that you will be punished
 (b) Learn from others who tell the truth all the time
 (Remind yourself what the Bible says about telling the trust)

Obedience

Practice Activity 3

- (a) Respect , father, mother, live, land
 (b) If I respect my parent I will live a long life
- (a) Doing what they tell me to do
 (b) Obeying the rules they set
 (c) Using polite language all the time
 (d) Taking the corrections they give me
- (a) A flash card showing school rules
 (b) (i) God is happy with us
 (ii) We live peacefully with others
 (iii) We make our teachers happy
 (We learn many things)
 (c) (i) Our teacher is unhappy/sad
 (ii) God is not happy with us
 (iii) We are punished
 (People stop trusting us/We make people around us suffer/We can harm/hurt others)

4. (i) happy (ii) Yes
(iii) Yes (iv) Life
5. Wash the utensils then go and play
6. **Results of disobeying our teachers**
 - (a) Punishment
 - (b) Teachers stop trusting us
 - (c) Our teachers become unhappy
 - (d) We are denied the things we have
 - (e) We are suspended from school
 - (f) We can be discontinued

Results of disobeying our parents and guardians

- (a) Punishment
- (b) Denied our privileges/what we like most
- (c) They lack trust in us
- (d) Our parents become unhappy
- (e) We can be grounded

God's love

Loving others

Practice Activity 4

1. children, place, hands, pray, come, stop, kingdom, placed
2. Jesus loves children/The kingdom of heaven belongs to those who are humble and as innocent as children
3. He laid his hands on them and blessed them
4. A well-drawn picture of Jesus laying his hands on little children
5. (a) I will share the food with the needy children
(b) I will find out whether he/she has a problem/ what the problem could be
6. Any explanation of how to show kindness to others at home and in school.

Responsibility

Practice Activity 5

1.

Personal property	School property
Clothes	Piece of chalk
Shoes	Crayons
Toothbrush	Swings
Pullover	Desks
	Eraser
	Blackboards
	Pencils

2. b and c
3. (a) socks (b) Inner wear
(c) tooth brush (d) handkerchief
(e) masks (f) nail cutters
(g) combs
4. (a) Wash them well
(b) Mend them if they are torn.
(c) Cover them/store well
5. To avoid wastage/For them to last long.
6. (a) Classroom: Clean them, wash them, remove cobwebs, arrange the desks and books well, clean the blackboard well.
(b) Desks - arrange them well, clean them, don't write on them, repair them if they are broken.
7. Repair it or take it to the workshop for the carpenter to repair it.
8. To avoid wastage and for them to be used for a long time.

Holiness

Practice Activity 6

1. body, temple, Holy Spirit, lives, God, yourselves, God, price, glory
2. (i) Listen to elders, Following school rules, Going to church, Praying

- (ii) I will not be tempted to sin/
Sinning makes God unhappy
3. (a) Yes (b) Yes
(c) No (d) Yes
4. Not stealing, not engaging with bad company, avoid, insults, not smoking, not fighting, not idling, not engaging in sexual behaviour, not watching dirty movies

5 The Church

House of God

Practice Activity 1

- (a) Church/house of God
(b) Name of ones church
(c) A sacred building/a holy place/a community of believers.
(d) To worship God, praise God, adore God, give offering and listen to the word of God. (Any answer as to why we go to church)
- (a) buying
(b) house of prayer
(c) healed.
(d) They were buying and selling goods inside the temple/ they had turned it to a hideout of thieves.
- The temple was made for worship and not trade.
- (a) Not playing inside the church
(b) Wearing decently
(c) Not using electronic devices in the church.
(d) Doing what is expected in the church
(Any answer that shows respect for the church)
- (a) It's holy house of God
(b) Shows respect to God

- (a) Sing hymns
(b) Teach the word of God.
(c) Give revelation from God.
- Any activity we take part in e.g. singing, reading the Bible, ushering, collecting offering, dancing, serving as an altar boy or girl, participating in fellowship, going for Bible study.
- a, b, d

The Early church

The first disciples of Jesus Christ

Practice Activity 2

- (a) 12
(b) Balloon C, D, E and F.
- (a) Simon Peter - was the brother of Andrew.
(b) Judas Iscariot- betrayed Jesus.
(c) James and John- were the sons of Zebedee
(d) Simon – was a patriot.
- Andrew, Peter, James, John, Bartholomew, James, Judas, Thaddeus, Philip, Matthew or Levi, Thomas, Simon the Zealot.
- Philip, Simon, James, Thomas, John, Peter, Matthew. (check for peter in the puzzle)
- Peter and Simon, James and John.
- (a) Simon (b) Judas

How did the Early church begin?

Practice Activity 1

- Any description given according to Acts 2; 38-41.
- (a) Simon Peter, sins, baptised, Jesus Christ
(b) 3000
(c) Simon Peter.

3. - We should turn away from our sins,
 - Repent our sins
 - Ask God for forgiveness of our sins so as to receive God's gift, the Holy Spirit.
4. (a) Their sins would be forgiven.
(b) They would receive God's gift, the Holy Spirit.
5. A short prayer asking God for forgiveness of sins.

Standing firm in faith

Practice Activity 4

1. Identify Antioch from the map.
2. Description of how Stephen died.
3. faith
4. Order of the sentences will be e, b, f, g, a, c, d
5. - He did not denounce/deny Jesus.
- He prayed for those who stoned him for their sins to be forgiven.
6. (a) Stephen (b) He died
7. We should forgive one another/ those who hurt/harm/persecute us.

Reasons why we should not join ungodly groups

Practice Activity 5

1. (a) Ungodly groups are groups of people who do things that do not please God
(b) Terrorists, drug addicts, drunkards, thieves, smokers, bullies (Any group that does not please God)
(c) Stealing, drinking alcohol, taking drugs, smoking, bullying others, killing other people, watching dirty movies

2. - Watching dirty movies may lead me to sin
 - I may start abusing drugs
 - I may engage in sex before marriage
 - I will destroy my body which is the temple of the Holy Spirit
 - I may be forced to kill other people
 - I may also die from abusing drugs

The Lord's Prayer

Practice Activity 6

1. A, C, F, I, H, E, G, B, D
2. (a) prayer (b) Jesus
(c) father (d) food
(e) forgive
3. (a) As many times as one can
(b) - To communicate to God
- To worship and adore God
- To ask for forgiveness of our sins
- To ask for our daily needs
4. A simple prayer that can be said on daily basis

Fruit of the Holy Spirit

Practice Activity 7

1. love, joy, patience, faithfulness, self-control
2. Peace, love, joy, kindness
3. Hatred
4. Flashcards showing fruits of the Holy Spirit
5. (a) Helping the aged
(b) Giving donations to the poor
(c) Waiting in a long queue for your turn
(Not fighting back when you are annoyed/angry/Loving your

enemies/Living peacefully with others)

6. (a) James - no (b) Helen - yes
(c) Peter - yes (d) Jonah - yes
7. A paragraph showing how the fruit of the Holy Spirit has helped the learner to relate well with others

Self-control

Practice Activity 8

1. (a) - The Holy Spirit gives us life
- The Spirit must also control our lives
(b) Death, passions and desires
2. Self-control is the ability to control your emotions
3. (a) Not taking revenge
(b) Waiting patiently on a line/ not overtaking
(c) Remaining calm even when annoyed
(Not abusing others when they abuse you)
4. (b) Sharing your food
(d) Obeying your parents
5. (a) Help us to live peacefully with others
(b) Help us to avoid trouble
(c) Will not have regrets over actions done out of anger
(God wants us to practice Self-control)
6. (a) False (b) True (c) True
7. Decisions guided by the Holy Spirit
 - Obeying parents and teachers
 - Visiting the sick
 - Respecting the elderly
 - Forgiving othersDecisions not guided by the Holy Spirit

- Gossiping
 - Revenging
8. - Watching ungodly movies
 - Abusing drugs
 - Engaging in sex before marriage
 - Smoking
 - Fighting
 - Stealing
 9. - Doing the right things
 - Following given instructions
 - Obeying the rules at school and at home
 - Reporting those who touch us inappropriately
 - Reporting those who take drugs
 - Reading what the Bible says about our bodies
 - Asking for advice from trust worth people

6 Morality and Social Media

Use of social media

Digital devices used at home and at school

Practice Activity 1

1. (a) Radio (b) Phone
(c) Desktop
2. Tablets, laptops, television, play stations
3. (a) Uses – To get information
 - Play games and for storing information
 - To do research work
 - For communication
 - Watch news
 - Create content
 - Store information

- Do online lessons and exams
- 4. (a) Social media
(b) Social media are online channels where people create and share information
(c) WhatsApp, Facebook, Messenger, Twitter, Instagram
- 5. (a) Phone, radio
(b) Watch Christian movies and listen to Christian music
(c) Yes: They chose to do the right thing when using the social media devices. (Any correct explanation of the way they use the social media)
- 6. (a) Paul - ✗ (b) Zuri - ✓
(c) Baraka - ✓
- 7. - Bullying others online
- Using vulgar language
- Watching dirty movies
- Listening to dirty songs
- 8. - We become responsible pupils
- Our parents and teachers trust us.
- It does not change our behaviour

End of Term 3 Assessment Papers

Assessment Paper 1

1. False 2. False 3. True
4. - Balaam 5. - Joseph
6. - Tamar 7. - Mary
8. - Zechariah 9. rejoice
10. Amnon 11. God
12. One
13. Psalms
14. Mary
15. Angel Gabriel
16. Well drawn and named personal items.

17. Zechariah
18. Timaeus
19. asked
20. (a) Obeying
(b) Talking to them politely
(c) Asking for advice
21. (a) Andrew (b) Simon Peter,
(c) John (d) James
22. James
- 23.

A	B
(i) Antioch	where the believers were first called Christians
(ii) Simon Peter	preached and many people believed
(iii) Stephen	was stoned to death
(iv) Jesus	taught us how to pray
(v) Love	a fruit of the Holy Spirit

24. Matthew
25. Antioch
26. Kindness
27. Philip, Bartholomew, Simon, James, John, Thomas, Andrew
28. Parents, siblings, teachers, guardians. (Anyone that the learner can trust)
29. True
30. (a) Obedience
(b) Sweep the compound then take a bath later.

Assessment Paper 2

1. temple, Holy Spirit.
2. Worship, pray, sing, praise, adore God, listen to the word of God, and dance.
3. Jerusalem
4. To help Him preach the Gospel

5. James and John
6. school property
7. Stephen
8. Drug abusers, terrorists, thieves, robbers, smokers, drunkards (Any ungodly group)
9. Stephen
10. Lord's Prayer/Our Father.
11. Self-control
12. Love, joy, peace, patience, kindness, goodness, faithfulness self-control
13. Separate them/tell them the importance of living in peace
14. Hatred
15. Radio
16. Authority comes from God
17. Do research, watch Christian movies, listen to Christian songs, sent your project work, design flash cards.
18. Smart phone
19. Communicate
20. Can lead us to sin

End of Year Assessment Papers

Model Test Paper 1

1. Genesis
2. Powerful, holy, caring, creator, provider.
3. Good thoughts ; obeying, respecting others(Any good thoughts)
Bad thoughts; fighting, stealing, quarreling (Any bad thoughts)
4. created womb
5. (a) Father (b) Children
6. Cousins. 7. Jonadab
8. Psalms, Isaiah, Exodus, Joshua.
9. extended

10. (a) Joseph (b) Balaam
(c) Amnon (d) Zaccheaus
(e) Samson
11. Say thank you
12. (a) Land, many descendants
(b) Son, fame
(c) Great nation, protection
13. To give her the Good News
14. see
15. 10 lepers
16. Forgive them
17. happy
18. Humility, joy, peace, love, patience, goodness
19. (a) The mustard seed - The growth of the kingdom of God
(b) Balaam's donkey speaks - We should obey God
(c) Zacchaeus the tax collector - Jesus came to seek and save sinners
(d) Blind Bartimaeus - Jesus has power to heal
(e) Raising the widow's son - God has power over death
20. baptise
21. Andrew, Peter, James, John
22. children 23. ✓
24. ✓ 25. Abraham
26. Phone 27. Nicodemus
28. Peter 29. obey
30. (a) No, should listen to the preacher.
(b) (i) To avoid sin
(ii) Not to learn bad habits

Model Test Paper 2

1. male, female 2. For identity
3. Saviour
4. He wanted him to be the ancestor of many nations
5. Holy

6. Gives one a sense of belonging/gives the lineage of the family/ enables one to know his/her relatives
7. we should obey God
8. A- Placing it on dirty surfaces
9. (a) To provide basic needs
(b) Good health
(c) Protection
(Anything that we depend on God for)
10. True
11. Elizabeth
12. - Dressing decently
- Not walking in dark places with people of opposite sex
- Not allowing anyone to touch you inappropriately
13. Burning incense/ performing a priestly duty
14. Called/told people to repent their sins
15. Bartimaeus
16. Thankfulness
17. (a) Don't cry- The widow
(b) Young man! Get up, I tell you- the dead boy
(c) A great prophet has appeared among us! - The widow

18. (a) Preaching
(b) Encouraging people to go to church
(c) Serving others
(d) Helping the poor
19. Ask for forgiveness
20. Holy Spirit
21. He trusted him
22. Lies do not last long/ lies are short lived
23. Chased them away
24. - Wash - Mend
- Use them properly
25. body, temple, lives, God, yourselves, price, glory
26. Honesty
27. Tell her to speak the truth always
28. - Dress decently
- Avoid inappropriate touch
- Talk to each other with respect
29. B; Go back home and tell the truth about what happened
30. - To carry out research
- Download information
- Learn new things/ideas

ISLAMIC RELIGIOUS EDUCATION

Term 1

1 Qur'an

Surah Al-Fatiha

Practice Activity 1

1. Surah Al-Fatiha

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
 الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ
 الرَّحْمَنِ الرَّحِيمِ
 مَلِكِ يَوْمِ الدِّينِ
 إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ
 اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ

صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ

2. a) بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
- b) الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ
- c) مَلِكِ يَوْمِ الدِّينِ
- d) اهْدِنَا الصِّرَاطَ الْمُسْتَقِيمَ
- e) صِرَاطَ الَّذِينَ أَنْعَمْتَ عَلَيْهِمْ غَيْرِ الْمَغْضُوبِ عَلَيْهِمْ وَلَا الضَّالِّينَ
- f) الرَّحْمَنِ الرَّحِيمِ
- g) إِيَّاكَ نَعْبُدُ وَإِيَّاكَ نَسْتَعِينُ

3. b) Lord
- c) The Most Merciful
- d) We worship
- e) Straight/upright
- f) Guide us

Practice Activity 2

1. a) ✓, b) X, c) ✓, d) ✓, e) X, f) ✓
2. – Allah (S.W.T.) created and blessed us with many things in our life.
– Allah (S.W.T.) is the maker of the Day of Judgement.
3. a) Performing salat
b) Cleaning the environment
c) Helping others

Surah An-Naas

Practice Activity 1

1. a) The King of people
b) From the evil disappearing whisperer.
c) Say I seek refuge in the Lord of people.
d) The God of People.
e) Who whispers evil into the hearts of people.
f) From among the Jinn and people
2. Evil whispers of Jinns, people
3. a) Protection b) Evil
c) Whisperer d) Minds
4. – We should only seek Allah's (S.W.T.) protection from the evil whispers of the Jinns and people.
– Allah (S.W.T.) alone has the power to protect us.

Surah Al-Falaq

Practice Activity 1

1. Five verses
2. a) Creator b) Evil
c) Envy

3. a) From the evil of that which He created.
- b) Say, I seek protection from the Lord of daybreak.
- c) And from the evil of an envier when he envies.
- d) And from the evil of darkness when it spreads.
- e) And from the evil of the blowers in Knots.
4. Morning and evening.

Lessons from Surah Al-Falaq

Practice Activity 2

1. a) Envious/jealous people
- b) Witchcraft
- c) Harmful creatures (created things)
- d) Evil that happens at night. (darkness)
2. Al-Muawwidhatayn.
3. a) To seek protection from harmful creatures.
- b) To seek protection from envious people.
4. Surah Al-Falaq
5. Our protector.

Surah Al-Ikhlās

Practice Activity 1

1. a) The One and Only
- b) The Eternal/Absolute
2.

لَمْ يَكُنْ لَمْ يُولَدْ
وَلَمْ يَكُنْ لَهُ كُفُوًا أَحَدٌ
3. a) Verse 3
- b) Allah (S.W.T.) was not born and does not give birth.
4. Write the verse in Arabic and its meaning correctly.

Practice Activity 2

1. a) Worship b) Partners
- c) Creations d) Parents
- e) Comparable
2. – It will make Allah (S.W.T.) love you more.
- It will make us earn a lot of rewards.
3. a) Al-Samad. (Eternal)
- b) Al-Ahad (The one and only one)
4. – Allah (S.W.T.) is the only one, and has no partners.
- Muslims should only worship Allah (S.W.T.).
- Nothing is comparable to Allah (S.W.T.)
- Allah (S.W.T.) does not depend on anything.

Surah Al-Masad

Practice Activity 1

1. It talks about the prophet (S.A.W.)'s uncle Abu Lahab and his wife Ummul Jameel who were cursed by Allah (S.W.T.).
3. a) He will burn in a fire of blazing flame.
- b) A twisted rope of palm leaf fiber round her neck.

Practice Activity 2

1. a) SAVE b) PUNISHED
- c) EVIL
2. – Stealing
- Talking evil of others.
- Neglecting prayers
- Littering the compound (any other evil thing)
3. Write and match the meaning of the verses correctly.

Surah An-Nasr

Practice Activity 1

1. b) When comes the help of Allah (S.W.T.) and the victory.
c) And you see the people entering into religion of Allah (S.W.T.) in groups.

Practice Activity 2

1. a) Victory
b) Thank, winning
c) Ask, forgiveness
2. – Doing good deeds
– Avoiding bad deeds
– Saying Alhamdulillah
– Performing Sujud (sijdatul shukr)
3. Verse 3

Surah Al-Kafirun

Practice Activity 1

1. a) - d b) - c
c) - b d) - a
2. a) Disbelievers
b) And for me is my religion
c) I do not worship
3. The Disbelievers/ Idol worshippers.
4. Six (6)
5. Worship

Practice Activity 2

1. a) worship b) wrong
c) peacefully
2. a) Halima is a trustworthy person and lives peacefully with Mary
b) We should live peacefully with non-Muslim neighbours.
3. a) False b) True
c) True

2 Hadith

Practice Activity 1

1. a) sent b) purpose
c) morals
2. a) The prophet (S.A.W.) always spoke the truth
b) Al-Amin
c) He helped people and even visited the sick and the needy.
3. a) I will give him/her one pen to show generosity.
b) I will speak the truth by telling the teacher that I left the book at home. I will be truthful.
c) I will remind him/her and give the toys back to him. I will show him/her that I'm trustworthy.

Hadith on etiquette of eating

Practice Activity 1

1. (i) Allah (S.W.T.)
(ii) Right
(iii) In front
2. Fatma
3. (i) Washing hands before eating
(ii) Saying Bismillahi after eating.
(iii) Saying Alhamdulillah after eating
(iv) Eating while seated
4. – eat while standing
– eating with the left hand.
– Eat while talking
– Not saying all the dua before and after eating.
5. Prophet Muhammad (S.A.W.) said “mention the name of Allah (S.W.T.), eat using your right hand, and eat what is directly in front of you.”
(Narrated by Al-Bukhari)

Practice Activity 2

- Wash hands before eating
 - He did not say dua for eating
 - He ate while standing
 - He ate talking
 - Baraka suffered from stomach-ache
 - Wash hands before and after you eat.
 - Say Bismillahi before eating
 - Eat with your right hand
 - Eat what is in front of you
 - Do not talk bad about the food
 - Eat together with others
 - Thank Allah (S.W.T.) by saying "Alhamdulillah" after eating.
- One will be following the Sunnah of the prophet (S.A.W.) therefore getting rewards.
 - By washing hands we protect ourselves from germs that make people sick.
 - Allah (S.W.T.) will bless our food by reciting "Bismillahi" before eating.
 - We thank Allah (S.W.T.) by saying Alhamdulillah after eating.

Hadith on brushing teeth

Practice Activity 1

- Teeth
 - Purification
 - Pleasing
- Water
 - Toothbrush
 - Toothpaste
- Miswak/Twigs of trees
 - Charcoal
 - Ash
 - Baking soda
 - Salt

- Brush the outer part of the teeth starting with the lower jaw then the upper jaw. Brush up and down to remove the food stuck in between the teeth. Then brush the tongue almost to the last part of the tongue removing all the food particles. Rinse your mouth with clean water.
- After every meal
 - When waking up
 - Before going for prayers
 - Before reading the Qur'an
 - Before going to sleep
- Siwaak/Miswak

Practice Activity 2

- To please Allah (S.W.T.)
 - To remove dirt from the mouth
 - To remove bad breath from the mouth
 - Makes our teeth clean and healthy. (prevents tooth decay)
 - Whitens teeth and makes us smile with confidence
- It pleases Allah (S.W.T.) and therefore one earns rewards (thawabs) by brushing his/her teeth.
- encourage him/her to brush the teeth regularly because it is a command of Prophet Muhammad (S.A.W.). Allah (S.W.T.) will reward him.
 - Advice him/her the importance of brushing teeth as stated in question 1

Hadith on fitness

Practice Activity 1

- Physical fitness means to exercise your body in order to be in good health.

2. a) "A strong believer"
b) Is better and dearer
c) To Allah (S.W.T.)
d) than a weak believer
3. "A strong believer is better and dearer to Allah (S.W.T.) than a weak believer." (Narrated by Muslim)
4. a) Allah (S.W.T.) loves a believer who is strong in faith and body.
b) A strong believer is able to perform his/her Ibadah better than a weak believer.
5. a) Good diet
b) Enough rest

Practice Activity 2

1. a) ✓, b) ✗, c) ✓, d) ✓, e) ✓, f) ✗
2. a) Body exercises
b) (i) Makes one energetic
(ii) One feels relaxed and sleeps well
(iii) One is able to perform ibadiah without difficulty
(iv) Manages one's weight to avoid obesity
(v) Makes one to be healthy to avoid lifestyle diseases such as heart problems.
3. (i) Swalah (ii) Saum
(iii) Hajj
4. – Racing
– Participating in games & sports
– Swimming
– Horse riding

Practice Activity 3

1. a) Swimming b) Horse riding
c) Racing
2. a) Boxing b) Betting
c) Yoga

3.

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

4. Allah (S.W.T.)
5. a) (i) Play separately from boys.
(ii) Wear long trousers, skirts and hijab
b) (i) Wear long trousers
(ii) Play separately from girls
c) (i) There should be a fairplay
(ii) There should be no cheating
(iii) Swalah first then games
6. To stop playing and convince his teammates to go for prayers first.
7. Should wear long trousers, skirts and hijab before the game.

3 Pillars of Iman

Practice Activity 1

1. a) The Most Gracious
b) The Most Merciful
c) The All seeing
d) The All hearing
e) The King
f) The source of peace
2. a) Al-Salaam b) Al-Malik
3. a) Forgive us when we sin.
b) Allah (S.W.T.) sent Prophet Muhammad (S.A.W.) to guide us.
c) Allah (S.W.T.) protects us all the time
d) Allah (S.W.T.) provides us all that we need.

4. a) Forgiving others
b) Showing mercy to the poor and the elderly
c) Helping others.
d) Showing mercy to the needy and under-privileged
5. Al- Malik
6. Al-Salaam
7. a) Al-Malik b) Al-Salaam
8. a) Al-Basir b) As-Samiu
c) As-Samiu d) Al-Basir

Practice Activity 2

1. Allah (S.W.T.) wants to make Dua by mentioning his name and attributes.
2. Peace
3. a) Ar-Rahim
b) Al-Salaam
c) Al-Basir/As-Samiu
d) As-Salaam

Angels and their duties

Practice Activity 1

1.

R	A	Q	I	B	I	I
J	I	B	R	I	L	S
M	P	M	S	U	N	R
A	A	T	I	D	Q	A
L	T	L	R	S	M	I
I	S	R	A	F	I	L
K	M	I	K	A	I	L
2. a) Revelation (wahy)
b) Mikail (A.S)
c) Taking our souls at the time of death
d) Israfil (A.S)
e) For recording our deeds
3. a) Mikail (A.S) b) Atid (A.S)
c) Raqib (A.S) d) Izrail (A.S)
e) Jibril (A.S)

Practice Activity 2

1. a) Qur'an b) Last Day
c) Death d) Good, bad
e) Second, Iman f) Rain
- 2.

a) Jibril (A.S)	Revelation
b) Mikail (A.S)	Brings rain
c) Izrail (A.S)	Angel of Death
d) Israfil (A.S)	Blower of the trumpet
e) Raqib and Atid (A.S)	Guardian angels

Prophets mentioned in the Qur'an

Practice Activity 1

1. a) (i) Muhammad (S.A.W.)
(ii) Ibrahim (A.S)
(iii) Ismail (A.S)
(iv) Ishaq (A.S)
(v) Yaqub (A.S)
(vi) Yunus (A.S)
(vii) Harun (A.S)
(viii) Suleyman (A.S)
(ix) Daud (A.S)
(x) Zakaria (A.S)
(xi) Yahya (A.S)
(xii) Issa (A.S)
(xiii) Ilyas (A.S)
(xiv) Ismail (A.S)
(xv) Idris (A.S)
(xvi) Dhul-Kifl (A.S)
- b) - Patience - Kindness
- Truthfulness - Honesty
- Generosity - Obedience

- | | |
|--------------------|---------------------|
| 2. 2 – Idris (A.S) | 16 – Harun (A.S) |
| 4 – Hud (A.S) | 17 – Daud (A.S) |
| 5 – Swaleh (A.S) | 19 – Ilyas (A.S) |
| 6 – Lut (A.S) | 20 – Iyasa (A.S) |
| 8 – Ismail (A.S) | 21 – Yunus (A.S) |
| 9 – Ishaq (A.S) | 22 – Zakariya (A.S) |
| 10 – Yaqub (A.S) | 23 – Yahya (A.S) |
| 12 – Shu'ab (A.S) | 24 – Issa (A.S) |
| 13 – Ayyub (A.S) | 25 – Muhammad |
| 14 – Dhul-Kifli | (S.A.W.) |
| (A.S) | |

Ulul Azm Prophets

Practice Activity 2

- Muhammad (S.A.W.)
 - Nuh (A.S)
 - Ibrahim (A.S)
 - Musa (A.S)
 - Issa (A.S)
- Nuh (A.S)
 - Ibrahim (A.S)
 - Musa (A.S)
 - Issa (A.S)
 - Muhammad (A.S)

Practice Activity 3

- To deliver Allah (S.W.T.)'s message to us.
 - To teach us how to obey Allah's command.
 - To guide us to do what is right and avoid what is wrong (guide us the straight path).
- | | |
|----------|----------|
| a) True | b) True |
| c) True | d) True |
| e) False | f) False |

Practice Activity 4

- A virtue is a good behaviour.

- | | |
|----------------|---------------|
| (i) Obedient | (ii) Patience |
| (iii) Truthful | (iv) Honest |
| (v) Kind | (vi) Generous |
- Patience
- Kindness
- Generosity

End of Term 1 Assessment

- Al-Fatiha
- Ar-Rahman, Ar-Rahim
 - In the name of Allah, the Most Gracious, the Most Merciful
- c)
- Protection and help
- Surah Al-Ikhlās
- Wealth will not save anyone from the punishment of Allah (S.W.T.).
- To thank Allah (S.W.T.) for scoring a goal.
- Surah Al-Falaq
- As-Swaadiq
- They are sharing what they have.
- Bismillahi, Alhamdulillah
- Imran
- Miswaak
 - For brushing teeth
- To please Allah (S.W.T.)
 - Clean mouth and prevent bad breath.
 - Prevent tooth decay
 - Make me talk/smile with confidence
- A strong believer is able to do more Ibaadah and properly than a weak believer.
- Kindness/Generosity
- Shahada/Zakat
- It pleases Allah (S.W.T.) and one gets rewards by practising it.

19. – Teamwork
– Discipline
– Hardwork
– Fairplay
20. D
21. C
22. Stop playing and go for swalah
23. a) Discipline
b) Fairplay
24. D
25. 99 attributes of Allah (S.W.T.)
26. Al-Basir
27. Ar Rahman
28. B
29. “Yaa Rahmaan”
30. Surah An-Naas

Term 2

4 Devotional Acts

Types of Najasat

Practice Activity 1

1. Najasaat means impurities, dirt or filth which prevents one from performing ibaadah.
2. Mukhaffafa, Mutawassita and Mughalladha
3. – Saliva – Oil
– Dust – Paint
– Tears – Sweat
– Soup
4. a) ✓, b) X, c) X, d) ✓, e) X, f) X, g) ✓, h) X

5.

Light impurity	Medium impurity	Heavy impurity
Urine of a baby less than six months	- Alcohol - Vomit - Blood - Stool - Dead body of a chicken	- Saliva of a puppy - Pork

Removal of Najasaat

1. Clean water, sand, soap
2. a) Light Najasaat (Najasaat Mukhaffaffah)
b) Cleaned by sprinkling water on the area which has urine.
3. a) Najasaat Mutawassitah (Medium Najasaat)
b) Wash the part which has the Najis with water until there is no more smell, colour or taste of the Najis.
4. a) Najasaat Mughalladha (Heavy Najasaat)
b) Clean by washing seven times, six times with water and one time with soil.
5. a) - Stones – Soil (sand)
- Toilet paper – Leaves
- A clean piece of cloth
6. – Allah (S.W.T.) loves those who are clean.
– No prayer is accepted without Wudhu.
– Wudhu purifies a person before Allah (S.W.T.).

Wudhu (Ablution)

Practice Activity 1

- (i) Urine (ii) Stool
(iii) Passing wind (farting)
- No. This is because no prayer is acceptable without Wudhu. Sleep also nullifies one's Wudhu.
- Fainting
 - Touching your private parts.
 - Coming in contact with the skin of non-Mahram

Importance of Wudhu

Practice Activity 2

- For a Muslim to attain paradise (Jannah) one has to perform swalah, and swalah to be accepted one has to perform, Wudhu.
 - It is a command of Allah (S.W.T.), therefore a Muslim is rewarded.
 - No swalah is accepted without Wudhu.
 - Our sins are forgiven.
 - For maintaining personal hygiene.
 - One attains blessings/ mercy of Allah (S.W.T.).
 - Wudhu strengthens hearts and gives us inner peace.
 - Brings people closer to Allah (S.W.T.).
- For one to be loved by Allah (S.W.T.).
 - For acts of Ibaadah such as swalah to be accepted.
- Performing swalah (prayer)
 - Performing Tawaf. (Circumbulating the Kaabah)

Conditions for swalah

Practice Activity 3

- Islam
 - Maturity
 - Sanity
 - Correct time
 - Facing Qibla
 - Niyah
- Islam
 - Maturity
 - Sanity
 - Wudhu
 - Free from Najasaat
 - Covering Awrah
 - Correct time
 - Qibla
 - Intention
- a) ✓, b) X, c) X, d) ✓

Pillars of Swalah

Practice Activity 4

- Pillars of swalah are the actions performed during swalah, if one misses one of them his/her swalah is not accepted.

2. a)	Niyah	Making intention for swalah
b)	Qiyam	Standing in an upright position
c)	Takbiratul ihram	Showing that Allah (S.W.T.) is Great by raising hands
d)	Surah Al-Fatiha	Reciting the opening chapter of the Qur'an
e)	Rukuu	Bowing position
f)	I'tidaal	Raising from bowing position
g)	Sujuud	Prostration
h)	Julus or Jalsa	Sitting position
i)	Taslim	Giving salaam to mark the end of swalah

2.

Muslim male	Muslim female	Both Muslim male and female
- Must not be made of gold and silk	- Must cover the whole body except the hands and face.	- Must be modest - Should be loose - Should not be transparent
- Should be above the ankle		- Should not be of the opposite gender.

3. a) The Prophet (S.A.W.) cursed the man who wears a woman's clothing and the woman who wears a man's clothing.
b) We earn reward by wearing clothes which follow the Islamic dress code
4. – We dress to cover our nakedness (aurah)
– We protect ourselves from bad weather
– Our clothes makes us identified as Muslims.
– We earn reward by following Islamic dress code.
– Decent dressing protects and guards our respect and honour.
5. Aurah refers to parts of the body that must always be covered or should not be seen by other people.
6. a) Our clothes cover our aurah
b) Islamic clothes makes us identified as Muslims.
c) we earn rewards following the teachings of Prophet Muhammad (S.A.W.)
d) Islamic dress code gives us respect and honour as Muslims.

Positive usage of Media

Practice Activity 1

1.

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

2. a) Newspaper b) Computer
c) Mobile phone d) Radio
e) Television
3. a) learn and sing An-Nasheed through YouTube
b) Type your homework on the laptop/tablet.
c) Socialise with your friends on Instagram.
d) Send your friends Dua on facebook and WhatsApp.
4. He should observe Islamic morals when using media. One should not miss prayers when using any form of media.
5. a) We should not watch bad things or use media to do bad things.
b) We should avoid showing off through media.
c) One should not miss Ibaadah like swalah because of using media.
d) Media should not divert us from responding to the need of our parents.

Vices

Evils of begging

Practice Activity 1

1. - it encourages laziness
- Beggars lose respect from the society.

- Beggars will always remain poor.
 - Begging makes a person to lie to get what they want.
2. a) True b) True
c) True d) True
e) False f) False
 3. a) Pictures of the needy people.
b) They need shelter, food clothing because of poverty and disability.
 4. - Those who have debts (debtors)
- Victims of floods, earthquakes, violence or fire.
- Very poor people (destitute) known by the community.
 5. Begging is discouraged in Islam and considered as a shameful act because it encourages laziness. Beggars will get a punishment when they meet Allah (S.W.T.).

Practice Activity 2

1. A. Trading B. Farming
C. Teaching D. Masonry
2. - It is a command of Allah (S.W.T.)
- By working we avoid begging.
- We get rewards from Allah (S.W.T.)
- Allah (S.W.T.) is pleased with one who works to earn a living.
- 3.

Type of work	Halal	Haram
a) Masonry	✓	
b) Gambling		✓
c) Farming	✓	
d) Working in a bar		✓
e) Brewing		✓
f) Fish farming	✓	

g) Betting		✓
h) Working in a casino		✓
i) Newspaper vendor	✓	
j) Driving	✓	

4. - Makes one earn a living through hardwork hence prevents laziness.
- Make one to meet his/her needs.
- Working makes people to earn respect in the society.
- Working bring development in the society.

Dua (Supplication)

Practice Activity 1

1. a) tawakkaltu b) quwwata
c) billaah
2. a) Allah (S.W.T.) will protect you from harm.
b) Good things may happen to you when you recite the Dua for leaving the house.
3. “Bismillahi walajnaa wa Bismillahi kharajnaa wa alla Rabbinaa tawakkalna”
4. a) Allah (S.W.T.) changes a bad situation to a good situation.
b) Allah (S.W.T.) protects us from harm
c) We recite to please Allah (S.W.T.) and earn more rewards

3. a) Allah (S.W.T.) is pleased with us when we respect and obey our parents
- b) It is a command from Allah (S.W.T.)
- c) Allah (S.W.T.) rewards us when we respect our parents.
- d) We get many blessings
- e) It is a way of showing love and kindness
- f) It is a sign of obeying Allah (S.W.T.)

Obligations of children to other family members

Practice Activity 3

1. - Uncles - Aunts
- Cousins - Grandparents
2. - Are the duties we should perform to our relatives
3. It is an act of Ibaadah (Worship)
4. a) People whom you are related by blood.
 - b) (i) Loving and caring for them
 - (ii) Helping them when they are in need
 - (iii) Assisting the poor/needy family members
 - (iv) Treating them with respect
 - (v) Visiting and praying for them
 - (vi) Accepting their invitations
 - (vii) keeping good ties with them
5. a) It is a commandment of Allah (S.W.T.) and Prophet (S.A.W.)
- b) We get rewards (thawabs) from Allah (S.W.T.)
- c) By relating well with them we shall enter Jannah (paradise)
- d) We shall receive blessings from Allah (S.W.T.)

- e) It makes the family bond strong
6. a) No, Kassim is young and energetic therefore he has a duty to help his old grandparents. He does not obey them, meaning he does not respect and care for them
- b) It is our duty to maintain good relationship with our relatives because it is a command of Allah (S.W.T.) and the Prophet (S.A.W.).

7 History of Islam

Prophet Marriage to Khadijah (R.A)

Practice Activity 1

1. a) honest b) trustworthy
c) hardworking d) truthful
e) kindness
2. - Khadijah (R.A) used her wealth to feed the Muslim community during hard times. She also used her wealth to free the Muslim slaves who were punished by their masters.
3. - Khadijah (R.A) was the first person and woman to accept Islam. The Quraish punished those who became Muslims, they were thrown out of Makkah. They were taken at a place with no food and water. Lady Khadijah (RA) remained patient and supported the Prophet (S.A.W.) till her death.
4. Six children
5. This is because the Prophet (S.A.W.) was honest, truthful and hardworking.

Lessons learnt from the Prophet (S.A.W.) marriage to Khadijah (R.A)

Practice Activity 2

- (i) They supported each other in all their family affairs.
 - (ii) Each one of them fulfilled his/her responsibility in the house.
 - (iii) They loved and respected each other.
 - (iv) They built their family on a strong set of Islamic values.
 - (v) Be a source of encouragement to each other.
 - (vi) They were good parents to their children
- She was the first person to accept Islam.
 - She comforted Prophet Muhammad (S.A.W.).
 - She spent her wealth to support Islam.
- The prophet (S.A.W.) loved and respected Khadijah (RA). He also fulfilled his responsibilities as a father and a husband.
- Supporting them financially.
 - Encouraging and giving them moral support.
 - Giving them material support.

Call to prophethood

The prophets experience at Cave Hira

Practice Activity 1

1. Prophet Muhammad (S.A.W.) was annoyed by his people because they were idol worshippers. He therefore

went to cave Hira to stay away meditating and thinking about the true God.

2. C
3. Light appeared in the cave with a voice asking Muhammad to read three times. It was the voice of Angel Jibril. The Prophet (S.A.W.) was very scared. Muhammad answered that he does not know how to read. For the third time, Angel Jibril held him tightly and read him the first five verses of Surah Al-Alaq.
4. (iii), (ii), (i), (iv)
5. (c), (b), (g), (a), (f), (e), (d)
6. From the cave, the Prophet (S.A.W.) was trembling and feeling very cold. When he reached home, he asked his wife to wrap him. Lady Khadijah (RA) covered him with a blanket. To give him hope, Lady Khadijah took him to Waraqah who assured them that Muhammad would be a great Prophet.

Significance of the first verses of Sutul Al-Alaq

Practice Activity 2

1. Five (5) verses
2.
 - a) Read in the name of your Lord who created.
 - b) Read and your Lord is the Most Generous.
3. He should not brag because it is Allah's (S.W.T.) favour that we are able to read and write. Allah (S.W.T.) is the one who teaches us everything and has given us power to practise what we have learnt.
4.
 - Allah (S.W.T.) is the source of knowledge.

- Allah (S.W.T.) taught human beings how to use a pen.
 - We see Allah's (S.W.T.) power in how he created us from a blood clot.
 - Allah (S.W.T.) taught human beings things they did not know.
 - Writing is an important method of learning.
 - Allah (S.W.T.) is the Most Generous.
 - Reading is important in our lives.
5. We should seek knowledge by coming to school. At school we are taught how to read and write as repeated in the third and fifth verse. Allah (S.W.T.) is teaching us the importance of reading and writing.

Al-Isra wal Miraj

Practice Activity 3

1. a) Refers to the right journey of Prophet Muhammad's (S.A.W.) from Masjid Al-Haraam in Makkah to Baitul Maqdis in Jerusalem.
- b) Is the ascension of the prophet (S.A.W.) from Masjid Al-Aqsa in the company of Angel Jibril (A.S) to the seventh heaven.
2. Rajab
3. In the night of 27th Rajab, Angel Jibril took Prophet (S.A.W.) on Baraaq from Makkah to Jerusalem. In Baitul Maqdis, the prophet (S.A.W.) offered a two-rakaat Jamaa prayer with other prophets. From Jerusalem, he was further ascended to the seventh heaven. At every gate, he was welcomed by a prophet who greeted him. After the seventh heaven

the prophet (S.A.W.) went further up Sidratul Muntaha (Lot tree) where he was shown Allah's signs.

4. A – False B – False
C – True D – False
5. The five daily prayers
6. - The prophet (S.A.W.) was shown Allah's (S.W.T.) powers (over time and space)
- Prophet Muhammad (S.A.W.) met all the previous prophets.
- It tells the history of how swalah began. When prophet Muhammad (S.A.W.) was commanded the five daily prayers.
- Prophet Muhammad (S.A.W.) is the most beloved to Allah (S.W.T.) because he passed Sidratul Muntaha to talk to Allah (S.W.T.)

End of Term 3 Assessment

1. Enter paradise/Jannah
2. a) visiting and keeping good ties with them.
- b) loving and caring for them especially when they are sick
3. B
4. It is a duty of a child to show kindness to his/her parents.
5. - Assisting our poor/needful family members
- Accepting their invitations
- Visiting and praying for them when they are sick
- Helping them when they have a need
6. D
7. Your relative who is in need.
8. A
9. He should always relate well with Muslim and non-Muslim relatives

10. Obligations

11. C 12. A 13. 25 years
14. - trustworthy - hardworking
- honesty
15. - She had six children with Prophet (S.A.W.)
- She was the first person and woman to accept Islam.
- She comforted the prophet at the time of revelation.
- She spent her wealth to spread Islam and free Muslim slaves who were punished by their masters.
16. - Support each other
- Fulfil their responsibilities in marriage
- Respect and love each other.
- Support each other doing the work of Allah (S.W.T.)
- Encourage and give each other moral support in times of hardship.
17. - He was unhappy with the immoral practices of the Arabs (idol worshipping and other social evils). He wanted to be alone to meditate upon his Lord.
18. 40 years 19. B 20. Al-Alaq
21. - We should ask Allah (S.W.T.) for help before starting any activity.
- To read (seek for knowledge)
22. C
23. Jibril (A.S), Buraaq
24. 27th of Rajab
25. D
26. Masjid Al-Aqsa
27. Prophet Ibrahim (A.S)
28. The five Fardh prayers

29. - Tells the History of how swalah begun.
- Shows the power of Allah (S.W.T.)
- Prophet Muhammad (S.A.W.) is the beloved prophet of Allah (S.W.T.)
30. - The prophet was given five daily prayers to be performed by every Muslim.
- Allah (S.W.T.) showed the prophet (S.A.W.) His powers e.g. the Buraaq and the Heavens.
- Allah (S.W.T.) performs miracles
- Allah (S.W.T.) has power over death. The Prophet met all the previous prophets.

End of Year Assessment Papers

Assessment Paper 1

1. A
2. A good act (any form of worship)
3. (b)
4. Al-Amin (The trustworthy)
5. Bismillahi 6. C
7. A weak believer 8. Abdi
9. Al-Samiu (The All-Hearing)
10. C
11. Raqib and Atid 12. 25
13. Honest and truthful
14. A 15. D
16. Wash with enough water and soap, rinse until colour, smell and taste of the Najasaat is cleared.
17. B 18. D 19. B
20. Takbiratul Ihraam
21. Be kind to Allah's (S.W.T.) creatures (animals)

22. Watering, weeding, spraying, applying fertilizer, pruning etc.
23. Respect, kindness, obedience, love
24. Silk, gold
25. D
26. a) - To research on things you don't know.
- Play digital games to improve my creativity and imagination competencies.
- b) - Read news
- Improve my language skills
27. A
28. Parents must fulfil their obligation to their children.
29. A 30. B

Assessment Paper 2

1. B 2. A
3. Surah Al-Falaq
4. Helping parents to do home chores.
5. He should have said, "Bismillahi fi awwalihi wa aakhirih."
6. D
7. Discipline, teamwork and hardwork
8. Separate them and remind them that Allah is Al-Salaam, therefore we should promote peace and stop violence.
9. Israfil, Trumpet
10. Patience 11. C
12. Wash the blood stain with clean water until the colour, smell and taste is removed completely.
13. B
14. Stop, take Wudhu and start the prayer again.
15. Qiyaam
16. Surah Al-Fatiha 17. D

18. Feeding, watering them, treating them sheltering them, avoid any act of hurting them.
19. a) - Avoid dangerous games which may hurt them.
b) - avoid caging animals
20. D
21. Horse riding, swimming
22. C
23. - listen to recitation of the Qur'an
- listen to Nasheeds
- use it to do research in the internet
- play digital games
24. C
25. - Allah (S.W.T.) protects us from harm.
- Allah (S.W.T.) may change a bad situation to a good situation.
- We get rewards when we recite the Dua.
26. C 27. B 28. D
29. B 30. D

Assessment Paper 3

1. Protection 2. B
3. - performing Sujud (prostration)
- doing good deeds
- saying Alhamdulillah.
- avoiding bad deeds.
4. - one cannot be forced to be a Muslim
- we should live peacefully with non-Muslims
5. Abu Lahab
6. - Our food is blessed Allah (S.W.T.)
- Small portion of it makes us satisfied.

- The food makes us healthier.
- Sheytwan does not come near us when eating.

7. D 8. C 9. A
10.

Attributes	Meaning
a) Al-Basir	He hears all
b) Al- Samiu	He is all seeing
c) Al- Malik	The King
d) Al- Salaam	The source of peace

11. D 12. B 13. B

14. Wash the Najasaat with clean water and soap. Rinse well until the colour, smell and taste is removed completely.

15. Asma 16. Wudhu

17. - The body - Clothes

- Place of prayers

18. - Gives us meat (mutton)

- Gives us wool

- Gives us skin

19. Give it shelter, food, treatment when sick.

20. C

21. a) - Television

b) - Avoid watching and listening to bad things.

- Avoid watching when it is time for prayers.

22. B 23. D 24. B

25. - Obey them - Help them

- Respect them - Pray for them

- Thank them

- Be kind to them

- love them

- Take care of them

26. - It is Allah's (S.W.T.) command.

- We get blessings.

- We are rewarded for obeying and respecting our parents.

- To show love and kindness to them

27. B 28. Swalah

29. - We should seek knowledge through reading.

- Reading is important in the life of a Muslim.

- Allah (S.W.T.) is the one who teaches us everything.

30. a) Al-Isra b) Miraj

Term 1

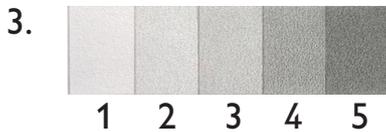
1 Picture making

1.1: Drawing

A. Smudge technique

Practice Activity 1

- A. Pencil
B. Charcoal
C. Pencil colours
D. Chalk
- (a) Value gradation strip
(b) Smudge technique
(c) The first box is the lightest while the last box is the darkest.
(d) pressures



Practice Activity 2

- (a) Smudge technique
(b) Pencil, paper, chalk, charcoal, burnt stick, pastel

B. Still-life drawing using smudge technique

Practice Activity 1

- (a) Smudge technique
(b) Still-life
(c) When overlapping objects, one object should cover some parts of another object.
(d) Shadows are used to make the objects in the drawing look real.

It also exposes the direction of light as reflected on the object.

- A still-life drawing is a type of art that involves drawing non-living objects also known as still objects.
- By applying different pressure or force on the medium when shading a drawing.

Practice Activity 2

- An adult to check the drawings and confirm correct application of smudge technique and value.
- An adult to check the drawings and confirm correct application of overlapping and creation of light and dark effect.

C. Human form drawing using smudge technique

Practice Activity 1

- (a) A - Head, B - hands, C - legs
(b) An adult to check and confirm the application of smudge shading technique on the drawings.
- Match as follows:
A with b
B with c
C with a
- An adult to check and confirm the application of smudge shading technique on the drawings.
- Value gradation helps to make the objects look real on paper.
- An adult to check and confirm the application of smudge shading technique on human form drawings.

Check Your Progress

1. Areas that appear dark receive less light while areas that appear light receive more light.
2. By spreading or smearing the dry media using our fingers, piece of cloth or fabric.
3. Because of the overlapping effect.
4. Light and dark effect can be created by applying more pressure on the dry media when shading dark areas and applying less pressure on light areas.

1.2: Crayon etching

A. Pictorial composition in crayon etching

Practice Activity 1

1. (a) Crayon etching
(b) Our house (Accept any title closely related to the answer provided.)
(c) Orange, yellow-green, violet, blue and black
(d) bright coloured wax crayons, black ink, sharp scratching tool, brush
2. Black ink - Used to cover the bright colour crayons.
 - A. Crayons - Used for making the crayon etching artwork background.
 - B. Brush - Used for applying black Indian ink on top of the crayon background.

- C. Tooth pick/sharp tool - Used for scratching out the design to reveal the crayon marks.

Practice Activity 2

1. ✓ Water based ink
Reason: Water based ink cannot mix with crayon because crayons are oil based.
2. B, C, E ✓
Reason: They are bright colours and can contrast with black Indian ink. They can easily be seen in black Indian ink.
3. (a) Colour a white surface using a variety of bright coloured wax crayons.
(b) Use a brush to apply a thin layer of black oil paint/Indian ink over the paper surface.
(c) Using a sharp tool, scratch out any picture in your mind into the inked surface.
4. An adult to check the artwork and accept any drawing related to the sample below.



Check Your Progress

1. Oil based ink is preferred because it brings out a shiny finish and is easy to scratch off.
2. Bright colours contrast with black Indian ink, therefore, they are more visible and attractive in crayon etching artworks.
3.
 - To prevent the oil based ink from melting.
 - To avoid fading of the artwork.

1.3: Painting

A. Tonal variation strip

Practice Activity 1

1. (a) A - Dark part
B - Light part
(b) A - Applying black paint
B - Applying white paint
2. A - Brush
B - Pallette
C - Drawing board/canvas
D - Paints
3. (a) A - Shading
B - Tinting
(b) Colour should be added gradually.
(c) When white is added to another colour it makes the colour bright or light.
(d) Dark effect is achieved when black is added to another colour.

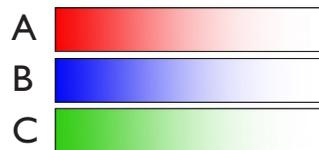
Practice Activity 2

1. Painting
2. Black
3. White
4. Tinting
5. Shading

B. Tonal variation using white

Practice Activity 3

1. A ✓
2. (a) Red
(b) Part B is brighter because colour white was added on it.
(c) To make it look real.
3. (a) A - Red, B - Blue and C - Green
(b) Tinting
(c) Use any colour of your choice to create strips as shown below.



4. An adult to check and confirm the application of light effect in the drawing.

C. Tonal variation using black

Practice Activity 4

1. (a) Brown
(b) Part A is darker because black was added on it.
(c) Shading
2. An adult to check and confirm the application of light effect on the drawing.
3. Too much black will make the colour appear as black instead of dark.

Check Your Progress

1. Gradually add black to another colour to shade it correctly.
2. Adding white to another colour makes the colour to appear bright. This creates a light effect.
3. Shading creates a dark effect.
4. Adding white to colour creates a dark effect.

1.4: Montage

Cutting and pasting techniques

Practice Activity 1

1. (a) Tape
(b) Stapler
(c) Adhesive or sap from tree and plants
(d) Glue
2. A - A pair of scissors – Used for cutting materials.
B - Cardboard – Used as a support for the artwork.

Practice Activity 2

1. Montage
2. Old magazines, old newspapers, cutting tools, support material, adhesives.
3. Adhesives
4. Adhesive from trees, wheat flour paste, cello tape, glue (Accept any correct answer.)

Practice Activity 3

1. (a) Nutrition
(b) Balance diet/Healthy eating vs unhealthy eating/Nutrition/My best meal (Accept any other relevant title.)

2. An adult to check and guide accordingly.
3. An adult to check and guide accordingly.

Check Your Progress

1. Adhesive from plants or trees and a wheat flour paste.
2. Montage is the art of making a picture by gluing together different cut out pictures on a surface.
3. A montage is created by cutting different pictures from different sources and gluing them together to make one picture.

2 Indigenous Kenyan craft

2.1: Basketry

Traditional twine technique

Practice Activity 1

1. (a) Extracting fiber from sisal
(b) fiber stripper
2. A - Bamboo
B - Reeds/leaves from pine tree
C - Banana
D - Sisal plant
3. A, C and D ✓
4. Wefts and Warps

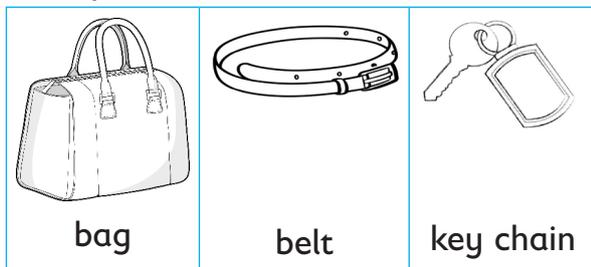
Practice Activity 2

1. (a) A - warp
B - weft
(b) Twine technique
2. Basket B
3. Carrying fruits and vegetables and storing food. (Accept any other correct answer.)

4. Steps to follow when preparing a stiff fibre for weaving.
 - (a) Collect the selected material for weaving.
 - (b) Cut the selected material into thin strips.
 - (c) Soak the strips in water to make the stiff material flexible for weaving.

Practice Activity 3

1. An adult to check the drawings to ensure the items can be made using weaving technique. See drawing examples below:



2. An adult to check and guide accordingly.

Check Your Progress

1. Banana plants, reeds, sisal plants, palm trees
2.
 - We can clean, tear banana stems to make banana fibres and dry them before using them for weaving.
 - We can harvest and split reeds into small strips for weaving.
 - We harvest sisal stems and extract fibre using a fibre stripper.
3. Twining technique is the process of weaving a basket by interlacing wefts around warps. The warps are held firmly in place, while the wefts are inserted over and under the warps.

2.2: Leatherwork

Thonging technique

Practice Activity 1

1. A
2. (a) Drum
(b) Church functions, Weddings, Music and dance festivals, Ceremonies (Accept any other relevant occasions.)
(c) Leather materials, metal can
3. A - Chisel – For making holes through a leather material.
B - Nail – This is an improvised tool used for making holes through a leather material.
C - Cutting knife – For cutting leather material into thongs or pieces.
D - Leather punch – for making holes through the leather material.
4. Belts, bags, shoes, key holders, seat covers (Accept any other relevant answer.)
5. We get leather material from hides and skins of animals.
6. A - knife
B - A pair of scissors
7. We soak leather in water to make it soft and flexible. This makes it easier to cut leather pieces.
8. Bags, clothes, decorative items, ornaments, shoes, belts, musical instruments and many others.

Practice Activity 2

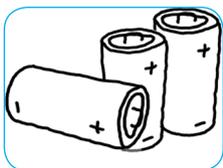
1. (a) Soak the leather in water.
(b) Cut the leather piece into thongs.
(c) Make holes through the edges of the leather pieces.

- (d) Attach the leather to the container using thongs.
- (e) Dry the drum under a shade.
2. An adult to check the drum and guide accordingly.

Check Your Progress

1. Goat, cow, sheep, camel
2. We can re-use leather from Broken drums, worn out shoes, worn out leather bags.
3. Thonging is done to hold the leather pieces tight on the metallic container. The leather pieces need to be tight in order to produce sound when the drum is beaten.

End of Term 1 Assessment

1. A - light side, B - dark side
2. Value
3. Smudge
4. A
5. Still-life drawing
6. 
7. Twine technique
8. Thonging technique
9. Black Indian ink.
10. An adult to check the strip and make sure it looks like the sample below.



Term 2

2.3: Pottery

Pinch technique

Practice Activity 1

1. A - Cooking
B - Storing water
2. A ✓
3. A - River bank
B - Ant hill
4. A, C, D ✓

Practice Activity 2

1. (a) Cup
(b) Plate/Bowl
(c) Pot
(d) Kettle
(Accept any other relevant answer.)
2. (a) Embedding technique
(b) Piercing, incising, stamping
3. An adult to check and confirm the decorative patterns.
4. An adult to check and guide appropriately.

Check Your Progress

1. Thumb finger
2. Clay or Plasticine
3. By using equal force or pressure when pressing the mould using thumb and index fingers.
4. It cracks.

3 Design, mixed media and technology

3.1: Graphic design

A. Freehand lower and upper case lettering

Practice Activity 1

- (a) A – Lower case
B – Upper case
(b) A – We should eat balanced diet.
B – We should be careful when crossing the road.
(c) Colour and shape of the letters
- Letter A is well shaped.
- (a) Pencil
(b) Chalk
(c) Charcoal
(Accept any other relevant answer.)
- (a) WASH
(b) HANDS
(c) HEALTH
(d) ENVIRONMENT
- (a) No. The letters are too small, they cannot be read easily.
(b) They can be corrected by making them bigger in size.

Practice Activity 2

- (a) wash your hands
(b) An adult to check and confirm the design.
(c) Cleanliness, Health, Hygiene
- An adult to observe freehand writing of the words provide.
- An adult to check and guide. See samples of messages:

(a) Health

*Eat balanced diet.
Have enough sleep.
Wear warm clothes during cold.*

(b) Safety

*Wear your mask properly.
Look before you cross the road.
Don't play with sharp tools.*

B. Freehand block lettering

Practice Activity 1

- A
- (a) A - Pencil
B - Crayons
C - Ruler
(b) A - Pencil is used for drawing letters.
B - Crayons are used for colouring letters.
C - Ruler is used for drawing guidelines for letter construction.
- (a) The letters in A have been decorated using one colour while the letters in B are decorated using three different colours.
(b) Shading or line shading
- An adult to check and confirm the application of colours and lines to decorate the words.

Practice Activity 2

An adult to check and confirm the application of colours and lines to decorate the words.

3.2: Paper craft

A. Making an expandable folder

Practice Activity 1

- Folder A cannot expand while folder B can expand.
 - Folder B
 - We use an expandable folder to store our documents and 2D artworks.
- A, C, D, E ✓
A - papers
C - glue
D - ruler
E - a pair of scissors
 - Papers - Used to make the body of the folder.
 - Glue - Used to join the pieces of papers together.
 - Ruler - Used to measure the size of the papers used.
 - A pair of scissors - Used to cut the papers into size.
 - Yes, the following items can be improved.
 - Reuse waste papers like old newspapers, magazines and books.
 - Use straight wood as a ruler, or any straight object.
 - Use locally available adhesives from plants, trees or wheat flour paste.

Practice Activity 2

- Step 1, (b) Step 4, (c) Step 2, (d) Step 3, (e) Step 5

- Look for the materials provided in the questions.
- Make an A4 size expandable folder as shown below.



An adult to check and guide accordingly.

B. Tie and dye expandable folders

Practice Activity 1

- Folder B is more attractive because it is decorated.
 - Tie and dye fabric
 - We decorate folders to make them look more attractive or beautiful.
- A - paint or dye agents
B - fabric
C - thread or yarn
 - Dye is used to colour and create patterns on a fabric.
 - Fabric is decorated and pasted on a folder to make it attractive.
 - Yarn is tied on a fabric to resist dye and help create a pattern.
- Glue
 - Tape
 - pins
- A - Step 3, B - Step 4, C - Step 2, D - Step 1
- Take the clean fabric and tie or knot it according to the pattern you want to create.

- (b) Prepare the dye you want to use by diluting it with water.
 - (c) Apply the dye colours in the spaces between the strings or knots.
 - (d) Untie the strings or knots and rinse the fabric with water.
 - (e) Hang the fabric in the sun to dry.
6. A - glue
B - stapler
C- needle and thread

Practice Activity 2

An adult to observe the tie and dye process.

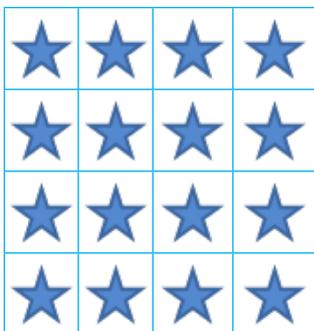
Practice Activity 3

An adult to observe the learner. Ensure the learner follows the correct steps to create and decorate an expandable folder.

C. Block printed expandable folders

Practice Activity 1

1. Fabric B
2. A stamp - Used for stamping or transferring letters and words on a paper in block printing.
3. See sample of the table.



4. (a) Paper
(b) Fabric (*Accept any other correct answer.*)
5. A, C ✓

Practice Activity 2

An adult to:

- (a) check and confirm the correct application of block printing method to decorate a fabric.
- (b) to observe the creation and decoration of an expandable folder.

Check Your Progress

1. Graphic design
2. Calligraphy
3. Freehand
4. Folder
5. (a) Block printing
(b) Tie and dye
6. Pattern

3.3: Puppetry

A. Glove puppet

Practice Activity 1

1. A
2. (a) The teacher is holding glove puppets.
(b) The teacher is controlling the puppet using her hands.
(c) Puppeteer
3. Socks, wool or yarn, thread
The puppet was created by attaching beads on socks to represent eyes and threads to represent hair.
4. (a) Painting ✓ (c) Stitching ✓
(d) Sticking ✓ (e) Drawing ✓
5. Match the items to the names as shown below:
A - glove and sock
B - string
C - buttons
D - pair of scissors

E - needle and thread

F - glue

6. Giraffe

Practice Activity 2

1. Follow the instructions provided in Task 1 and 2.
2. An adult to check and confirm the puppets created are glove puppets.
3. An adult to confirm the creation of the theatre.

B. Making stick or rod puppets

Practice Activity 1

1. B ✓
B is a rod puppet because is controlled by use of sticks or rods
2. Face/head
3. A - body
B - rod
4. In a theatre.
5. Branches of a tree, wood, fabric, beads, wire, papers
(Accept any other correct answer.)
6. (a) Cloth pieces - Can be used to create the body of a puppet.
(b) Wood - Used to make the rod.
(c) Scissors - Used to cut fabric while making rod puppet.

Practice Activity 2

1. A - Step 3, B - Step 4, C - Step 1, D - Step 2
2. An adult to check the rod puppet.
3. An adult to check the materials listed such as fabric, wood, socks, fabric, beads, wire, papers and many others.
4. The puppets can be used to tell a story, perform a dance and entertain people.

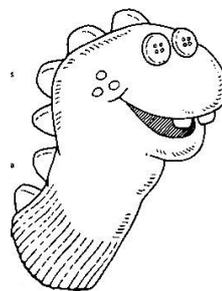
Check Your Progress

1. Socks, fabric, beads, papers
(Accept any other correct answer.)
2. Open window theatre
3. puppet
4. needle and thread
5. theatre
6. (a) A glove puppet is worn over the hands and is controlled by use of fingers and the hand.
(b) A stick puppet is controlled using rods or sticks.

End of Term 2 Assessment

1. A - Block printing
B - tie and dye
2. We should dry clay items in a shade.
3. A - Upper case
B - Lower case
4. B, C ✓
5. Calligraphy
6. WE SHOULD EAT BALANCED DIET
7. (a) River bank or swamp
(b) Ant hill or under rocks
(Accept any other correct answer.)
- 8.

A. Glove puppet



Materials

Gloves
Threads – to make up the hair.
Buttons to make the eyes

B. Stick or rod puppet



Materials

Stick or rods,
fabric, paper,
strings

- I can use puppets for entertainment, visual learning, communicating, as a hobby or as a way to generate an income.
- Expandable folder

Term 3

3.4: Photography

A. Elements of photography

Practice Activity 1

- Observing or looking at photographs in an album.
 - To preserve memories.
 - To capture important moments.
 - For printing and hanging on walls for decoration.
 - To share memories with people far from us.

(Accept any other relevant answers.)

- camera
 - smartphone
 - tablet
 - laptop
- landscape
 - portrait
- Photograph **A**

Practice Activity 2

- Wild life
 - Environmental conservation
 - child labour

(Accept any other relevant theme.)
- Framing, focus, lighting
 - Framing - Some parts of the subject of the photograph is not complete.
 - Focus - The image of the subject is blurry or not sharp.
 - Lighting - The image is dark and not clear.
- Focus, viewpoint, lighting, background, framing and composition.
- Bird's eye view
 - Worm's eye view
 - Normal eye view
- The background has the same colour with the subject.
 - The subject is not clearly seen.
 - We can correct the problem by using contrasting colours between the subject and the background.
- Ball
 - Focus
 - Placement of forms

Practice Activity 3

An adult to observe the photographs and ensure they relate to the theme **environment conservation**.

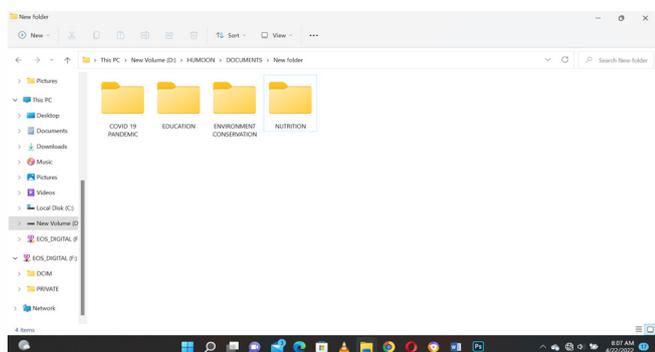
B. Creating and naming folders

Practice Activity 1

- Photograph album
 - Photographs stored on a laptop
- A, B, C ✓
- Documents, music and videos

Practice Activity 2

1. Follow the instructions provided in question. Ensure you have folders well labelled as the samples below:



2. An adult to check and confirm the folders created are properly labelled.

Check Your Progress

1. photography
2. photographer
3. Focus, lighting
4. bird's eye view
5. folder
6. Label or name

4 Presentation and exhibition

4.1: Mounting artwork

A. Types and uses of adhesives

Practice Activity 1

1. (a) A - Glue, B - Tape
(b) Glue and tape can be used to stick artworks on the mounting board.
2. (a) Liquid adhesive
(b) Tape adhesive
(c) Spray adhesive
3. Spray adhesive

4. (a) Cardboard
(b) Mounting board
(c) Black sugar paper
(d) Carton box
5. (a) A - wheat flour and water
B - Sap or tree glue
(b) Adhesive from plants or trees
wheat flour paste adhesive

Practice Activity 2

1. (a) container
(b) wheat flour
2. Advantages of using natural or local adhesives include:
(a) They are easily found.
(b) They are cheap to make.
(c) They make us creative.
3. We should consider:
(a) surface of use
(b) our safety
(c) availability
(d) cost

B. Mounting 2D artworks using matting technique

Practice Activity 1

1. A
2. Matt mounting
3. (a) Drawings
(b) Paintings

Additional answers -

- Collage, photographs, montage, photomontage, crayon etching
4. A - Picture plane
B - Picture frame
 5. (a) Cardboard
(b) Manilla paper
(c) carton box

Practice Activity 2

- (a) Follow the process given in the question to draw and mount a picture using matt mounting technique.
- (b) An adult to check the artwork and the mounting craftsmanship.

Check Your Progress

1. Adhesive
2. spray form
3. mounting
4. support
5. 2Dimensional

4.2: Exhibition skills

A. Exhibiting 2D and 3D artworks

Practice Activity 1

1. B
2. (a) Walls
(b) Display shelves
(c) Hanging display wires
(d) Clipboard displays
3. (a) Table
(b) Floor
(c) Stool
(d) Stand
(e) Pedestal

4. (a)	2D artworks	3D artworks
	Paintings	Sculpture
	Mosaic	Clay items
	Drawings	Woven items
	Collage	Leatherwork

- (b) There is no enough space for the audience to walk around. Some artworks are overlapping.
- (c) The exhibition space has too many artworks.

The artworks were not displayed on correct display surfaces.

- (d) (i) Lighting - Good lighting helps the audience to clearly observe the artworks.
- (ii) Space – An exhibition should have enough space to allow the audience to move about freely and comfortably.
- (iii) Clean air ventilations – The artworks in an exhibition need proper ventilation to protect them from moisture. The audience also needs it for comfort.

5.	Features	Tick
	(a) Bright lighting	✓
	(b) Dark lighting	
	(b) Tight space	
	(d) Free space	✓
	(e) Dusty	
	(f) Clean with openings for clean air circulation	✓

Practice Activity 2

An adult to observe the exhibition and confirm the following were considered:

- (a) Space between artworks
- (b) Space for movement
- (c) Proper air ventilation
- (d) Proper lighting
- (e) Proper display surfaces

Check Your Progress

1. Armature
2. Exhibiting
3. Audience or viewers
4. Artists

End of Term 3 Assessment

1. Photography
2. (a) Camera
(b) Smartphone, Mobile phone, Tablet, Laptop
3. Lighting
4. B - Landscape
5. A, C, D ✓
6. A - Picture plane
B - Picture frame
7. Matt mounting
8. A - Wall
9. (a) Framing and mounting helps to preserve the picture for a long time.
(b) Adds value to the picture.
(c) Adds beauty to the picture.
10. (a) Portrait
(b) Landscape

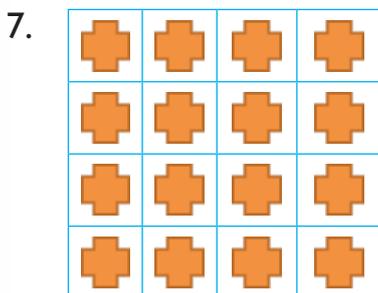
End of Year Assessment Papers

Assessment Paper 1

1. (a) Pencil, Charcoal, Chalk
(b) Fabric, tissue paper
2. Crayon etching
3. An adult to check the value gradation strip. See sample below.



4. Painting
5. (a) Cow (b) Goat
(Accept any other relevant answers.)
6. Clay

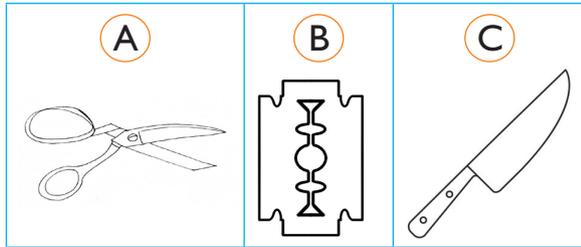


8. A - Glove puppet
B - Rod puppet
9. (a) **Lighting** helps to brighten the photograph for clarity.
(b) **Focus** helps to guide the attention of the viewer.
(c) **Background** supports the subject of the photograph.
(d) **Viewpoint** provides different ways or angles of viewing the subject.
(e) **Placement of forms** help to position the main subject.
10. (a) Camera
(b) Smartphone, Tablet, Laptop
(Accept any other correct answers.)
11. Glue, cello tape, adhesive from plants
12. Black Indian ink
13. An adult to check and confirm the use of blue colour and application of tone and value to paint the drawing.
14. (a) Sisal
(b) Banana fiber
(Accept any other correct answer.)
15. A

Assessment Paper 2

1. An adult to check the drawing and confirm the creation of light and dark effect using smudge technique.
2. (a) Head
(b) Hands
(c) Chest
(d) Legs
3. 
Reason: Bright colours are easily visible through the black coating.
4. A

5.



6. An adult to check and confirm the use of lines to decorate the word.
7. A, C, D ✓
8. Puppet
9. Theatre
10. (a) (i) Framing - The subject was not captured fully.
(ii) Placement of forms was not well done.
(b) Place the subject at the center of the photograph.
11. (a) 2D
(b) 3D
12. This tool is called a **leather punch**. It is used in leatherwork to make **holes through a leather material**.
13. Pinch technique
14. WE SHOULD PRESERVE OUR ENVIRONMENT
15. (a) Make an expandable folder.
(b) Tie and dye a fabric.
(c) Glue decorated fabric on the cover of the expandable folder.

Assessment Paper 3

1. A
2. Tone and value
3. Twine technique
4. Thongs
5. An adult to check and confirm the use of patterns to decorate the drawing.
6. A, C, D ✓
7. Hands
8. Focus and lighting
9. *Insert pic crayon base*
10. Environmental conservation, Tree planting
11. Adhesive
12. (a) Walls
(b) Display boards
- Stands
 - Screen
 - Canvas
 - Shelves (*Accept any other correct answer.*)
13. Expandable
14. Smudge technique
15. (a) wallets
(b) - bags
- belts
- key holder
- shoes
- (Accept any other correct answer.)*

1 Performing

Unit 1: Songs

Practice Activity 1

- patriotic song
 - a topical song
 - a folk song
 - lullaby
- a topical song
 - the importance of washing hands
- Patriotic song – when praising one’s country, it’s people and culture.
 - Action songs – songs that are accompanied with actions.
 - Topical songs – when talking about different issues that affect the society.
 - Sacred songs – when worshipping or praising God.
- rhythm
- pronouncing the words clearly and correctly
- hands, head, fingers, legs
- a solo performance involves only one person, a choral performance involves more than one person.

Practice Activity 2

- the song urges us to tour our country
 - a patriotic song
- loud
 - fast or slow
- at home during bedtime
- excitement, calmness

- leaving out sounds from words
 - replacing some sounds with others
- tempo – fast or slow
 - pitch – high or low
 - dynamics – loud or soft
 - rhythm – repetitive or varied
- Is whereby a number of singers perform a song.
- Observe the correct posture
 - Observe good breath control
 - Sing powerfully without shouting. (Accept any other correct answers)
- articulation, tempo

Practice Activity 3

- No. (Accept any reasonable explanation)
 - Is when individuals or groups sing the same song in different voice parts.
- Encourage learner to stick to own voice part.
- Stick to their voice part
- 2
- When the song sounds good
- To avoid getting confused when the other voice is singing.

Unit 2: Kenyan Folk Songs

Practice Activity 1

- Maasai
 - Agikuyu
- during work
 - the song encourages hard work
- Confirm that the learner has written the words of the song.

4. A folk song is a traditional song performed during different occasions by different communities.
5. local
6. solo and choral
7. True
8.
 - during work
 - during worship
 - during marriage ceremonies
 - during child birth or naming ceremonies
 - during funerals
 - during circumcision or initiation ceremonies
9. parents, grandparents, music teachers

Practice Activity 2

1. Accept any correct answers
2. words
3.
 - loving others
 - being responsible
 - respecting others
 - working together
4.
 - a) work folk songs – hard work
 - b) initiation folk songs – perseverance
 - c) marriage folk songs – faithfulness
5. laziness, stealing disobedience
6. stealing is good
7. laziness

Practice Activity 3

1.
 - a) Maasai
 - b) head, legs, hands, waist, shoulders
2. organised
3. accidents may occur
4. practice
5. Encourage lively performance with strict observation of orderly and uniform body movements.

6. To make the performance enjoyable, to show preparedness, to avoid accidents
7. interesting
8. D

Practice Activity 4

1.

Behaviour	Yes	No
a) There is enough space for dancing.		✓
b) The stage is clear.		✓
c) Some children are pushing each other.	✓	
d) All the children are properly dressed.		✓
e) Respect has been observed in the folk dance performance.		✓

2. To show respect, to allow them to move easily
3. Arrange props well, use props well, space out well
4. To avoid accidents
5.
 - a) a walking stick
 - b) a sisal skirt
 - c) a pot
 - d) a hat
6. carefully
7. good spacing, wearing well-fitting costumes, handling props correctly, orderly movements

Practice Activity 5

- drums
 - a horn
 - shakers
 - a kayamba
 - nyatiti
 - a flute
 - a jingle
- drums, shakers, kayamba, jingle – percussion instruments
a horn, a flute – wind instruments
nyatiti – a string instrument
- E
- Accept any correct musical instruments mentioned.
- Accept a good illustration of any musical instrument.
- a drum, a metal ring, litungu
 - Accept any correct answers.
- a flute – blowing
 - kayamba – shaking
 - orutu – bowing
 - a drum – hitting
- enjoyable

Unit 3: Musical Instruments

Practice Activity 1

- a drum
 - kayamba
 - a shaker
 - a marimba
 - a ring
 - a gourd
- marimba, a drum
- shakers, kayamba, jingles
- Instruments make the performance of songs more entertaining and enjoyable.
- shaking
- Accept any correct answers.

Practice Activity 2

- a drum
 - a marimba
 - a kayamba
 - a xylophone
 - marimba
 - xylophone
 - a drum
 - a kayamba
- do not produce a tune when played

- pitched percussions
- a gourd
 - non-melodic
- Adongo, Kirigongo
 - njuga, ajawa, efumbo, kayamba, chapuo

Practice Activity 3

- A – skin membrane
B – tuning lace
C – a resonator/sound box
D – a sling
 - A skin membrane – is hit to produce sound
A tuning peg – is adjusted to ensure a desirable sound is produced
A sling – is used for carrying the instrument
A sound box – makes the sound loud
 - a sling
 - a tuning lace
 - to make the sound loud
- the resonator
- animal skin, metal containers, a knife
- mallets
- Accept any good drawing of a musical instrument. Its parts have to be labelled.
- Accept any correct answers.

Practice Activity 4

- The drums are being tuned.
- To make the skin firm, to make the drum produce a desired sound.
- You expose the skin membrane to a source of heat or adjust the laces for some types of drums.

Practice Activity 5

- To produce the desired sound.

2. Hitting the drum very hard, pouring water on the drum
3. A - True B - False C - True
D - False
4. To tighten or loosen the laces
5. 1 – hit the drum to test the sound, 2 – Warm the skin membrane in the sun or near the fire, 3 – Tap the drum to confirm whether it is firm enough

Practice Activity 6

1. a) bottle tops b) a Y-stick
c) a wire d) nails
e) a hammer
2. a shaker 3. a gourd/shaker
4. a hammer 5. a nail
6. a knife, a cow's skin, an empty metal container
7. Accept any correct answers.

Practice Activity 7

1. A – mouth piece B – head joint
C – foot joint
2. mouth piece
3. a) Note B b) Note G
4. 1 – back hole and the first top hole is covered
2 – back hole, first and second hole
3 – back hole, first, second and third holes covered
5. left hand
6. seven
7. by covering or uncovering certain holes
8. Accept good drawings of a descant recorder.
9. To blow air into the descant recorder.
10. A, G, B
11. right thumb
12. Note B – left hand, index finger

Note A – left index finger, left middle finger

Note G – left index finger, left middle finger, left ring finger

13. upright posture

Practice Activity 8

Encourage learners to follow the rhythms given while playing the melodies on the descant recorder.

Practice Activity 9

1. Cleaning the different parts of the descant recorder.
2. To prevent the spread of infections and diseases.
3. Brushing the teeth, washing hands, cleaning the instrument before use (And any other)
4. C
5. Make sure it is clean (Accept any other correct answer)
6. Wash it

Unit 4: Dance

Practice Activity 1

1. a) Isukuti b) drums
c) the musical instrument
2. during harvesting, during initiation, during marriage ceremonies
3. happy
4. a) Swahili – Sengenya
b) Agikuyu – Mwomboko
c) Akamba – Kilumi
d) Luo – Ramogi
5. a) False b) True
c) True d) True
6. Accept any correct answer.
7. legs, hands, shoulders, head, waist

Practice Activity 2

- C
- good spacing, relating well with others, correct timing, dancing with energy
- a) – Yes b) – No
c) – No d) – No
e) – Yes
- a) space – an area where a dancer moves
b) energy – the force the body uses to make a movement
c) time – how long it takes to make a movement
d) relationships – the way in which one dancer makes a movement that is similar to those made by others
- energy 6. space

Practice Activity 3

- These are dance movement that are uniform.
- uniform
- practice
- to avoid accidents, to make the singing more enjoyable, to show people that you are well prepared
- there can be accidents, the performance would not be enjoyable
- hands, legs

Practice Activity 4

- a) a V-shaped dance formation
b) circular dance formation
c) a linear dance formation
d) a triangular dance formation
- a) False b) True
c) True d) True
e) True

- Accept good drawings of the different shapes.
- dance formations

Practice Activity 5

- They did not space out well, The props were not arranged properly, The dancers were pushing each other, The floor was wet
- stones, broken bottles
- flat shoes
- a) good b) bad
c) good d) bad
e) good
- Observe the dance and give feedback as guided.

Unit 5: Rhythm

Practice Activity 1

- It is the repetitive pulse of music that we respond to.
- 60
- Encourage the learner to clap or tap correctly.
- a) Learner sings the song as they clap or tap to its beat.
b) 4
- a) Learner sings the song as they clap to its beat.
b) 16
- a) Learner sings the song as they clap to its beat.
b) 14

Practice Activity 2

- a) ba-ba b) John
c) Mo-ni-ca d) lol-li-pop
- Encourage the learner to clap and chant the French rhythm names correctly.

3. a) lol-li-pop b) zi-ma mo-to
c) ba-na-na d) come home

4.

Words	Go	home	la-ter
French rhythm names	Taa	Taa	Ta-te
Words	Take	Ma-ry	home
French rhythm names	Taa	Ta-te	Taa

Practice Activity 3

1. Taa Taa Taa Taa Taa
2. Ta-te Ta-te Ta-te Ta-te
3. Taa Ta-te Taa Ta-te Taa
4. Accept any rhythmic patterns

Practice Activity 4

Encourage the learner to perform the activities given correctly.

Unit 6: Melody

Practice Activity 1

Encourage the learner to sing the solfa syllables in the ladder correctly.

Practice Activity 2

1. Encourage the learner to sing the solfa syllables using the correct hand signs.
2. a) d b) r c) m

Practice Activity 3

Encourage the learner to sing the songs using the solfa syllables and hand signs correctly.

Practice Activity 4

Encourage the learner to perform the activities given correctly.

Practice Activity 5

Encourage the learner to perform the activities given correctly.

Unit 7: Elements of music

Practice Activity 1

Accept any correct answers.

Practice Activity 2

1. a) During a birthday party
b) During my birthday
2. a) When soothing a baby to sleep
b) Accept answers related to a baby soothing event
3. - It helps us appreciate other cultures
- Promotes harmony among people
(Accept any other correct answers)

End of Year Assessment Papers

Assessment Paper 1

1. a) action song
b) we are fearfully and wonderfully made
c) Learner claps to the rhythm of the song.
d) high
e) loud
2. When people perform a song in a group.
3. a) patriotic songs
b) lullabies
c) topical songs
(Accept any other correct)
4. solo
5. a patriotic song
6. harmony

7. d r d r m d m r d
8. d r m m r m r r m
9. a) cat – soft b) dog – loud
c) cow – loud d) rat – soft
e) snake – soft
10. a) during child birth or naming ceremonies
b) during marriage ceremonies
c) during initiation ceremonies
d) during harvesting
e) during funerals
(Accept any other correct answers)
11. coordinated 12. D
13. C
14. drum, shakers, kayamba (And any other correct instrument mentioned)
15. a) marimba b) melodic
16. a) Accept well drawn diagrams of a drum
b) sound box
c) i) skin membrane ii) a sling
17. a) a flute – blowing
b) kayamba – shaking
c) orutu – bowing
d) a drum – hitting
18. a) Luo – Ramogi
b) Akamba – Kilumi
c) Agikuyu – Mwomboko
19. Accept any correct answers.
20. Accept any correct answers.
21. space, time, energy, relationships
22. a) a folk song
b) a patriotic song
c) a sacred song
d) lullaby
23. D
24. rhythm
25. a) tempo – fast or slow
b) pitch – high or low
c) dynamic – loud or soft
d) rhythm – repetitive or varied

Assessment Paper 2

1. a shaker
2. To relax the body before singing, To learn from her mistakes and do more practice
3. slow or fast
4. hitting, shaking, rattling or scrapping
5. a jingle
6. the resonator
7. a) ma-zi-wa b) mo-mba-sa
c) ke-ti ha-pa d) hap-py peo-ple
e) wake up
8. a) a V-shaped formation
b) a circular formation
c) a linear formation
d) a triangular formation
9. dance formations
10. a) energy b) relationships
c) time d) space
11. Melodic percussion instruments are those that produce a tune when played.
12. marimba, xylophone
13. A – mouthpiece B – window
C – head joint D – body
E – foot joint
14. a) Jeremy and Brian
b) Mary and Joan
c) (i) to make them last
(ii) to avoid damage
(iii) to remove any dust
15. a) _____
b) _____
16. Accept correct and logical explanations.
17. (i) d (ii) r (iii) m
18. Learner claps as they chant the rhythmic patterns.
19. Accept any correctly created rhythmic patterns.

20. a) m b) r c) d
21. d r mm m r d
taa taa ta-te taa taa taa
22. a) Pitch – is how high or low a piece of music sounds
b) Tempo – is how fast or slow a piece of music sounds
c) Dynamics – _____
d) Structure – _____
23. a) a patriotic song
b) national days
c) the song is about our country Kenya
24. a) good spacing
b) handling props carefully
c) clearing the floor
(And any other correct answer)
25. Note A

Assessment Paper 3

1. a) a drum b) a horn
c) shakers d) a kayamba
e) nyatiti f) a flute
g) a jingle
2. Learner plays the rhythm of a song on a descant recorder.
a) Lullaby
b) Accept any correct answer
c) Learner claps the rhythm of line one of the song.

3. To support the descant recorder when playing it
4. A
5. Accept any reasonable answers.
6. _____
- 7.

Rhythm	Taa	Taa	Taa	Taa
Quaver French rhythm name	Ta	te	Ta	te

9. A 10. D 11. C
12. D 13. C
14. Good spacing, relating well with others, correct timing, dancing with energy
15. m r d 16. local
17. To make the performance enjoyable, to show preparedness, to avoid accidents
18. A 19. D 20. C
21. a) A b) D
22. D
23. Two-part singing means performing a song in two voice parts.
24. a) a drum b) a kayamba
c) a shaker d) a marimba
e) a metal ring f) a gourd
25. Accept good drawings of a descant recorder.
26. C