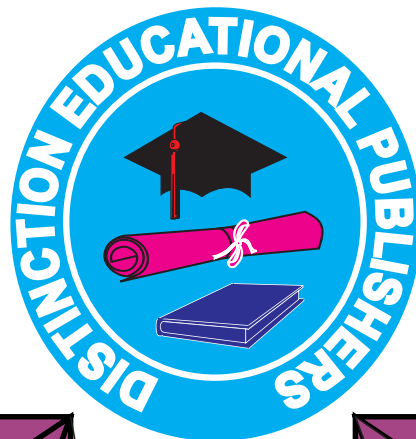


DISTINCTION

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COMPETENCY BASED CURRICULUM

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Table of Contents

1.	Mathematics	1
2.	English	12
3.	Kiswahili	24
4.	Science	36
5.	Agriculture	44
6.	Social Studies	47
7.	Home Science	54
8.	Physical and Health Education	57
9.	CRE	70
10.	IRE	82
11.	Music	87
12.	Art and Craft	90

MATHEMATICS (Pages 2-43)

STRAND 1: WHOLE NUMBERS (Pages 2-5)

Activity 1 (Pages 2)

- | | | | |
|---|---|---|-----------|
| 2 | 8 | 6 | 9 |
| | | | |
| | | | ones |
| | | | Tens |
| | | | Hundreds |
| | | | Thousands |
- Tens of thousands
 - Hundreds
 - Ones
- 8
 - 80
 - 800
 - 800
 - 8000
 - 8000
 - 80000
 - 80000
- | | | | |
|---|---|---|------|
| 2 | 8 | 6 | 9 |
| | | | |
| | | | 9 |
| | | | 60 |
| | | | 800 |
| | | | 2000 |
- 2000
 - 200
 - 20000
-

	Number	Tens of Thousands	Thousands	Hundreds	Tens	Ones
(a)	620			6	2	0
(b)	4038		4	0	3	8
(c)	9652		9	6	5	2
(d)	34019	3	4	0	1	9
(e)	10436	1	0	4	3	6

Activity 2 (Pages 2-3)

- two thousand and ninety two
 - Two thousand nine hundred and eight
 - Four thousand three hundred and nineteen
 - Nine thousand five hundred and sixty eight.
- Accept correct numbers.
- Accept any four digit number.

Activity 3 (Page 2)

- sixty six
 - two hundred and eighty nine
 - two hundred and ninety nine
 - three hundred and fifty eight
 - six hundred and sixty six

- Nine hundred and ninety nine
 - Nine hundred .
 - Nine hundred and ninety one
 - one thousand
- 450
 - 306
 - 414
 - 616
 - 793
 - 999

Activity 4 (Page 4)

- Rehema
- Charity
- Rehema, James, Purity, Osman, Joan, charity
- 399, 420, 425, 435, 442, 452
- 645, 564, 456
 - 321, 312, 213, 123
 - 876, 867, 786, 768
 - 961, 916, 619, 196
- 519, 591, 915, 951
 - 284, 482, 824, 842
 - 176, 671, 716, 761
 - 405, 450, 504, 540

Activity 5 (Page 4)

- 0
 - 10
 - 100
 - 150
 - 250
 - 860
 - 920
 - 950
 - 1000

Activity 6

- 2
 - 16
 - 2
 - 16
- 1, 2, 5, 10
 - 1, 2, 3, 6, 9, 18
 - 1, 2, 4, 7, 14, 28
 - 1, 3, 13, 39
 - 1, 2, 3, 6, 7, 14, 21, 42
 - 1, 2, 3, 4, 6, 8, 12, 16, 24, 48
- 1, 17

Activity 7 (Page 4)

- 1, 2, 3, 4, 6, 9, 12, 18, 36
- 8
 - 7
 - 3
 - 4
 - 7
 - 1
 - 10
 - 6
 - 144
 - 128

Activity 8 (Page 4)

- 9, 18, 27, 36, 45, 54, ____
 - 4, 8, 12, 16, 20, 24, ____
 - 6, 12, 18, 24, 30 36
 - 8, 16, 24, 32, 40, 48
 - 14, 28, 42, 56, 70, 84
- 36,
 - 48

3. 2, 5, 10, 25
4. 8, 16, 24, 32, 40
5. 28
6. $r = 49$ $t = 72$
 $u = 54$ $v = 72$

Activity 9 (Page 5)

1. a) odd (b) even
(c) odd (d) even
2. 52, 54, 56, 58, 60, 62, 64, 66, 68, 70, 72, 74, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98
3. 41, 43, 45, 47, 49, 51, 53, 55, 57, 59, 61, 63, 65, 67, 69, 71, 73, 75, 77, 79, 81, 83, 85, 87, 89
4. Accept correct answer
5. January - 31
February - 29 odd odd 28 even
March 31 odd
April 30 even
May - 31 Odd
June - 30 Even
July - 31 odd
August - 31 odd
September - 30 even
October - 31 odd
November - 30 even
December 31 odd

Activity 10 (Page 5)

1. viii
2. i, ii, iii, iv, v, vi, vii, viii, ix, x
3. vii
4. iv, v, vi, vii, viii
5. ix
6. (a) 6 (b) 10
(c) 8 (d) 4

Activity 11 (Page 5)

1. 8, 10 2. 14, 12
3. 13, 15 4. 57, 67
5. 2

Addition (Page 5 - 6)

Activity 1 (Page 6)

1. (a) 3192 (b) 4806
(c) 3568 (d) 9299
2. (a) 8398 (b) 7509
(c) 9581 (d) 9900
3. 5483
4. 4279
5. 9068

Activity 2 (Page 6)

1. 8290
2. 8900
3. (a) 9710 (b) 6194
(c) 6756 (d) 4630
4. (a) 9560 (b) 426
(c) 2624 (d) 9090

Activity 3 (Page 6)

1. (a) 40 (b) 140
(c) 140 (d) 1130
(e) 920 (f) 100
(g) 1050 (h) 700

Activity 4 (Page 6)

1. (a) 30, 40, 60 (b) 500, 600, 700
(c) 350, 400, 450 (d) 2500
(e) 5000, 6000 (f) 8000, 10000
2. Assess children games involving addition

Subtraction (Pages 6 - 7)

Activity 1 (Page 7)

1. 7721
2. 8410
3. 9611
4. 1305/=
5. 7141 cows
6. 315 litres
7. 2254 people
8. 4497 kg of maize

Activity 2 (Page 7)

1. 8106
2. a) 2679 (b) 8881
3. 9799
4. 551 eggs
5. 166kg
6. 1841 bufalloses

Activity 3 (Page 7)

1. (a) 30 (b) 80
(c) 260 (d) 1490

Activity 4 (Page 7)

1. (a) 68
b) 400, 350, 300
c) 700, 600
d) 7000, 6000
f) Accept correct answers.
2. Accept digital device used for play games subtraction.

Multiplication (Pages 8 - 9)

Activity 1 (Page 8)

1. (a) 80 (b) 90
(c) 720 (d) 920
2. (a) 160 (b) 280
(c) 1600 (d) 4200
3. 440
4. 690

- 520
- 620
- 1680
- 2430

Activity 2 (Page 8)

- (a) 462 (b) 484
(c) 1089 (d) 1023
(e) 1271
- 1290 eggs
- 1972 or 1904 depending with the year

Activity 3 (Pages 8 - 9)

- 529
- 1323
- 400
- 960
- 1680
- 2520kg
- 1728 bottles
- 1404 words
- 3420
- 2592 lines

Activity 4 (Page 9)

- $30 \times 30 = 900$
- $50 \times 60 = 3000$
- $70 \times 40 = 2800$
- $90 \times 30 = 2700$
- $20 \times 30 = 600$
- $40 \times 20 = 800$
- $50 \times 10 = 500$
- $60 \times 10 = 600$
- $30 \times 30 = 900$

Activity 5 (Page 9)

- 12, 14, 16, 18
- (a) 18, 21
(b) 45, 50
(c) 36, 42
(d) 60, 70, 80
- 20, 30, 40, 50, 60, 70, 80, 90, 100

Division (Page 9 - 10)

Activity 1 (Page 9)

- 3
- 16
- (a) 27 (b) 23
(c) 6 (d) 11
- (a) 14 (b) 28
(c) 12

- sh. 24
- 20 hectares
- 7.10 coins

Activity 2 (Page 10)

- (a) 6 rem 1 (b) 12 rem 2
(c) 12 rem 3
- 14 rem 4
- (a) 16 rem 3 (b) 19 rem 1
(c) 10 rem 5 (d) 12 rem 2
- 23 rem 1

Activity 3 (Page 10)




- 4
- 8
- 48
- 72
- 7
- 5
- (a) $42 \div 6 = 7$ (b) $5 \times 9 = 45$
 $42 \div 7 = 6$ $9 \times 5 = 45$
(c) $3 \times 12 = 36$ d) $72 \div 9 = 8$
 $12 \times 3 = 36$ $72 \div 8 = 9$
e. $84 \div 7 = 12$ (f) $11 \times 9 = 99$
 $84 \div 12 = 7$ $9 \times 11 = 99$
- Assess learners on games involving division and multiplication using digital devices.

Fraction (Pages 10 - 12)

Activity 1 (Pages 10 - 11)

- $= \frac{2}{4}$ or $\frac{1}{2}$
- $= \frac{3}{8}$
- $= \frac{1}{4}$



- (a)  (b) 
- (c) 

Activity 2 (Page 11)

- 4
- 9
- 8
- 4 books
- 18
- $\frac{6}{24}$ or $\frac{1}{4}$

Activity 3 (Page 11)

Assess the learner's work.

Activity 4 (Page 11)

- Numerator 3 denominator 4
- Numerator 7 denominator 3
- Numerator 5 denominator 10
- Numerator 2 denominator 8
- Numerator 6 denominator 5
- Numerator 4 denominator 2
- Numerator 2 denominator 3
- Numerator 2 denominator 7
- Numerator 6 denominator 7
- Numerator 7 denominator 6
- Numerator 7 denominator 5
- Numerator 3 denominator 4

Activity 5 (Page 12)

- proper fraction
- proper fraction
- improper fraction
- improper
- mixed fraction
- proper
- mixed
- proper
- proper
- improper
- mixed
- mixed
- improper
- improper
- mixed

Activity 6 (Page 12)

- Assess the learner's work.

Activity 7 (Page 12)

- $2\frac{1}{2}$
- $1\frac{3}{4}$
- $2\frac{1}{4}$
- $2\frac{2}{3}$
- $3\frac{1}{2}$
- $5\frac{1}{2}$
- $2\frac{1}{5}$
- $1\frac{1}{10}$
- $2\frac{3}{4}$

Activity 8 (Page 12)

- $\frac{9}{2}$
- $\frac{11}{5}$
- $\frac{15}{8}$
- $\frac{11}{10}$

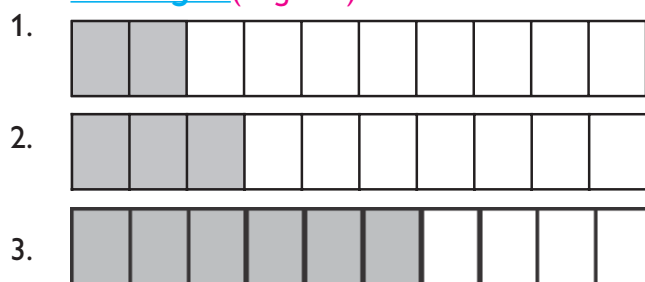
- $\frac{33}{4}$
- $\frac{7}{2}$
- $\frac{11}{2}$
- $\frac{56}{5}$
- $\frac{10}{3}$
- $\frac{17}{5}$

Decimals (Pages 13 - 14)

Activity 1 (Page 13)

- 0.2
- 0.3
- 0.5
- 0.6
- 0.12
- 0.20
- 0.30
- 0.55

Activity 2. (Page 13)

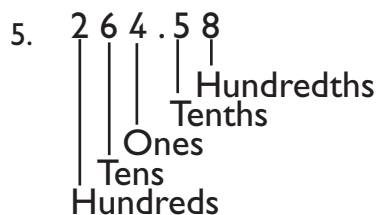
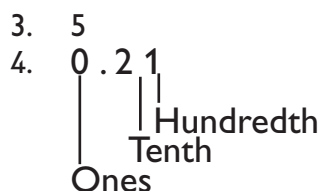


Activity 3 (Page 13)

- 0.3
- 0.5
- 0.05
- 0.14
- 0.99
- 0.63
- 0.14
- 0.16
- 0.81
- 0.50

Activity 4 (Page 13)

- Tenths
- Hundredths



- Ones
- Activity 5 (Page 14)
Assess learner's work.

Activity 6 (Page 14)

- Smaller than.
- 0.09,
- (a) 0.2, 0.25, 0.5, 0.52
(b) 0.05, 0.09, 0.1, 0.5
- (a) 0.32, 0.23, 0.03, 0.02
(b) 0.86, 0.68, 0.08, 0.06

- c) 0.2, 0.1, 0.09, 0.07
- d) 0.88, 0.1, 0.05, 0.04
- 5. 0.11
- 6. 0.1
- 7. 0.1, 0.101, 0.11

STRAND 2: MEASUREMENT (Pages 14-18)

Lengths (Pages 14 - 18)

Activity 1 (Page 14)

1. Centimeters
2. Accept a length equal to 1cm.
3. Accept correct measurement only.

Activity 2 (Page 14)

1. Accept correct measurement only.

Activity 3 (Page 15)

Accept the correct measurement only.

Activity 4 (Page 15)

Accept the correct measurement only.

Activity 5 (Page 15)

1. a) 300cm (b) 400cm
 (c) 100cm (d) 150cm
 (e) 600cm (f) 1400cm
 g) 520cm h) 316cm
2. 500
3. 250
4. 180
5. 315

Activity 6 (Pages 15 - 16)

1. (a) 3m (b) 5m
 (c) 6m (d) 2m
 (e) 8m (f) 4m
 (g) 7m (h) 9m
2. (a) 1m 45cm (b) 2m
 (c) 10 m
3. 250cm
4. 2800cm
5. 3m

Activity 7 (Page 16)

1. (a) 8cm (b) 13cm
 (c) 18m (d) 14cm
 (e) 185m (f) 24cm
2. 9.3cm (b) 11cm
3. 82cm
4. 192cm

Activity 8 (Page 17)

1. (a) 7m 95cm
 (b) 17m 44cm
 (c) 10m 10cm
 (d) 19m 13cm
2. 1m 33cm or 133cm
3. 13 m 40cm
4. 11m.

Activity 9 (Page 17 - 18)

1. (a) 12m 25cm
 (b) 2m 64cm
 (c) 4m 7cm
 (d) 8m 48cm
2. 50cm
3. 1m 90cm
4. 1m 15cm

Activity 10 (Page 18)

1. (a) 24m 90cm (b) 16m 80cm
 (c) 5m (d) 97m 28cm
2. 7m 20cm
3. 60m 80cm
4. 20m

Activity 11 (Page 18)

- 1 (a) 3m 15cm (b) 2m 10cm
 (c) 70cm
2. 8m 5cm
3. 16m 9cm
4. 1m 30cm
5. Assess learners work.

Area (Pages 19 - 20)

Activity 1 (Page 19)

Assess learner's work.

Activity 2 (Page 19)

Assess learner's work.

Activity 3 (Page 19)

1. Assess the learner's work.
2. (a) 20 (b) 9
 (c) 20 (d) 16

Activity 4 (Pages 19 - 20)

1. (a) 15 square units
 (b) 20 square units
 (c) 15 square units
 (d) 25 square units
 (e) 20 square units
 (f) 8 square units
2. 238 tiles

- Assess learners' digital games involving areas of rectangles and squares.

Mass (Pages 20 - 21)

Activity 1 (Page 20)

Sugar

Activity 2 (Page 20)

- Assess the learner's work.
- (a) 5kg (b) 8kg
(c) 12kg (d) 15kg

Activity 3 (Page 20)

Assess the learner's work.

Activity 4 (Page 20)

- (a) 14 (b) 10
(c) 16 (d) 17
- 8
- 5kg
- 24 packets

Activity 5 (Page 20)

Assess the learner's work.

Activity 6 (Pages 20 - 21)

- (a) 8 (b) 20
(c) 24 (d) 44
(e) 56 (f) 40
- 8kg
- 48
-

	No of kg masses	No of $\frac{1}{2}$ masses	No of $\frac{1}{4}$ masses
(a)	10	20	40
(b)	13	26	52
(c)	7	14	28
(d)	20	40	80
(e)	15	30	60

Activity 7 (Page 21)

- (a) 7kg (b) 20kg (c) 12kg
(d) 15kg (e) 1kg (f) $\frac{3}{4}$ kg
- 6kg
- 250kg
- 150kg

Activity 8 (Page 21)

- (a) 9kg (b) 19kg (c) 55kg
- 23kg
- 11kg
- 8kg

Volume (Pages 21 - 22)

Activity 1 (Page 21)

- (a) cube (b) cuboid
-

Cube	Cuboid
eg Dice	book

Assess learner's findings.

- Assess

Activity 2 (Page 22)

- 18 cubes
- 8 cubes
- 32 cubes
- 72 cubes
- 14 cubes

Capacity (Pages 22 - 23)

Activity (Page 22)

- 2
- 2

Activity 2 (Page 22)

- Assess the learner's work.
- 18 jugs
- 10 jugs

Activity 3 (Page 23)

-

	Half	quarter
(a)	10	20
(b)	2	4
(c)	3	6
(d)	24	48
(e)	4	8
(f)	40	80

- (a) 10 litres (b) 20 bottles
- 80 metres
- 25 litres

Activity 4 (Page 23)

- (a) 22 litres (b) 29 litres
(c) 34 litres
- 7 litres
- 16 litres
- 19 litres

Activity 5 (Page 23)

- (a) 2 litres (b) 6 litres
(c) 55 litres
- 38 litres

- 14 litres
- Assess digital game involving capacity

Time (Pages 23 - 25)

Activity 1 (Page 23 - 24)

- 8.20am
- 2.00pm
- 6.00am
- 8.40am
- 3.40pm
- 9.20am
- noon

Activity 2 (Page 24)

- (a) 7.30pm (b) 11.30am
(c) 5.00am
- Assess the learner's work.

Activity 3 (Page 24)

- Morning time
- Early morning or late in the evening
- Noon
- 6.pm
- Noon to 1. pm at noon

Activity 4 (Page 24)

- (a) 180 (b) 240
(c) 320 (d) 540
- 660 minutes
- 420 minutes
- 600 minutes

Activity 5 (Page 25)

- (a) 3hrs (b) $2\frac{1}{2}$ hrs
(c) 48hrs (d) 120hrs
- (a) 3 days (b) 2 days
(c) $\frac{1}{2}$ day (d) 21 days
(e) 18 days
- (a) 7 weeks (b) 12 weeks
(c) 8 weeks (d) 5 weeks 5 days
- 30 days
- 180 minutes
- 4 weeks 3 days

Activity 6 (Page 25)

- (a) 2 hours (b) 6 hrs
(c) 1 hrs (d) 4 hrs
- 4 hours
- 1pm
- 12 hours
- Assess

Money (Page s26 - 28)

Activity 1 (Page 26)

- 1 shilling = 100 cents
- 1
- 200 cents

Activity 2 (Page 26)

- (a) 200 cents (b) 500 cents
(c) 1000 centts (d) 840 cents
(e) 6180 cents
- 700 cents
- 1500 cents
- 8000 cents

Activity 3 (Page 26)

- (a) 2 (b) 5
(c) 10 (d) 8
- (a) sh. 2 68cents
(b) sh. 8 80cents
(c) sh. 5 70cents
(d) sh. 3 98cents
- 2 shillings
- sh. 6 75cents

Activity 4 (Page 26)

- Shopping is taking place
- Assess learners work

Activity 5 (Page 26 - 27)

- Change is the amount of money given into smaller denominations.
Balance is the amount of money given back by the shopkeeper after deducting cost of good.
- Assess the learner's work.
- 20 coins
- Sh. 810
- Assess the learners work.
- Make follow-ups

Activity 6 (Page 27)

- Sh. 200
- sh. sh. 655
- sh. 850
- sh. 158
- sh. 800

Activity 7 (Page 27)

Assess the learners.

Activity 8 (Page 27)

- (a) things that we cannot live without are known as need.
(b) These we can live without are known as wants.

2. Assess the learner's work.
3. Assess the learner's work.
4. Assess the learner's work.
5. Assess the learner's work.

Activity 9 (Page 27)

Assess the learners work.

Activity 10 (Page 27 - 28)

1. Piggy bank and tin back
2. To save money
3. Accept correct answer

Activity 11 (Page 28)

1. sh. 620

Activity 12 (Page 28)

1. sh. 120 (2) sh. 150
3. sh. 780 (4) sh. 10
5. sh. 490
6. sh. 240 95 cents
7. sh. 200

Activity 13 (Page 28)

Assess the learner's work.

Activity 14 (Page 28)

Assess the learner's work.

STRAND 3: GEOMETRY (PageS 29 - 33)

Activity 1 (Page 29)

Assess the learner's work.

Activity 2 (Page 29)

Assess the learner's work.

Activity 3 (Page 29)

1. Assess the learner's work.
2. (a) A (b) D (c) C
(d) B (e) D (f) C

Activity 4 (Page 29 - 30)

1. Assess the learner's work.
2. (a) clockwise
(b) clockwise
(c) anti clockwise
(d) clockwise
(e) clockwise
(f) anti clockwise

Activity 5 (Page 30)

1. a) half (b) quarter
c) quarter (d) full
e) full (f) quarter
2. Assess the learner's work.

Angles (Page 30 - 31)

Activity 1 (Page 30)

1. Make follow up
2. Assess the learner's work.

Activity 2 (Page 30)

Assess the learner's work.

Activity 3 (Page 30)

1. Make follow-up
2. Assess the learners work
3. Assess the learner's work.

Activity 4 (Pages 30 - 31)

1. Assess learner's work
2. (a) equal to right angle
(b) more than two right angles
(c) less than one right angle
(d) greater than one right angle
(d) equal to two right angles

Activity 5 (Page 31)

Assess the learner's different types of angles in the environment

2 - D Shapes (Page 31 - 33)

Activity 1 (Page 31)

1. (a) Circle (b) Triangle
(c) rectangle (d) square
(e) oval
2. Assess the learner's work.
3. (a) rectangle (b) triangle
(c) rectangle (d) circle
4. Assess the learners work.


Activity 2 (Page 31)

Assess the learner's work.

Activity 3 (Page 32)

- 1- 3 Assess the learners work.
4. Because it divides the rectangle into two equal parts.

Activity 4 (Page 32)

1. (a) oval
(b) square
(c) triangle
2. (a) triangle
(b) triangle
(c) 

3. Assess shape and patterns formed

Activity 5 (Page 32)

- 4 sides
 - Yes, the angles are equal.
 - Square all sides are equal.
 - Rectangle two opposite sides are equal.
 - Assess the learner's work.
 - In a square the diagonal intersect at 90° .
 - In a rectangle the opposite angles intersection of a diagonal at equal.

Activity 6 (Page 33)

- 3 sides
 - Assess the learner's work.
 - check comparison
 - sum of interior angles is equal to two right angles.

STRAND 4: DATA HANDLING

(Page 33- 35)

Activity 1 (Page 33)

Assess the learner's work.

Activity 2 (Page 33)

Pupils	Tally mark	Frequency
boys		20
Girls		14

2.

Fruits	Tally mark	No of fruits
Oranges		6
Mangoes		7
Apples		10
Bananas		14
Pineapple		5

3.

Animals	Tally mark	Number of animals
Chickens		28
Cows		15
Dogs		4
Sheeps		10
Goats		8

Activity 3 (Page 34)

1. a)

Food item	Tally mark	Numbers of packets
Maize flour		22
Wheat flour		10
Beans		14
Sugar		10
Salt		2

- maize flour
- 11 packets
- 58 packets

Activity 4 (Page 34-35)

Road user	Tally marks	Number
Cars		14
Buses		8
lorries		10
vans		7
Tuktuks		15
Motocycles		20

- 10 lorries
- ||||
- 20 motorcycles
- 6
- 74

Activity 5 (Page 35)

Assess the learners work

Algebra (Pages 35 - 36)

Activity 1 (Pages 35 - 36)

For question 1 - 4. Mark any letter used to represent the unknown.

Activity 2 (Page 36)


- $x + y$
- $k - j$
- $x + y + z$
- Assess the learners
- $A + B + c$

Activity 3 (Page 36)

- 7k
 - 3a
 - 8x
- n
 - 6e
 - 12z



3. $4e + 6g + 4k$
4. $10k$
5. $14n$ pages
6. (a) $5b + 5d$
(b) $10y + 3x$
(c) $7q + 9r - 7y$
(d) $4t - 2y$
(e) $b + 4c$
(f) $8n - 10m$

Assessment Task 1 (Pages 37 - 38)

1. Six hundred and twenty four
2. Hundreds
3. 1000
4. viii
5. 660
6. 622
7. 10527
8. 8m 15cm
9. odd
10. 395
11. 15, 18, 21, 24, 27, 30
12. 225cm
13. square
14. $\frac{26}{3}$
15. 285, 582, 852
16. 9.15 am
17. Reflex angle
18. $\frac{9}{19}$
19. $1\frac{2}{3}$
20. 0.03
21. 1 hour 40 minutes
22. $(q + n + y)$ Packets
23. metres
24. 1350
25. 71 rem 3
26. $\frac{1}{2}$ kg
27. 16745
28. 96 rem 1
29. car
30. 

Assessment Task 2 (Pages 38 - 39)

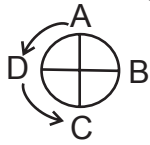
1. Hundreds
2. 909
3. 10775
4. 1680

5. 9
6. 6
7. 12 cubes
8. 8m 10cm
9. 22m
10. 56
11. 30
12. 135 minutes
13. Right angle
14. 8
15. 0.72
16. sh. 2 50 cents
17. 3791 females
18. 14kg
19. Denominator
20. 55m 75 cm
21. 15 squares
22. 12
23.  cube
24. 9.42pm
25. 
26. $(2y + 3g + 2n)$ fruits
27. 74 hours
28. 365 litres
29. 2850
30. 64cm

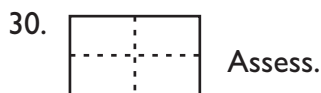
Assessment Task 3 (Pages 39 - 40)

1. 6000
2. Four hundred and fifty five
3. 209 bags
4. 1000
5. 999, 379, 245, 155
6. 120
7. 1, 2, 7, 14
8. 12
9. 10, 20, 30, 40, 50, 60
10. 108, 110
11. 8
12. 7312
13. $\frac{3}{8}$
14. 127m 20cm
15. 2066
16. 400
17. 6
18. 0.92
19. $\frac{12}{5}$

20. Hundredths
21. 0.52, 0.01, 0.09, 0.05
22. 5.6cm
23. 446cm
24. 4m 88cm
25. (a) 9 (b) 38 (c) 9
26. $12g + 4t$
27. Obtuse angle
- 28.



29. Sh. 750

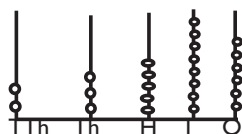


Assessment Task 4 (Pages 40 - 42)

1. six hundred
2. 5
3. $6\frac{2}{3}$
4. 831
5. 2 hours 50 minutes
6. 88
7. 4 days
8. Ones
9. 80
10. 56
11. 2800
12. 64
- 13.



14. 10
15. 24 squares units
16. ten thousands
17. ii, iv, vi, viii, ix, x
18. 586
19. 9000
20. 432, 423, 342, 324
21. 24
22. 6
23. 50
- 24.



25. 416 seats
26. 641
27. 4600
- 28.



29. 110

30. sh. 410

Assessment Task 5 (Pages 42 - 43)

1. Nine hundred and ninety six.
2. Thousands
3. 6590
4. $\frac{25}{3}$
5. 2960
6. 9 square units
7. 35, 42, 49
8. 29 groups
9. 56
10. Acute angle
11. $\frac{1}{4}$
12. $\frac{9}{12}$
13. $4\frac{1}{5}$
14. 34m
15. 6
16. 0.04
17. Tenths
18. $7x + 3$
19. 99 learners
20. Quarter anticlockwise turn
21. 26 pupils
22. 8t lions
23. arrow roots, water, shoes
24. $\frac{3}{4}$ kg
25. 6 hours 40 mins
26. Rectangle
27. 48m
28. centimetres
29. 336 books
- 30.



Answers

1. THE FAMILY (Pages 45 - 48)

Suggested answers

Activity 1 (Pages 45)

- Farmer
- is a person who takes care of books in a library.
- They look after the cattle.
- play hide and seek.
- A family of four consists of father, mother and their two children.
- He teaches pupils at school.
- aunt
- One
- He or she replaces it.
- a kitten.

Activity 2 (Pages 45 - 46)

- | | |
|------------------|---------------|
| 1. grandfather | 6. nephew |
| 2. cousin | 7. shopkeeper |
| 3. librarian | 8. domestic |
| 4. uncle | 9. garden |
| 5. sister-in-law | 10. siblings |

Activity 3/4: (Pages 46 - 47)

Accept any reasonable answers

Activity 5 (Page 47)

- | | |
|--------|---------|
| 1. an | 6. a |
| 2. An | 7. The |
| 3. the | 8. an |
| 4. the | 9. a |
| 5. a | 10. the |

Activity 6 (Page 47)

Accept any reasonable format

Revision Exercise 1 (Pages 47 - 48)

A. Accept any reasonable sentences

- B.
- | | |
|---------------|-------------------|
| 1. van | 6. rod |
| 2. twos | 7. trained, drain |
| 3. dawn | 8. toe, doe |
| 4. tied | 9. dried/tried |
| 5. down, town | 10. dew |

- C.
- | | |
|--------|-------------|
| 1. the | 6. The |
| 2. an | 7. a |
| 3. a | 8. the |
| 4. an | 9. the, the |
| 5. an | 10. The, a |

2: Tanui's birthday (Pages 48 - 51)

Suggested answers

Activity 1 (Pages 48 - 49)

- Tanui is eight years old.
- gift
- big, forest
- Mr. Koech is Tanui's uncle / Tanui is a nephew to Mr. Koech.
- He was smartly dressed in a black suit, a white shirt, a bow tie and white leather shoes
- She had come to city.
- B - phone
- We are not told
- Mr. Koech, his uncle
- c) Tanui's birthday

Activity 2 (Page 49)

	A	B
1.	Decorate	to make something look more attractive by putting things on it.
2.	Party	a social occasion at which people eat, drink and enjoy themselves.
3.	Gift	something that you give to somebody on special occasions.
4.	Birthday	a day in each year which is the same date as the one you were born.
5.	Cake	a sweet food made from a mixture of flour, eggs, butter e.t.c that is baked in an oven.

Activity 3(a) (Page 49)

- | | |
|---------------|-------------|
| 1. birthday | 4. hut |
| 2. read | 5. bird/fly |
| 3. pray/ play | 6. race |

Activity 3(b) (Page 49 - 50)

- Accept correctly constructed sentences.

Activity 4 (Page 50)

- Mungai and Munene like riding a bicycle.
- (Both) our school and Mabonde school participate in yearly music festival.

3. Kisumu and Mombasa are big cities.
4. My twin sister and I celebrate our birthday on 12th May every year.
5. My uncle and my aunt will attend my sister's wedding.

Activity 5(a) (Page 50)

- | | |
|------------|------------|
| 1. stages | 4. mosques |
| 2. doors | 5. watches |
| 3. matches | |

Activity 5(b) (Page 50)

- | | |
|-------------|------------|
| 1. children | 2. men |
| 3. teeth | 4. parties |
| 5. mice | |

Activity 6 (Page 50 - 51)

Mark as per composition rules dictate.

Revision Exercise 2 (Page 51)

- A. Accept correctly constructed sentences
- B.
- | | |
|---------|------------------|
| 1. boy | 4. bath |
| 2. work | 5. light, bright |
| 3. bad | 6. lice |
- C.
- | | |
|-----------|-------------|
| 1. wife | 4. sheep |
| 2. spoons | 5. diamonds |
| 3. goose | |

II

1. Julius and Johnstone are great footballers.
2. Both my father and my mother go to the farm everyday.
3. River Yala and River Kuja drain their water into Lake Victoria.

3. ETIQUETTE (Pages 51 - 53)

Suggested answers

Activity 1 (Pages 51 - 52)

1. (a) Thank you
(b) Excuse me
(c) Sorry
2. say thank you.
3. knowingly or unknowingly
4. raise
5. peacefully and in harmony with others

Activity 2 (Page 52)

1. with food in your mouth.
2. excuse me to be allowed to pass
3. borrowing/ lending
4. congratulated
5. welcomed

Activity 3, 4 and 5 (Page 52 - 53)

Accept any reasonable answers.

Activity 6 (Page 53)

1. enough food to eat
2. enough rest to recover fully
3. enough time to revise.

Activity 7 (Page 53)

- | | |
|-------------|-------------|
| 1. a lot of | 4. A lot of |
| 2. a lot | 5. a lot of |
| 3. a lot | |

Activity 8 (Page 53)

Accept any reasonable answer.

Revision Exercise 3 (Page 53)

- A. Accept any reasonable answer.
- B.
- | | |
|---------|-----------|
| 1. buy | 4. cup |
| 2. debt | 5. bleed |
| 3. fell | 6. polite |
- C.
1. a lot
 2. a lot of
 3. practice to win the competition
 4. enough time to revise for exams.

4. FIRST AID (Page 54 - 57)

Suggested answers

Activity 1a (Page 54)

- | | |
|-------------------|---------------|
| (i) first aid kit | (ii) gloves |
| (iii) bandage | (iv) scissors |
| (v) antiseptic | (iv) torch |

Activity 1b (Page 54)

1. Paul (C)
2. She was a fast rider
3. She was riding very fast
4. Paul
5. He was a first aider
6. He checked Judith to ensure she was not badly injured.
7. To reduce swelling
8. For a day
9. Yes. For the doctor to check the extent of the injury and to offer medication if need be (Accept any sensible answer).
10. Four.

Activity 2(a) (Page 55)

1. A bandage
2. An antiseptic
3. Gloves
4. A pair of tweezers
5. An ambulance

Activity 2(b) (Page 55)

Accept any sensible sentence.

Activity 3(a) (Page 55)

/ai/	1. bites	2. white	3. fight
/a/	1. hurt	2. accident	3. allowed
/ei/	1. fainted	2. aid	3. laid 4. waited
/tr/	1. treated	2. trap	3. try
/st/	1. stocked	2. stop	3. stood

Activity 3(b) (Page 55)

Accept correctly constructed sentences

Activity 4(a) (Page 56)

1. I
2. us
3. They
4. her
5. she

Activity 4(b) (Page 56)

1. her
2. their
3. his/him
4. my
5. our

Revision Exercise 4 (Page 56 - 57)

- A.
 1. victim
 2. painkiller
 3. sting
 4. first aid
 5. injury
- B.
 1. pain
 2. bite
 3. slipped
 4. stagnant
 5. bad
- C.
 1. I
 2. me
 3. We
 4. you
 5. she
- D.
 1. its
 2. his/ hers
 3. his
 4. mine
 5. yours / Theirs

5. BALANCED DIET (Page 57 - 60)**Suggested answers (unit 5)****Activity 1 (Page 57 - 58)**

1. It may not be a balanced diet. It may end up causing ill health.
2. balanced
3. (a) proteins (b) vitamins (c) carbohydrates
4. Carbohydrates - energy giving
Proteins - body building
Vitamins - body protection
5. Eggs
6. lack of

7. advises people to take a balanced diet and exercise regularly
8. A person who is grossly fat or overweight
9. a) Eat a balanced diet
b) Exercise regularly
10. Accept any reasonable answer

Activity 2 (Page 58)

1. School
2. Kwashiorkor
3. proteins, carbohydrates and vitamins
4. exercise
5. protect itself against diseases.

Activity 3, 4, 5, 6 (Page 58 - 59)

Accept reasonable answers.

Activity 7 (Page 59)

1. White whiter
2. Narrow narrower
3. Little less
4. Hot hotter
5. Thin thinner
6. Small smaller
7. Big bigger
8. Dangerous more dangerous
9. Difficult more difficult
10. Good better

Activity 8 (Page 59)

1. CORRECT
2. NOT CORRECT
3. NOT CORRECT
4. CORRECT
5. CORRECT

Activity 9 (Page 60)

Mark the narrative composition observing the parts

Revision Exercise 5 (Page 60)

- A. Accept any reasonable sentence.
- B.
 1. July
 2. fun
 3. harvest
 4. rub
 5. rude

- C. Accept any reasonable answer (1 - 5).
6. bigger
 7. older
 8. fat
 9. more difficult
 10. easier/ healthier
 11. beautiful, small, black
 12. big, old black
 13. nice, small, round

6. INTERNET - EMAIL (Pages 61 - 63)

Suggested answers

Activity 1 (Page 61)

1. The client wanted to browse for some information on the Internet.
2. Because he probably had not used the Internet for quite sometime.
3. The information he was browsing for was private.
4. A cyber attendant is a person who works in a cyber.
5. browsing

Activity 2 (Page 61)

Across

- | | |
|-----------|------------|
| 1. mobile | 5. network |
| 2. search | 6. type |
| 3. inbox | 7. find |
| 4. save | 8. click |

Vertical

- | | |
|-------------|-------------|
| 1. Outbox | 3. Internet |
| 2. Keyboard | 4. E-mail |

Activity 3(a) (Page 62)

- | | |
|---------|------------|
| 1. save | 4. study |
| 2. look | 5. believe |
| 3. flu | |

Activity 3(b) (Page 62)

2. Where is Jayden going?
3. When will my aunt come?
4. How did the dog eat?
5. What did Kamau use to call the police?

Activity 4 (Page 62)

- | | |
|---------|----------|
| 1. Many | 6. any |
| 2. much | 7. some |
| 3. much | 8. much |
| 4. some | 9. many |
| 5. any | 10. some |

Activity 5 (Page 62)

Mark the composition considering creativity.

Revision exercise 6 (Page 63)

- | | |
|--------------|----------|
| A. 1. browse | 4. saved |
| 2. search | 5. send |
| 3. typing | |
- B. Accept correctly constructed sentences.

- | | |
|------------|---------|
| C. 1. How | 4. Who |
| 2. When | 5. What |
| 3. Where | |
| D. 1. many | 4. much |
| 2. Some | 5. some |
| 3. any | |

7. TECHNOLOGY- Cyber safety

(Pages 63 - 68)

Suggested answers (UNIT 7)

Activity 1 (Page 63 - 64)

1. from the one we live today
2. become digital
3. computer
4. have people with bad intentions
5. It is a secret word or phrase that must be used to access a place or something.
6. made
7. offence
8. They are used to give access to the Internet
9. free time
10. a) We should not share our password with strangers.
b) We should ask adults about what we do not know.
c) We should be careful with the Internet and social sites.
(Accept any reasonable answer.)

Activity 2 (1) (Page 64)

- a) A picture of a family
- b) A computer
- c) WhatsApp icon
- d) A laptop
- d) A camera

(2) Puzzle

Across

- a) video
- d) share
- e) trust
- f) laptop
- g) safe

Down

- b) desktop
- c) bundles

Activity 3, 4, 5 (Pages 64 - 65)

Accept any reasonable answers

Activity 6 (Page 65 - 66)

1. Cherono is sweeping the compound.
2. The children are arranging books on the shelf.
3. The teachers are marking books.

4. The teacher is teaching.
5. Mother is cooking food.
6. The girl was sweeping the compound.
7. The children were arranging books on the shelf.
8. The teachers were marking books.
9. The teacher was teaching.
10. Mother was cooking food.

Activity 7 (Page 66)

- | | |
|--------------|-------------|
| 1. asking | 6. using |
| 2. was | 7. were |
| 3. are | 8. were |
| 4. am | 9. swimming |
| 5. uploading | 10. were |

Activity 8 (Page 67)

1. present continuous tense.
2. past continuous tense.
3. past continuous tense.
4. present continuous tense.
5. present continuous tense.
6. present continuous tense.
7. past continuous tense.
8. past continuous tense.
9. present continuous tense.
10. past continuous tense.

Activity 9 (Page 67)

1. I am looking for my friend.
2. Peter and I are good friends.
3. The new tablet is working well.
4. They will be learning on Wednesday.
5. I was born on twentieth June 1998.
6. The world has become digital.
7. Do not upload bad videos on the Internet.
8. We were learning how to play punctuation games.
9. The teacher was absent on Friday.
10. December is the driest month of the year.

Revision Exercise 7 (Page 67 - 68)

- A. Accept any reasonable sentences
- B.
 1. judge
 2. pleasure, television
 3. yams
 4. care
 5. share, password, stranger
 6. yellow
 7. vision

- C.

1. am	6. are
2. is	7. was
3. was	8. was
4. was	9. was
5. were	10. am
- D. Accept any reasonable sentences
- E. Accept any reasonable sentence.

8. THE FARM (Pages 68 - 71)

Suggested answers

Activity 1 (Pages 68 - 69)

1. Makutano town
2. garden section, domestic animals' section and the orchard section
3. Six and a half hectares.
4. Vegetables and cereals.
5. An area of land where fruit trees are grown.
6. Freshian
7. A gardener
8. Wool
9. Animal wastes
10. Woollen clothes

Activity 2 (Page 69)

A.	B
1. Farmer	a person who owns and manages a farm.
2. Manure	solid waste from animals that is spread on the land in order to make plants grow well.
3. Orchard	an area of land where fruit trees are grown.
4. Weeding	removing unwanted plants from the farm.
5. Garden	a piece of land next to or around your house where you can grow crops.
6. Watering	to pour water on to plants or the soil that are growing/to give an animal water to drink.
7. Agriculture	growing crops and keeping of livestock.
8. Domestic animals	animals kept at home.
9. Farm tool	it is an equipment used on a farm to help with farming.
10. Farm	an area of land where livestock are raised and crops are grown.

Activity 3 (Page 69 - 70)

Accept correctly constructed sentences

Activity 4 (Page 70)

A: Writing in a short form

1. Can't
2. Hasn't
3. Shan't
4. I'd
5. They'll

B: Changing to negative

2. We aren't allowed to pick fruits.
3. They haven't been invited to our party.
4. He won't represent us at the occasion.
5. He isn't a talented singer.

C: Changing to positive

2. She has arrived.
3. I went to the field today.
4. Lucy is the best for that position.
5. We are the winners this year.

Activity 5 (Page 70)

Mark the narrative composition accordingly.

Revision exercise 8 (Page 70 - 71)

- A.
- 1 garden
 2. spade
 3. tractor
 4. poultry farm
 5. an apple
- B. (i)
2. I'm tired
 3. They aren't ready
 4. He won't come.
 5. I haven't seen him.
- (ii)
1. My mother isn't coming with us.
 2. We aren't going to win the match.
 3. Jack won't pay us a short visit.
 4. My brother hasn't gone for further studies.
 5. The children weren't cleaning the verandah.
- (iii)
1. I'll make it this afternoon.
 2. She's a good poet.
 3. We have received donations from the government.
 4. They're concerned about their parents.
 5. It's a big problem to me.

9. HIV/AIDS (Pages 71 - 75)

Suggested answers

Activity 1 (Page 71 - 72)

1. prevent ... cure
2. Acquired Immunodeficiency Syndrome

3. a) Four
b) (i) Unprotected sex
(ii) Using sharp objects
(iii) Blood transfusion
(iv) Mother to child.
4. Virus
5. the disease that is killing most of the people now.
6. They fight any foreign body.
7. any simple disease.
8. to stay away from/avoid
9. So that you may know whether to start taking drugs or protect yourself further.
10. (i) eat good food.
(ii) do a lot of exercise
(iii) avoid sex

Activity 2 (Page 72)

A: Complete the sentences

1. Cure
2. sharp
3. blood
4. infected
5. virus

B: Use pictures to complete sentences

1. hospital
2. nurse
3. sharp
4. balanced diet
5. medicine/drugs

Activity 3, 4 and 5 (Page 72 - 73)

Accept any reasonable answers.

Activity 6 (Page 73 - 74)

1. inside the house.
2. at the assembly ground.
3. Very fast
4. carefully/keenly.
5. early.
6. today.

Activity 7 A To form adverbs (Page 74)

1. hurriedly
2. easily
3. hopefully
4. accidentally
5. peacefully

B: To use adverbs to complete sentences

1. sweetly
2. hungrily
3. easily
4. thoughtfully
5. heartily
6. lazily
7. stealthily
8. comfortably
9. skilfully
10. immediately

Activity 8 (Page 74)

- The visitors are going to the school office.
- The Muslims are walking slowly to the mosque.
- The cup dropped on the flour and broke.
- The boy is eating very fast.
- The learners are copying the notes quickly.
- A boy is climbing a ladder now.

Activity 9 (Page 74 - 75)

- Juma said, "I am not coming."
- Aunt Mwajuma, the local chief, is dead.
- However hard he tried, he could not succeed.
- Mother bought oranges, apples, avocados and pineapples.

Activity 10 (Page 75)

Follow the various aspects of composition writing and mark.

Revision Exercise 9 (Page 75)

- A. Accept any reasonable answers.
- B.
- zipped/sipped
 - nephew/phone
 - alphabet
 - box
 - catch/cough
- C.
- | | |
|--------------|--------------|
| 1. greedily | 6. loudly |
| 2. profusely | 7. here |
| 3. badly | 8. inside |
| 4. hurriedly | 9. carefully |
| 5. nicely | 10. fluently |

10. HYGIENE AND SANITATION

(Pages 75 - 77)

Suggested answers**Activity 1 (Pages 75 - 76)**

- It reduces the development and spread of diseases.
- Day to day activities done to improve health.
- A fit body which is free from any disorder.
- healthy, confident and pleasant
- healthy
- Because we cannot determine how healthy the food is.
- They may not be as healthy as we may think.
- after visiting the toilet.
 - before handling food
 (Accept any other reasonable answer).
- Germs.
- A tongue cleaner.

Activity 2 (Page 76)

- | | |
|----------------|------------|
| 1. food | 6. waste |
| 2. Cleanliness | 7. sweep |
| 3. toilet | 8. Cholera |
| 4. tidy | 9. hygiene |
| 5. dirty | 10. Flush |

Activity 3 (Page 76)**A: Fill in the blank spaces**

- | | |
|----------|-------------|
| 1. seat | 4. eat |
| 2. bin | 5. sweeping |
| 3. cheap | |

B. Accept correctly constructed sentences**Activity 4 (Page 76)**

- | | |
|-----------|------------|
| 1. Either | 6. neither |
| 2. and | 7. but |
| 3. but | 8. and |
| 4. and | 9. or |
| 5. yet | 10. nor |

Activity 5 (Page 77)

Mark the composition accordingly.

Revision Exercise 10 (Page 77)

Word (A)	Meaning (B)
1. Safe	protected from any danger or harm
2. Sanitation	conditions related to public health
3. Dangerous	likely to injure or harm somebody
4. Infection	the act of causing or getting a disease
5. Wash	to make somebody or something clean using water and soap

- B.
- | | | | |
|---------|------------|-----------|----------|
| 1. /i/ | (a) bin | (b) tin | (c) sit |
| 2. /i:/ | (a) eat | (b) seat | (c) bean |
| 3. /s/ | (a) sweep | (b) sleep | (c) sing |
| 4. /u/ | (a) brush | (b) flush | (c) rush |
| 5. /əv/ | (a) stroke | (b) broke | (c) joke |

Accept as many words as possible but ensure they are related to the sounds

C.

- | | |
|--------|------------|
| 1. but | 6. but |
| 2. and | 7. for |
| 3. or | 8. neither |
| 4. and | 9. and |
| 5. but | 10. nor |

D

- | | |
|-------------------|------------|
| 1. and | 6. and |
| 2. but | 7. but |
| 3. neither... nor | 8. Neither |
| 4. either... or | 9. because |
| 5. either... or | 10. for |

11. SPORTS: MY FAVOURITE GAME

(Pages 78 - 81)

Suggested answers

Activity 1 (Page 78)

1. different sports/games
2. basketball
3. does not play football
4. football/ soccer
5. They came to cheer their teams.
6. Mr. Opiyo.
7. He had trained hard and encouraged his players.
8. the match started.
9. they took an early lead.
10. two goals to one.

Activity 2 (Page 78 - 79)

- A. 1. penalty kick 4. stadium
2. referee 5. field
3. race

Across

- B. 1. field 5. race
3. cheer 7. win
4. kits 8. whistle

Down

2. lose 3. coach
6. east

Activity 3, 4 and 5 (Page 79)

Accept any reasonable answers

Activity 6 (Page 80)

The words at the beginning are:

1. Where 4. Who
2. Where 5. What
3. Whose

Answers to the questions

1. The children are going to school.
2. The books are lying on the table.
3. Asha's bag is lying on the ground.
4. Mwajuma gave me this pen.
5. I am looking for my lost pen.

Activity 7 (Page 80)

1. When 6. What/ Who
2. Whose 7. When
3. Where 8. Whose
4. What 9. Who
5. Who 10. Where

Activity 8 (Page 80 - 81)

Accept any reasonable sentences.

Note: Each sentence must end with a question mark (?).

Activity 9 (Page 81)

1. misspell 6. desk
2. continuous 7. coach
3. buried 8. referee
4. furniture 9. disappear
5. harass 10. teacher

Activity 10 (Page 81)

Mark the composition according to the marking rules.

Revision exercise 11 (Page 81)

A. Accept any reasonable sentences.

- B. 1. amount ... about 2. count
3. cow 4. Though
5. soothe 6. There
7. Throw 8. threw... through
9. skit 10. sick

C.

- | | |
|----------|----------|
| 1. When | 6. What |
| 2. When | 7. Whose |
| 3. Whose | 8. Where |
| 4. What | 9. When |
| 5. Who | 10. What |

12. THE ENVIRONMENT (Page 82 - 85)

Suggested answers

Activity 1 (Page 82)

1. water
2. thirst, first
3. plants
4. eat
5. water and air
6. There is no reason for not being grateful to the environment.
7. rain from the sky
8. We should love and care for the environment
9. rain
10. diamond and gold.

Activity 2 (Page 82 - 83)

A: Complete crossword puzzle

Across

1. environment 3. care 5. sky

Down

2. nature 4. conserve

B: Accept correctly constructed sentences.

Activity 3 (Page 83)

A: To Underline the words

1. (a) Up - /ʌ/
(b) become - /ʌ/
2. a) world - /ɔ:/
b) record - /ɔ:/
3. a) saw - /s/
b) ship - /s/
4. a) Good - /u:/
b) Hardwood - /u:/
5. a) city - /s/
b) his - /s/
6. a) is - /z/
b) maize - /z/

B: Fill in the blanks

1. port
2. hat
3. sow
4. proof

Activity 4A. (Page 83)

Use has/ have

2. George has gone to the market.
3. I have seen a thief.
4. Juliet has just swum.
5. Our teachers have taught us the importance of respect.
6. I have never ridden a bicycle.
7. The church choir has sung a nice song.
8. The villagers have stopped polluting the environment.
9. Brian has swept the compound.
10. Two kittens have drunk all the milk.

B. (Page 84)

2. The king had left when his subjects arrived.
3. When I went home I found mother had cooked delicious food.
4. The polluters had fled when the environmental officers arrived.
5. The farmers had prepared their fields before the rains started.

Activity 5 (Page 84)

Mark the diary minding the parts.

Revision Exercise 12 (Page 84 - 85)

- A. 1. river 2. bush
3. broom 4. rubbish
5. hill
- B. Accept any word formed by the sound.
Check on the pronunciation to ensure it is relevant to the sound.
- C. (i) 1. has 2. have
3. have 4. has
5. have

- (ii) 1. had gone 2. had moved
3. had run 4. had met
5. had gone

D.

1. past perfect
2. present perfect
3. present perfect
4. past perfect
5. past perfect
6. past perfect
7. present perfect
8. present perfect
9. present perfect
10. past perfect

13. MONEY (Page 86 - 89)

Suggested answers

Activity 1 (Page 86)

1. It makes buying and selling easy.
2. Banks
3. Because it is sometimes used to do bad things.
4. It is used to develop our country.
5. come into a country from outside.
6. salary
7. makes it possible for you to run a business.
8. profit
9. fined
10. It is a plan of how to spend the money that you have.

Activity 2 (Page 86 - 87)

A.

1. notes
2. market
3. credit
4. bank
5. buying and selling

B.

Across

1. honest
4. laws
6. pay
7. loss

Down

2. salary
3. business
5. sell

Activity 3, 4 and 5 (Page 87)

Accept any reasonable answers.

Activity 6 (Page 87)

A. To use the pictures to tell the correct preposition

1. under 2. between
3. on 4. against
5. in

B. To use the correct prepositions to complete sentences

- | | |
|----------|----------------|
| 1. among | 6. in |
| 2. to | 7. on |
| 3. for | 8. across |
| 4. from | 9. under... in |
| 5. on | 10. on |

Activity 7 (Page 88)

- | | |
|---------|-------------|
| 1. over | 6. by |
| 2. into | 7. towards |
| 3. to | 8. against |
| 4. down | 9. at... of |
| 5. of | 10. of |

Activity 8 (Page 89)

- | | |
|-------|----------|
| 1. to | 4. under |
| 2. in | 5. into |
| 3. on | |

Activity 9 (Page 89)

- | | |
|-------------|-------------------|
| 1. occurred | 6. spelling |
| 2. stopped | 7. occasion |
| 3. egg | 8. correct |
| 4. business | 9. letters |
| 5. puzzle | 10. communication |

Revision exercise 13 (Page 89)

A. Accept any reasonable sentence.

- B.**
- | | |
|-----------------|--------------|
| 1. stock | 5. salary |
| 2. tax | 6. business |
| 3. government | 7. a licence |
| 4. market...fee | |

- C.**
- | | |
|---------|--------|
| 1. at | 6. on |
| 2. into | 7. for |
| 3. with | 8. at |
| 4. with | 9. for |
| 5. on | 10. in |

D. Accept any reasonable sentence

ANSWERS TO MODEL PAPERS

ASSESSMENT TASK 1 (Pages 90 - 92)

- | | |
|--------------|------------------|
| 1. adopted | 2. sister-in-law |
| 3. ancestral | 4. orphan |
| 5. twins | 6. siblings |
| 7. widower | |
| 8. ten | den |
| 9. view | few |
| 10. van | fan |
| 11. dry | try |
| 12. down | town |

- | | |
|------------|------------------|
| 13. twelve | 14. twig |
| 15. twin | 16. the |
| 17. an | 18. an |
| 19. a | 20. the |
| 21. cake | 22. wedding gown |

23. balloon
24. cakes
25. glasses
26. mangoes
27. wives
28. ladies
29. lice
30. children
31. because it is fun.
32. sharing and imagination
33. sand and water play
34. Maths
35. playing
36. shape sorters
37. ball games, dancing
38. singing and playing simple music instruments
39. bored
40. importance of play/how play helps in learning
41. ninety years
42. Her jokes
43. slim and short
44. Because she had a pleasant word for them.
45. Tea and sweet potatoes.
46. they liked the glasses
47. Presents
48. Grandmother knew how to make them to be funny
49. Evenings
50. My grandmother (accept any other relevant answer.)

Composition: Mark according to the composition writing rules.

ASSESSMENT TASK 2 (Pages 92 - 95)

- sorry
- Thank you
- May I go out sir/madam?
- First aid kit
- bandage
- gloves
- anaemia - lack of blood in the body
- deficiency - lack of
- nutrient - a substance found in food that our bodies in order to grow
- diet - the food that you eat and drink regularly
- pen, pain

12. rest, raced
13. pig
14. bull, pull
15. 16. 17. Accept the correctly constructed sentences with "would like to be"
18. C (look)
19. B (stew)
20. B (fool)
21. enough
22. a lot
23. a lot of
24. a lot
25. big, brown
26. small, oval
27. large, rectangular
28. smaller
29. wider
30. longer
31. Three
32. The goats wanted to cross the bridge
33. both of them
34. In the middle of the bridge.
35. two/ both
36. They were almost drowning
37. It was grazing
38. none
39. By lifting them out of the river.
40. Love your neighbour (Accept any reasonable answer)
41. an important
42. online videos and free e-books.
43. They will rely on books given in the classroom or in the libraries.
44. The computer and the Internet
45. learners learn from each other
46. computers
47. online resources
48. video tutorials and free or paid e-books
49. because people can learn at their own convenience.
50. Importance of computers in learning

Composition: Consider parts of a friendly letter and the content.

ASSESSMENT TASK 3 (Pages 95 - 98)

1. A cell phone
2. Keyboard
3. A computer
4. 5. 6. 7. Accept sensible sentences with the words correctly used.
8. a garden where fruit tree are grown
9. an animal or plant material used to fertilize land
10. a piece of land where plants are grown or cultivated
11. mug

12. keyboard
13. jug
14. can't
15. didn't
16. It's
17. We're
18. the farm (adverb of place)
19. afternoon (adverb of time)
20. slowly (adverb of manner)
21. greedily (adverb of manner)
22. under a tree (adverb of place)
23. reading
24. playing
25. walking
26. chatting
27. Daniel was going home. On the way, he met his friend, Onyango.
28. Learners wanted to tour Lake Victoria Basin.
29. Cyber bullying is common in Kenya.
30. John went to the market to buy bananas, apples and watermelons.
31. 4 years old
32. when he approached the main entrance.
33. It was his first day at school.
34. when the parents left
35. When he began to cry.
36. When he realized that there were some children younger than him.
37. Alphabets
38. Children rushed out; some surrounded the writer and laughed at him and made fun of him while others sympathised with him and befriended him.
39. Those who sympathised with him
40. They were very happy
41. people and animals
42. thirsty
43. (i) helps in digestion
(ii) helps in blood circulation
44. plants - dry;
animals - die
45. Germs
46. Boiling or treating it well
47. taps
48. fish and crocodile
49. irrigation
50. Benefits of water/ Importance of water/
Water

Composition: Mark as per the composition marking criteria.

ASSESSMENT TASK 4 (Pages 98 - 101)

1. medicine
2. virus
3. diet
4. sign
5. spread
6. safe
7. hygiene
8. care
9. tidy
10. disease
11. enough, rough, cough
12. too, boo, coo
13. sit, sin, seed, sing
14. shore
15. shell
16. seven
17. He is skating.
18. She is skipping a rope.
19. They are playing football.
20. or
21. and
22. but
23. because/for/as
24. for
25. so
26. nor
27. Whose
28. Where
29. Who
30. What
31. To have a picnic
32. playing
33. He was naughty
34. to get a rest for a while
35. Michael took it there
36. Michael told them
37. to carry one another.
38. When Kelly's head got stuck between the branches
39. As a result of being pulled by other giraffes
40. How giraffes have long necks
41. A collection of books
42. two sections
43. borrowing section
44. to allow other people to use the books
45. a librarian
46. dictionaries, atlases, encyclopaedias and other expensive books.
47. storybooks by famous authors
48. a person who writes books
49. to make it easy for one to find the book he or she wants to read.
50. a library or the importance of a library.

Composition: Follow the composition marking guidelines.

ASSESSMENT TASK 5 (Pages 101 - 103)

1. A river
2. Rubbish garbage
3. A broom
4. surrounding
5. an enclosure of residences and other buildings
6. to protect or maintain
7. fees
8. bank
9. market
10. salary
11. sun - a
12. school - o
13. floor - a
14. cup - a
15. dog - o, hut - a
16. r
17. b
18. h
19. b
20. k
21. have cleaned
22. has gone
23. has left
24. had swept
25. had worn
26. along
27. between
28. under
29. behind
30. inside
31. because our bodies need proper nutrients in order to work well.
32. our bodies will easily catch diseases.
33. poor diet
34. fruits
35. fruits and vegetables
36. dark leafy greens
37. whole grain
38. meat and beans
39. They helps in body development
40. chicken and fish meat
41. His parents had been invited somewhere.
42. He did not want to go with them
43. bird
44. snacks with chocolate
45. 5.30pm
46. The moon was shining brightly
47. cool and fresh
48. at 6.30pm
49. none
50. Home alone

Composition: Check the parts of a diary.

KISWAHILI (Pages 104 - 162)

KISWAHILI (UK 104)

MAJIBU

1. NYUMBANI (UK 105 - 109)

A. Kusikiliza na kuzungumza

Zoezi 1

Vitanzandimi ambavyo vimetungwa viwe vyenye maana na kutumia maneno yenye silabi za sauti p/ b, t/d, k/g, ch/j

B. Kusoma

Zoezi 2

1. balbu, meza, makochi, televisheni, mapazia, tumbuu, friji, kinu na mchi, mbuzi, sahani, vikombe, sinia, bilauri, jiko la gesi, mafiga, vitanda, neti,
2. sebule, jikoni, msala, hamamuni, vyumba vya kulala
3. Muhtasari ulioandikwa uzingatie ujumbe uliojitokeza kwenye kifungu.

Zoezi 3

1. kupiga deki
2. neti
3. tumbuu
4. mafiga
5. kinu na mchi
6. kochi
7. balbu
8. friji

Zoezi 4

Sentensi zilizotungwa ziwe sahihi.

C. Kuandika

Zoezi 5

Insha iwe imezingatia hati nadhifu, urefu unaofaa na kanuni zingine za insha ya wasifu.

D. Sarufi

Zoezi 6

1. mtoto, nyumba, kochi, kitabu, Mombasa, meza, mwalimu, ndugu, mbuzi
2. Sentensi zinazotumia nomino zilizochaguliwa katika nambari ya kwanza ziwe sahihi.

Zoezi 7

1. Kupigia mistari vitenzi
 - i. Mtoto anaandika vizuri.
 - ii. Nimeenda kucheza na rafiki yangu.
 - iii. Mbuzi anakula nyasi.

- iv. Mama ameosha vyombo vyote.
- v. Usikate miti hiyo, miti ni muhimu.
- vi. Osha matunda kabla ya kuyala.
- vii. Nawa mikono yako unapotoka msalani.
- viii. Daktari amemtibu mtoto mgonjwa.

2. Sentensi zilizotungwa ziwe zimetumia vitenzi vilivyopeanwa na ziwe sahihi.

Zoezi 8

1. Kuchagua kivumishi sahihi
 - a) wazuri
 - b) kitamu
 - c) bora
 - d) wema
2. Aya iliyotungwa ihusu nyumbani na itumie vivumishi vinavyofaa.

Maswali ya Marudio

1. papa
2. gamba, kamba
3. Thathmini vitenzi hivyo
4. vitenzi
5. Thathmini kama vile kochi, friji, kinu na mchi, balbu, neti, mafiga na kadhalika.
6. Tathmini vitanza ndimi hivyo.
7. Sentensi zilizotungwa ziwe sahihi.
8. Mwanafunzi mzuri amepewa zawadi.
9. ruka, pika, chukua
10. Kuandika insha ya wasifu kuhusu RAFIKI YANGU, insha iwe imezingatia kanuni zifaazo za insha ya wasifu.
11. Vivumishi ni mzuri, hawa, mfupi, yule, jeupe, vile, wazuri, kibaya, mmoja
- 12.



2. NIDHAMU MEZANI (UK 109 - 112)

A. Kusikiliza na kuzungumza

Zoezi 1

1. Kuambatanisha maamkuzi au maagano na majibu

U mzima? – Ni mzima,
Alamsiki! – Binuru,
Makiwa! – Tunayo,
Siku njema! – Nawe pia,
U hali gani! – Njema,

Shikamoo! – Marahaba,
Umeshindaje? – Salama/vyema/vizuri,
Salaam aleikum – Aleikum salaam

2. i) Alamsiki – usiku
- ii) Makiwa – wakati wa msiba kama vile kifo
- iii) Lala unono – wakati wa kulala
- iv) Umeamkaje – wakati wa kuamka
- v) Kwaheri – wakati wa kuagana

B. Kusoma

Zoezi 2

maji, sabuni, shiba, tunda, vitamini

C. Kuandika

Zoezi 3

Kuandika insha za masimulizi kuhusu 'harusi niliyoshuhudia' na 'siku ambayo sitaisahau'. Insha iwe kwa hati nadhifu na kwa kuzingatia kanuni za insha ya masimulizi.

D. Sarufi

Zoezi 4

1. Sentensi zitumie viwakilishi vilivyopeanwa kwa usahihi.
2. i. Sote
- ii. yule
- iii. lenu
- iv. Kwetu
- v. Hawa

Zoezi 5

1. i. Tembea polepole ili usianguke chini.
 - ii. Tulitoka nyumbani saa saba.
 - iii. Tulicheza sana hadi tukachoka.
 - iv. Chakula cha mtoto kilipikwa vizuri.
 - v. Ukila haraka utanyongwa na chakula.
2. Sentensi zitumie vielezi vilivyopeanwa usahihi.

Maswali ya marudio

1. Kujaza jedwali la maamuzi/maagano na majibu yake.
Hujambo? – Sijambo.
Chewa! – Chewa.
Salaam aleikum! – Aleikum salaam.
Kwaheri! – Ya kuonana.
Alamsiki! – Binuru.
Shikamoo! – Marahaba.
Umeshindaje? – Vyema/vizuri/salama.
Waambaje? – Sina la kuamba.
Hamjambo? – Hatujambo.

2. Shikamoo
 3. Chakula
 4. a) Mtoto ametembea polepole hadi akafika shuleni.
 - b) Tutaenda sokoni kesho.
 - c) Kimbia haraka ili usichelewe.
 - d) Shangazi huimba vizuri.
 - e) Tutaonana jioni.
5. Sentensi zilizotungwa ziwe sahihi na kwa kutumia maneno yaliyopeanwa.
 6. Mtoto huyu ni mrefu, yule ni mfupi.
 7. Sote
 8. Sentensi ziwe zimetumia maneno yaliyopeanwa kwa usahihi.
 9. Kamusi ni kitabu cha maneno yaliyopangwa kwa utaratibu fulani na hutolea maneno hayo maana na maelezo mengine.
 10. Kuandika insha ya masimulizi kuhusu 'SHEREHE NILIYOIHU DHURIA'. Insha iwe kwa hati nadhifu na kwa kuzingatia kanuni za insha ya masimulizi.

3. MAVAZI (UK 113 - 117)

A. Kusikiliza na kuzungumza

Zoezi 1

- i) Pitia huku nami nipitie kule tupatane pale – mshipi.
- ii) Bak bandika bak bandua – nyayo.
- iii) Tega nikutege – mwiba.
- iv) Daima kidole changu chatokwa na damu kikiangalia chini – kalamu.
- v) Hakionekani wala hakishikiki – hewa.
- vi) Afahamu kuchora lakini hajui akichoracho – konokono.
- vii) Amefunua jicho jekundu – jua.
- viii) Aliwa, yuala; ala, yualiwa – papa.

B. Kusoma

Zoezi 2

1. a) sare
 - b) jezi
 - c) bwelasuti
2. Baba Boi huvaa bwelasuti ili asizichafue nguo zake.
 3. chupi, kamisi, sketi, blauzi, sweta, tai na soksi
 4. Michoro itoe umbo kamili la mavazi hayo na maelezo sahihi ya umuhimu wake yafuate.
 5. Muhtasari ueleze mambo yaliyofafanuliwa katika kifungu kwa ufupi.

C. Kuandika

Zoezi 3

- i) 2,4,5
- ii) 1 – kitengo kikuu cha uchakataji
2 – kiibodi / bodidota
3 – kitufe
4 – kipanya
5 – kiwambo / skrini
- iii) Aya iandikwe kwa kuzingatia maelezo yote yaliyotolewa.

D. Sarufi

Zoezi 4

1. Sentensi zitumie viunganishi vilivyopeanwa kwa sahihi.
2. (i) Kwa sababu (ii) na
(iii)ingawa (v) na
(v) ilhali

Zoezi 5

- i) juu ya
- ii) ndani ya
- iii) kando ya
- iv) chini ya
- v) mbali na

Zoezi 6

1. i) huzuni au majonzi
ii) kukasirika au hasira
iii) mshangao
iv) furaha
v) shukrani
2. Sentensi zitumie vihisishi vilivyopeanwa kwa usahihi.

Maswali ya marudio

1. Kivuli
2. Chalia, chatembea na chala chakula cha mkono.
3. Sketi, rinda, buibui na mengineyo.
4. Tathmini mchoro na rangi iliyopakwa
5. Tathmini sentensi hiyo
6. Kiibodi, vitufe, kipanya, kiwambo / skrini
7. Viunganishi
8. Sentensi ziwe sahihi na zitumie maneno yaliyopeanwa kwa usahihi.
9. ndani ya, chini ya
10. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.

4. DIRA (UK 118 - 121)

A. Kusikiliza na kuzungumza

Zoezi 1

1. Rejelea kamusi kubaini maana za maneno yaliyopeanwa na mwanafunzi.
2. Sentensi zilizotungwa ziwe sahihi na zitumie maneno yaliyopeanwa.

B. Kusoma

Zoezi 2

1. Faili muhimu ifunguliwe na mazoezi ya kuifunga na kuifungua yafanywe.
2. Kamusi ya mtandaoni itumike kubaini maana za maneno yaliyopeanwa.

C. Kuandika

Zoezi 3

Barua ziandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika barua ya kirafiki. Tathmini muundo.

D. Sarufi

Zoezi 4

1. i. mtoto – watoto
ii. simba – simba
iii. chura – machura / vyura
iv. mpishi – wapishi
v. kuku – kuku
vi. papa – papa
vii. bata – mabata
viii. nyangumi – nyangumi
ix. kunguni – kunguni
x. kirobototo – virobototo
2. mbu, daktari, kondoo, kobe, mchezaji

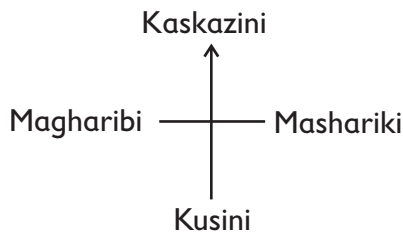
Zoezi 5

1. Tathmini usomaji wa sentensi hizo.
2. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.

Maswali ya marudio

1. Tathmini maneno hayo kama vile asente, samahani, rafadhali na mengineyo.
2. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
3. msalani
4. Tathmini maaana ya maneno kulingana na kamusi.

5.



6. moja (1)
7. Tathmini kwa mfano, mtoto, mbuzi, kipepeo na njiwa
8. a) Machura wameosha vyoo.
b) Punda wanapumzika.
c) Vipepeo wametoroka.
d) Watoto walicheza.
e) Chawa wametupwa
9. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
10. Barua iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika barua ya kirafiki. Vilevile, izingatie muundo na mtindo
11. a) Mpishi amepika chakula.
b) Ng'ombe amefungwa.
c) Mtume alitibiwa mkono.
d) Mkunga atapewa zawadi.
e) Seremala anetengeneza meza.
12. Chura, kipofu, mitume, madaktari, malenga

5. **USHAURI NASAHA (UK 121 - 124)**

A. Kusikiliza na kuzungumza

Zoezi 1

1. Tumia kamusi ya methali kutathmini maana.
2. Kifungu kilichotungwa kitumie methali tatu za malezi kwa usahihi

B. Kusoma

Zoezi 2

- i) tatu (3)
- ii) minne (4)
- iii) kumi na miwili (12)
- iv) Nidhamu usisahau, lazima huo ni utu,
- v) Ubeti1: Mvulana na msichana wawe wana wema

Ubeti: Nidhamu ndio tu, asidharau, asiibe, asinywe pombe

Ubeti: Awe na bidii asome na aepuke dhambi
vi) tarbia

C. Kuandika

Zoezi 3

Insha ziandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya maelezo. Tathmini miundo na mtindo vilevile

D. Sarufi

Zoezi 4

1. mlima, mpapai, mpira, mwaka, mwezi, muhogo
2. mifereji
mikono
mishipi
miguu
mikoba
miembe

Zoezi 5

- a) Mizigo imeletwa.
- b) Mikono inaoshwa
- c) Milango imepakwa rangi.
- d) Miaka ilimalizika.
- e) Miwa imetafunwa.

Maswali ya marudio

1. Tabia za mtoto hulingana na jinsi ambavyo alikuzwa na wazazi au walezi wake.
2. a) Heshima si utumwa.
b) Samaki mkunje angali mbichi.
c) Asiyesikia la mkuu huvunjika guu.
d) Asiyefunzwa na mamaye hufunzwa na ulimwengu.
e) Usipoziba ufa utajenga ukuta.
3. tarbia
4. malenga
5. Shairi lisomwe na ujumbe kuandikwa.
6. Ngeli ya U-I
7. a) Migomba imepandwa.
b) Mikeka imenunuliwa.
c) Milima ina theluji.
d) Mikate ililiwa.
e) Mikono ile itaoshwa.
f) Miaka imeisha.
8. a) Mwembe ulizaa sana.
b) Mhogo utapikwa.
c) Mwezi huu una mvua nyingi.
d) Muhula uliopita ulikuwa mzuri.
e) Mwavuli ule ni mpya.
9. Mchelea mwana kulia hulia mwenyewe.
10. Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya maelezo.

6. **BENDERA YA TAIFA (UK 124 - 127)**

A. Kusikiliza na kuzungumza

Zoezi 1

1. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
- 2.



B. Kusoma

Zoezi 2

1. Fuatilia kusomwa kwa makula kwenye vitabu, magazeti au blogi.
2. Tumia kamusi

C. Kuandika

Zoezi 3

Insha ziandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya wasifu.

D. Sarufi

Zoezi 4

1.
 - a) majani
 - b) maumbo
 - c) meno
 - d) mashati
 - e) marinda
 - f) matunda
 - g) maembe
2. jiwe, chungwa, yai, neno, rinda

Zoezi 5

- a) Macho yamepona.
- b) Maswali magumu yamejibiwa.
- c) Mawazo yenu yatatusaidia.
- d) Marinda ya watoto yalifuliwa.
- e) Machungwa yameiva.

Zoezi 6

1. Kuandika wingi wa majina
 - a) vitabu
 - b) vyombo
 - c) viboko
 - d) vyakula
 - e) vitoto
2. kikapu, kiatu, cherehani, kiti, kijumba

Maswali ya marudio

1. nne (4)
2. maana za rangi ya bendera
 - a) nyekundu – damu
 - b) kijani – mimea
 - c) nyeupe – amani
 - d) nyeusi – rangi ya Wakenya
3. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
4. Makala yasomwe na ujumbe kuandikwa kwa ufupi.
5. Nomino kama vile yai, tunda, jino, jicho na tauni
6. Sentensi zitumie maneno yaliyopeanwa.
7. Meno yanauma.
8. Jicho litatibiwa na daktari.
9. Ngeli ya Ki-Vi
10. Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya wasifu.

7. **MATUNDA NA MIMEA (UK 128 - 132)**

A. Kusikiliza na kuzungumza

Zoezi 1

1. Tumia kamusi kutathmini maana za nahau hizo.
2. Sentensi zitumie nahau zilizopeanwa kwa usahihi.

B. Kusoma

Zoezi 2

Matini yachaguliwe kutoka maktabani na mtandaoni. Matini hayo yasomwe kwa kurejelea mambo ya kuzingatia na mambo ya kuepuka.

C. Kuandika

Zoezi 3

1. Tathmini ujumbe wanaopata katika majediliana yao.
2. Tathmini vidokezo hivyo. Iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya maelezo. Tathmini muundo na mtindo. Tathmini Insha.

D. Sarufi

Zoezi 4

Sentensi zilizotungwa zitumie maneno yaliyopeanwa katika umoja na wingi kwa usahihi.

Zoezi 5

joto, jasho, jua, giza, lepe

Zoezi 6

Sentensi zitumie maneno yaliyopeanwa kwa usahihi.

Maswali ya marudio

- Mifano ya nahau za maadili na uraia
- Maana za nahau, tumia kamusi ya nahau panapofaa.
 - Kuomba msamaha
 - Bisha ukitaka ruhusa ya kuingia
 - Enda haja
 - Chagua kiongozi
 - Fanya uamuzi kuhusu kesi
- Sentensi zitumie nahau zilizopeanwa kwa usahihi.
- Matini isomwe na ujumbe kutambuliwa. Tathmini muhtasari huo.
- Sentensi maneno yaliyopeanwa kwa usahihi.
- kitambaa, cherehani, kiti, kioo
- Vyombo vinapendeza.
- Ngeli ya LI-LI
- Wingi wa sentensi
 - Giza linawatisha watoto.
 - Jasho linatoka sana.
 - Chaguo lenu ni la busara.
 - Joto limezidi.
 - Hatujapata hata lepe la usingizi.
- Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya maelezo.
- Kuandika umoja wa sentensi
 - Kikombe kimeoshwa.
 - Kijibwa kinalala.
 - Choo kile kina kioo kipya.
 - Kiboko kilivunjwa.
 - Chandarua kilifuliwa.

8. WANYAMA WA PORINI (UK 132 - 137)

A. Kusikiliza na kuzungumza

Zoezi 1

- Kuambatanisha neno na kisawe chake.
 - mamba – ngwena
 - nyati – mbogo
 - barua – waraka
 - kifaru – faru
 - ndovu – tembo
 - kinyonga – lumbwi
- Kutaja kisawe cha nomino
 - ndege – nyuni
 - bikizee – ajuzi

- nyati – mbogo
- televisheni – runinga
- chakula – mlo
- kilimo – zaraa
- ndovu – tembo
- afya – siha, rai

B. Kusoma

Zoezi 2

- Kujibu maswali ya ufahamu
 - Barasa, Imani, Nuru, Baraka
 - Mfano wa maelekezo yaliyotumika ni, **(wanafunzi wanne wanacheza uwanjani. Mmoja anajishika kiuno na kusimama mbele ya wenzake.)**
 - Maelezo sahihi kuhusu ujumbe uliojitokeza yatolewe. (wanyama wote wa porini ni muhimu)
 - Manufaa ya wanyama wa porini ni kuwa rasilimali ya nchi na huvutia watalii.
- Tathmini maana iliyotolewa kwa msingi ya wahusika kuiga mienendo ya watu na viumbe

C. Kuandika

Zoezi 3

Insha ziandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya masimulizi.

D. Sarufi

Zoezi 4

- Tathmini anavyosoma sentensi. Sentensi zisomwe vizuri na maneno kutamkwa ipasavyo.
- Twiga anakula majani.
 - Sisi tunapenda nchi yetu.
 - Watoto wanapanda miti.
 - Mzee ameketi kwenye kiti.
 - Amina anasoma kitabu.

Zoezi 5

- Kujaza mapengo
 - Nilimpelekea
 - alikingilia
 - Aliniandikia
 - alimfulia
 - amembebea
- Sentensi zitumie vitenzi vilivyopeanwa.

Zoezi 6

- Chakula kilipikwa na mpishi.
- Mama alikata nyama.
- Gazeti lilisomwa na baba.
- Wimbo mzuri umeimbwa na Amina.

5. Mwenye duka alimwuzia mtoto kitabu.

Maswali ya marudio

- Kuandika visawe
 - kinyonga – lumbwi
 - ndovu – tembo
 - nyati – mbogo
 - tarakilishi – kompyuta
 - moyo – mtima
- Sentensi na zitumie visawe vya maneno yaliyopeanwa kwa usahihi.
- Anaigiza
- Mhusika ni mtu anayeiga au kufuatiza maneno ama matendo ya mtu mwingine katika mchezo wa kuigiza.
- Anwani ya mwandikiwa
- Mifano ni kama vile cheza, imba, ruka na tembea
- Kauli ya kutendea
 - soma – somea
 - cheza – chezea
- Kauli ya kutendwa
 - pika – pikwa
 - ruka – rukwa
 - funga – fungwa
- Sentensi zitumie vitenzi vilivyopeanwa kwa usahihi.
- Kusoma insha mtandaoni.

9. AFYA BORA (UK 138 - 141)

A. Kusikiliza na kuzungumza

Zoezi 1

- Kutazama na kuigiza mazungumzo

B. Kusoma

Zoezi 2

Uliza maswali kufuatilia kazi hiyo.

C. Kuandika

Zoezi 3

Insha ziandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya maelezo. Vilevile tathmini muundo na mtindo.

D. Sarufi

Zoezi 4

Kuandika vinyume vya nomino.

- | | |
|----------------|----------------|
| a) Huzuni | b) Tajiri |
| c) Nyanya/bibi | d) Koo |
| e) Dada | f) Shaibu/buda |
| g) Baridi | h) Asubuhi |
| i) Utumwa | j) Baba |

Maswali ya marudio

- Mazungumzo rasmi hutumia lugha rasmi katika miktadha rasmi. Mazungumzo yasiyo rasmi hutumia lugha isiyo rasmi katika miktadha isiyo rasmi.
- Ni mfano wa anwani ya mwandishi.
- Mifano ya vitendo vya nidhamu katika mazungumzo kama vile kumpa mwenzako nafasi amalize kuzungumza, kuwaruhusu wenzako wachangie mazungumzo, kutumia lugha ya adabu na heshima na kuitikia au kijibu kwa heshima na upole.
- Tathmini ujumbe uliyoandikwa.
- Fuatilia aliyesimulia akueleze ujumbe
- Tathmini mati mi aliyoandika
- | | |
|-----------|---------------|
| 1. kichwa | 2. utangulizi |
| 3. muili | 4. hitimisho |
- maendelezo sahihi ya maneno
- kuakifisha
- mwandiko nadhifu
- nafasi mwafaka kati ya maneno, sentensi na mistari.
- Kuandika vinyume vya nomino
 - mzee - kijana
 - jogoo - koo
 - kicheko - kilio
 - utajiri - umaskini
 - shangazi - mjomba
 - mwanafunzi - mwalimu
- Sentensi zitumie vinyume vya nomino zilizopeanwa kwa usahihi.
- Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya maelezo.

10. KUKABILIANA NA UHALIFU (UK 142 - 146)

A. Kusikiliza na kuzungumza

Zoezi 1

- mfupi kama nyundo
- mrefu kama mlingoti
- alikonda kama ng'onda
- mwembamba kama sindano
- mnene kama nguruwe

B. Kusoma

Zoezi 2

- Muhstari uhusu bidii ya wakazi wa mamboleo, uhalifu uliowakumba na jinsi walivyongana na kuumaliza uhalifu huo
- Kutoa habari kuhusu mhalifu yeyote, kushirikiana, polisi kushika doria, kukamata wahalifu na kuwafunga jela, kufanya mkutano, polisi kutochukua hongo, watoto kutowasiliana na watu wasiowajua na hatua nyinginezo.

- b) Wakazi walishirikana na polisi na kutoa habari zozote za uhalifu kwa polisi.
 - c) Kifungu kinahusu kukabiliana na uhalifu.
3. Fuatilia kwa mzazi au mlezi kuhusu usalama mtandaoni na ujuzi wa kidijitali.

C. Kuandika

Zoezi 3

Insha ziandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya masimulizi. vilevile, tathmini muundo, mtindona vipengele vya insha ya masimulizi.

D. Sarufi

Zoezi 4

1. Sentensi ziwe katika wakati uliopita hali ya kuendelea na sahihi.
2. Sentensi zilizotungwa ziwe katika wakati uliopo hali ya kuendelea na sahihi.
3. Sentensi ziwe katika wakati ujao hali ya kuendelea na sahihi.

Maswali ya marudio

1. Tashbihi ni mbinu ya kulinganisha umbo au tabia za mtu na umbo au tabia za kitu/ mnyama mwingine kwa kutumia maneno ya kulinganisha (kama, kama vile, mithili ya, mfano wa).
2. a) mrefu kama mlingoti,
b) mfupi kama nyundo
c) mwembamba kama sindano.
3. Kukamilisha tashbihi
a) mrefu kama mlingoti
b) mfupi kama nyundo
c) mwembamba kama sindano
d) mnene kama nguruwe
e) mweusi kama makaa / kizimwili
4. Fuatilia kwa mzazi au mlezi wake
5. Fuatilia kwa mzazi au mlezi waliyoyai _____
6. Sentensi zitumie wakati uliopo na kwa usahihi.
7. Sentensi zitumie wakati ujao -ta- na kwa usahihi.
8. Sentensi zitumie wakati uliopita li- na kwa usahihi
9. Sentensi sahihi zitungwe katika:
a) wakati uliopo hali ya kuendelea.
b) wakati uliopita, hali ya kuendelea.
c) wakati ujao hali ya kuendelea.
10. Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika insha ya masimulizi.

11. MAPATO (UK 146 - 151)

A. Kusikiliza na kuzungumza

Zoezi 1

1. Tathmini njia mbalimbali za kujipatia mapato.
2. Tathmini wanavyoelezana jinsi ya kutumia mapato.
3. Tathmini hoja hizo

B. Kusoma

Zoezi 2

1. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
2. Fuatilia kuhusu msamiati wa mapato aliotambua na kuendelea kama vile faida, akiba, risiti, benki na masalio

C. Kuandika

Zoezi 3

Barua ziandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika barua ya kirafiki Tathmini.

D. Sarufi

Zoezi 4

Kukanusha sentensi

- a) Sichezi mpira.
- b) Hukula wali.
- c) Hatutaenda sokoni.
- d) Hawakununua maziwa.
- e) Sisi hatutapanda miti.
- f) Hamtapewa vitabu.
- g) Hataupanda mti.
- h) Wanyama hawanywi maji.
- i) Hutakula ugali wa mtama.
- j) Miti haipaliliwi.

Zoezi 5

1. Kubadilisha nomino katika ukubwa na udogo.

Wastani	Ukubwa	Udogo
mti	jiti	kijiti
mke	jike	kijike
mbwa	jibwa	kijibwa
mto	jito	kijito
mtu	jitu	kijitu

2. Kutambua nomino za udogo (kijitu, kijiti, kijike, kijito, kijiji, kijibwa)

Maswali ya marudio

1. Fatilia masimulizi hayo
2. a) Kuzingumza kwa sauti
b) kutumia lugha kwa ufasaha
c) kutumia ishara za uso
d) Kutumia ishara za mikono
e) Kutumia nyimbo
f) kucheza
g) kuiga milio mbalimbali
h) Kuhusisha wahusika
3. Sentensi zitumie maneno yaliyopeanwa kwa usahihi
4. Kuandika ukanusho
a) Mimi siimbi.
b) Mgeni hakula.
c) Hatutapata zawadi zetu.
d) Nyinyi hamkupewa pesa.
5. Barua iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za kuandika barua ya kirafiki.
6. Ukubwa na udogo wa maneno
a) mchwa - jichwa - kijichwa
b) mke - jike - kijike
c) mti - jiti - kijiti
d) mji - jiji - kijiji
e) mto - jito - kijito
7. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.

SHUGHULI ZA MAJARIBIO

(UK 151 - 162)

Jaribio la Kwanza (UK 151 - 153)

1. Kama vile kifutio, chaki, ubao, saa, chati na dasta

Kupigia nomino mistari

2. darasa
3. Mama, baba, darasa.
4. Chungu, mboga, mafiga.
- 5.



6. Vitenzi: cheza, ruka, imba, soma, pika
7. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
8. Sentensi zitumie vitenzi hivyo kwa usahihi
9. Sentensi zitumie vivumishi hivyo kwa usahihi
10. mzuri
11. pika
12. Mpishi
13. Andika

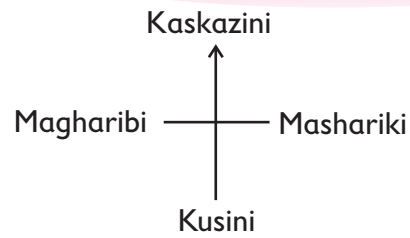
14. haya
15. chandarua
16. Hatujambo.
17. Marahaba.
18. Aleikum salaam.
19. Njema, nzuri, salama.
20. Akheri/sabalkheri.
21. mchi
22. Tathmini kitanzandimi hicho. Mfano: Dada alianda chamcha baada ya kuosha chombo kilichonuka shombo
23. nomino
24. chandarua/neti
25. mafiga/chungu moto/ kuni
26. balbu
27. kinu na mchi
28. kochi
29. kitanda
30. yule
31. Hiki
32. Wote
33. yangu
34. wengi
35. Sentensi zitumie maneno yaliyopeanwa kama viwakilishi kwa usahihi.
36. polepole, haraka, vizuri
37. Sentensi iliyotungwa iwe sahihi.
38. Insha iliyoandikwa iwe kwa hati nadhifu na kwa kuzingatia kanuni za insha ya wasifu.
39. Mzee Kazana, Bi. Rehema, Nuru, Zawadi, Fanaka na Almasi
40. Kutokana na kufanya kazi na biashara
41. Fanaka na Almasi
42. a) chakula – KI-VI
b) siku – I-ZI
c) mzee – A-WA
43. Sentensi zitumie maneno yaliyopeanwa.
44. Ili waliolala kitandani wasiumwe na mbu
45. a) Jiko la makaa
b) Kitu ambacho hutoa pofu na hutumiwa kwa kufulia, kuoga au kusafishia
c) Wingi wa pato (kitu kinachopatikana baada ya kazi
46. Kutwanga ama kuponda nafaka / vitu mbalimbali.
47. Kula bila kuongea, kufunika kinywa, kupakua chakula anachoweza kumaliza na kadhalika.
48. kupanda miti, kuokota takataka, kutupa takataka katika jalala na kuosha vyombo
49. huongeza vitamini na kusaidia kuimarisha afya
50. Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za insha ya masimulizi.

Jaribio la pili (UK 154 - 156)

1. Sindano
2. Macho
3. Mwavuli
4. Sentensi iliyotungwa iwe sahihi.
5. Sentensi iliyotungwa iwe sahihi.
6. Sentensi iliyotungwa iwe sahihi.
7. Sentensi iliyotungwa iwe sahihi.
8. Sabalheri – asubuhi
Chewa – asubuhi
Masalheri – jioni
9. Maneno yasomwe vizuri.
10. Methali yoyote inayohusu malezi
- 11-15 Sentensi zitumie viunganishi vilivyopeanwa kwa usahihi.
- 16 -20 Sentensi zitumie vihusishi vilivyopeanwa kwa usahihi.
21. Vihisishi
22. Vihusishi
23. a) mtoto b) kipepeo
c) kuku/jogoo d) samaki, twiga
24. a) mtoto – watoto
b) kipepeo – vipepeo
c) kuku – kuku(jogoo - majogoo)
d) samaki – samaki
e) twiga – twiga
25. kuku, ng'ombe, mwalimu, kipepeo, papa
- 26 - 30 Sentensi zitumie nomino zilizopeanwa kwa usahihi.
31. Watoto wanakula.
32. Mbuzi wamekunywa maji.
33. Mende wamekufa.
34. Samaki wana faida.
35. Kuku walitaga mayai.



41.



42.



43. Tathmini aya iliyoandikwa na kusambazwa kwako.
44. Tathmini mada hiyo
45. Tathmini muhtasari wa makala hayo.
46. Tathmini hatua hizo kama vile
a) Kutowasiliana na watu usiowajua mtandaoni
b) Kuweka namba yako ya siri kuwa siei
c) Kutoa habari kwa mzazi au mlezi unapochokozwa mtandaoni
d) Kuuliza idhini kabla ya kutumia vifaa vya kidijitari.
47. Tarakilishi, kompyuta, mashine ya elektroniki ya kuangiza, kuhifadhi na kuchanganua taarifa, kukokotoa na kuongoza mitambo.
48. moja
49. Barua ya kirafiki huandikwa na marafiki au jamaa.
50. Barua ya kirafiki iandikwe kwa kuzingatia kanuni za barua ya kirafiki kisha isambazwe mtandaoni.

Jaribio la tatu (UK 156 - 158)

1. Methali mbili za malezi kama vile
a) Mwana hutazama kisogo cha ninaye
b) Mtoto wa kuku hatunzwi kuchakura
c) Abebwaye halevilevi miguu
2. a) Mtoto umleavyo ndivyo akuavyo.
b) Asiyefunzwa na mamaye hufunzwa na ulimwengu.
3. a) Asiyesikia la mkuu huvunjika guu.
b) Mchelea mwana kulia hulia mwenyewe.
4. a) kilima
b) rangu ya mkenya
5. a) nyekundu
b) nyeupe

6. Mshororo
7. Nahau ya maadili kama vile
 - a) Omba ruhusa
 - b) Vulia kofia
 - c) Shika adabu
 - d) Piga hodi
8. Nahau ya uraia kama vile
 - a) Piga kura
 - b) Piga jeki
 - c) Jitolea mhanga
 - d) Tii sheria
9. Sentensi zitumie nahau zilizopeanwa.
10. a) lumbwi
televisheni – runinga
ndovu – tembo
11. Sentensi zitumie visawe vya maneno yaliyopeanwa kwa usahihi.
12. Visawe
13. Ngeli ya U-I
14. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
 - b) Ngeli- Kundi la nomino katika baadhi ya lugha lenye sifa sifa zinazofanana kisarufi
 - c) dira- chombo kama saa kitumikacho kimwonyesha msafiri majira au anakoelekea, agahalabu huwa na shale uzungukao wenyewe ambao wakati wote huonesha upande wa kaskazini.
15. Mikoba imewekwa karibu na miti.
16. Mchezo wa mtoto unapendeza.
17. Mwaka huu una shughuli nyingi.
18. Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za insha ya maelezo.
19. msumeno, mwaka, migomba
20. ubeti
21. Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za insha ya wasifu.
22. a) shati - mashati b) embe - maembe
c) jino - meno d) jiko - majiko
23. Ngeli ya LI- YA
24. Sentensi zitumie maneno hayo kwa usahihi.
25. Tathmini
26. Magari yamenunuliwa.
27. Sikio limeoshwa.
28. Ngeli ya KI- VI
29. Chombo kipya ni cha mjomba.
30. Vyumba vizuri vimejengwa.
31. Kioo cha mama kimewekwa vizuri.
32. Chakula cha mtoto ni kitamu.
33. Chanda chema kimevikwa pete.
34. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
35. Tathmini
36. Ngeli ya LI-LI

37. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
38. Tathmini
39. Mifano ni kama vile cheza, andika, pika, kimbia, soma
40. Mifano kama vile kibilia, chezea, andikia
41. Mifano ya ni kama vile chezwa, andikwa, pikwa
42. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
43. Sentensi zilizotungwa ziwe sahihi na zitumie maneno yaliyopeanwa kwa usahihi.
44. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
45. Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za insha ya maelezo.
46. Mamboleo
47. shambani au katika shamba
48. miembe, michungwa, miparachichi, mitufaha
49. maembe na machungwa
50. Babu alikuwa akipalilia mimea.

Jaribio la nne (UK 158 - 160)

- | | |
|-----------------------------------------------------------------------------------|-------------------|
| 1. moja | 2. msalani |
| 3. kwa | 4. langu |
| 5. jeupe | 6. akiponda |
| 7. kinu | 8. kiamshakinywa |
| 9. ndani ya | 10. kwa |
| 11. hamjambo | 12. sote |
| 13. huyo | 14. Alitufundisha |
| 15. lo! | 16. mbili (2) |
| 17. minane (8) | |
| 18. Huwa ni furaha yetu, kukuona ukipanda, | |
| 19. Bendera yetu. | |
| 20. Ngozi ya Wakenya | |
| 21. Kijani ama kijanikibichi | |
| 22. Inawakilisha mimea kwenye ardhi yetu. | |
| 23. Bendera ni yetu Kenya, Kenya yetu ni bendera, | |
| 24. tarbia | |
| 25. malenga | |
| 26. Ni kukinzana na jingine. | |
| 27. a) mama
b) koo | |
| 28. Sentensi zitumie kinyume cha maneno yaliyopeanwa kwa usahihi. | |
| 29. Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za insha ya maelezo. | |
| 30. Mifano: (a) ngwarideni
(b) darasani | |
| 31. a) mrefu kama mlingoti
b) mfupi kama nyundo | |
| 32. a) mnene kama nguruwe | |

- b) mwembamba kama sindano
33. Sentensi zitumie tashbihi zilizopeanwa kwa usahihi kwa usahihi.
 34. Tashbihi ni kulinganisha au kufananisha vitu viwili au zaidi kwa kutumia maneno k.v. kama, mathalani, mithili ya na mfano wa
 35. Insha iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za insha ya masimulizi.
 36. Sentensi zitumie wakati uliopita kwa usahihi.
 37. Sentensi zitumie wakati uliopo kwa usahihi.
 38. Sentensi zitumie wakati ujao kwa usahihi.
 39. Sentensi itumie wakati ujao hali ya kuendelea kwa usahihi.
 40. Sentensi itumie wakati uliopo hali ya kuendelea kwa usahihi.
 41. Sentensi itumie wakati uliopita hali ya kuendelea kwa usahihi.
 42. Tathmini na ziwe halali
 43. Tathmini na ziwe za wajibikaji
 44. Sentensi zitumie maneno yaliyopeanwa kwa usahihi.
 45. Barua iandikwe kwa hati nadhifu na kwa kuzingatia kanuni za barua ya kirafiki.
 46. Wewe hukucheza mpira.
 47. Mimi sitakula wali.
 48. Yeye hapendi kulala.
 49. Sisi hatukutazama mchezo wa mpira.
 50. a) mti – jiti – kijiti
b) mji – jiji – kijiji
c) mtu – jitu – kijitu

Jaribio la tano (UK 160 - 162)

- | | |
|-------------|-------------|
| 1. nyanya | 2. chezwa |
| 3. marinda | 4. mwaka |
| 5. sili | 6. sijambo |
| 7. saa | 8. dira |
| 9. tembo | 10. sindano |
| 11. alikuwa | 12. wake |
| 13. huyo | 14. lakini |
| 15. kuugua | 16. wa |
| 17. ng'onda | 18. msamaha |
19. walimsamehe
 20. asiyesikia la mkuu huvunjika guu
 21. kijana
 22. Anashauriwa kujiepusha na maovu, pombe, mtandao na kiburi.
 23. Maelezo sahihi yakubalike kama vile 'ujana huisha haraka'.
 24. Minane (8)
 25. Kuwa na tabia nzuri, ujana wako ni moshi
 26. Si lazima mifano hiyo itoke katika shairi.
 27. a) Ushauri- maelekezo ya nayotolewa kwa

- mtu ili yamsaidie kupata suluhisho fulani.
- b) mouvu- mabaya/ mawi/ fila
28. Sentensi zilizotungwa ziwe sahihi na zitumie maneno yaliyopeanwa.
 29. Kujiepusha na pombe huku akiwachunguza marafiki.
 30. Kujiepusha na maovu na kuwa za tabia nzuri akijua kuwa ujana huisha.
 31. Uwanjani Pambazuka
 32. Kuwakumbuka walioshirikiana kupigania uhuru wetu(wao).
 33. Umoja ni nguvu utengano ni udhaifu na siku njema huonekana asubuhi.
 34. **Umoja ni nguvu utengano ni udhaifu.**
 35. mashariki
 36. Maana yake ni kuwa tukishirikiana tutafaulu
 37. Sentensi zilizotungwa ziwe sahihi na zitumie maneno yaliyopeanwa.
 38. Kupanda miti na kudumisha usafi wa mwili na mazingira
 39. Kuoga, kupiga meno mswaki, kukata kucha, kunyoga nywele na kadhalika.
 40. Mashujaa hao walipigania uhuru wa nchi.
 41. Tathmini ya nomino kama vile mtoto, kiti, dasta na ng'ombe
 42. Sentensi zilizotungwa ziwe sahihi na zitumie vitenzi vilivyopeanwa kwa usahihi.
 43. yule, kizuri
 44. hiki
 45. Mifano ya vihusishi k.v. ndani ya, juu ya, mbele ya n.k.
 46. Sentensi zitumie vihisishi vilivyopeanwa kwa usahihi.
 47. Vielezi
 48. Sentensi neno lililopeanwa kwa usahihi.
 49. Ngeli ya LI-YA
 50. Mifano ya viunganishi k.v. na, lakini, wala, kwa sababu n.k.3

SCIENCE (Pages163 - 215)

Self-assessment 1 (Pages166

- Name of any plants and animals.
- Any name of items that are not plants or animals.
- Maize plant can grow, breath, reproduce, feed, remove waste respond to changes within the environment while bicycle cannot.
- grow, breath, reproduce, feed, remove waste and respond to changes within the environment an die.
- Plants grow.
- die
 - grow
 - reproduce
 - remove waste
 - respond to changes in the environment
- forceps – used for plucking and holding things

tongs- Used to lift small objects

gloves-Worn to protect our hands
- Because some plants may be poisonous or carry germs.
- They are wearing protective materials to protect their eyes, hands, legs , skin, nose from poisonous saps, pricks and other body injuries.
- The boy is watering plants. To grow healthy and protect them
 - from damages by animals and weeds.

Self-assessment 2 pg 169

- Animals grow, move, breath, reproduce, feed, remove waste and respond to changes within the environment and die.
- Animals:
 - Eat or feed
 - Reproduce
 - Remove waste
 - Grow
 - Move
- A backbone is a bone that runs from the head to the tail of an animal.
 - Vertebrates are animals with backbone
 - Invertebrates are animals without backbones.
- Respond to changes in the environment.

5. b)

Vertebrates	Invertebrates
Goat	Ant
Monkey	Centipede
Cat	Bedbug
Rat	Flea
Fish	Housefly and cockroach

- Gloves- to protect our hands when handling objects and animals
 - Goggles - to protect our eye when handling living things
 - Tongs- used to lift small object
 - Overcoat- worn to protective our clothes when handling animals, objects and materials
- Keeping safe distance when handling animals.
Always wash your hands after handling animals
Wear protective materials when handling animals.
Do not tease, frighten or corner animals .
- To wash away germs that may be contaminated
- Vertebrate have backbones while invertebrates have no backbone.
- Accept appropriate pictures showing animals in the right category.

Self-assessment 3 Page 172

- teeth
 - gullet/oesophogus
 - colon /large intestine
 - rectum
 - dentist
- incisors, canines, premolars, molars
- A-molars are used for chewing, crushing, grinding and breaking food.

B- canines are used for tearing piercing, holding and grasping food.

C- Incisors are used for cutting and biting food

D- Premolars are used for chewing, crushing, grinding and breaking food.
- The sharp pointed is the canine and the wide and chisel like is incisors.

Self-assessment 4 Page 175

- Pollution is the presence of harmful substances in the environment.
Air pollution is the presence of harmful substances in the air
Air pollutants are substances that pollute the air.

- Dust, fumes, smoke and bad smell.

3.

Places with clean air	Places with dirty air
Dining halls	Dusty roads
Forest	Poorly ventilated kitchens
Well ventilated houses	Dirty toilets and latrines
	Smoking zones

- Air pollution leads to breathing difficulties among animals.
The eyes and nose of animals get irritated by smoke, dusts and fumes. It leads to poor visibility hence may cause accidents in roads.
 - dusts that fall on leaves may block the small holes hence plants cannot breathe well. When plants get inadequate air they look unhealthy and they grow slowly or die.
- To grow healthy and strong.
To breathe clean air that is free from diseases.
- Proper disposal of waste.
Use of ventilations in houses and vehicles.
Use of ventilation in improved pit latrines.
Sprinkling water on dusty floors before sweeping.
Factories and kitchens should be fixed with chimneys.
- Wearing protective materials like dust masks.
Wearing gloves when handling materials with dust and fumes.
Wear overcoat to prevent fumes that may cause allergy and irritate the skin.
Wear goggles to prevent air from irritating the eyes
- The factory might have emitted poisonous gases and fumes into the environment.
- To detect the presence of air pollution in the environment

- To prevent breathing in dirty air that may cause diseases.
- Dust and fumes may block the nose that leads to breathing difficulty.
Dusts and fumes may block the small holes on the leaves of plants that cause breathing problems and hence poor growth.
Smoke and dusts cause poor visibility hence drivers and pilots cannot see through. This can lead to accidents.
Fumes, smoke and dusts that enter the eyes and nose irritate people and animals
Smoke, dusts and bad smell can lead to sneezing and choking and coughs

Self-assessment 5 Page 179

- Water pollution is the release of harmful substances into the water.
- Soil, waste materials, oil, waste from industries, animal waste, sewage, farm chemicals, plastic and metallic items.
- Dirty rivers, rivers with sewage, ponds among others.
- Realising untreated waste from factories into the rivers.
Using farm chemicals that pollute the waters.
Washing machines like chemical sprayers, motorcycles, vehicles in waters cause water pollution.
Disposal of plastic bottles and kitchen waste irresponsibly.
Driving cattle into the water bodies to drink directly.
Uncontrolled soil erosion
- Plants that absorb polluted water become unhealthy. Polluted water can kill plants.
 - Polluted water can lead to diseases. Polluted water can also harm or kill animals.
- Treating sewage before releasing them into the waters.
Proper disposal of waste
Avoid dumping plastics, metallics and other items into the water
Avoid washing vehicles and machines that spill oil into the rivers and lakes directly
- Trees and grass reduce soil erosion hence prevent water from contamination.
- Clean water keeps plants and animals healthy.
Clean water prevents human beings from

getting ill.

9. To prevent water pollution
10. Gumboots keep the legs safe from diseases and items that can hurt, harm or cause injury.
Gloves also protect the hands from items and liquids that may be present within the water that may irritate the skin or injure.

Self-assessment 6 Page 181

1.
 - a) radio, television, camera, piano, music instruments, computers, phones,.
 - b) radio, television, camera, phones among others.
 - c) radio, television, camera, music instruments, computers, laptops and phones.
 - d) radio, television, camera, computer, phones
2.
 - a) Central Processing Unit (CPU) – this is the ‘brain’ of a computer. It processes or works on the information that is fed in a computer.
 - (b) Mouse – it is moved by hands to navigate, select and give instruction to the computer.
 - (c) Keyboard- it is used to enter information e.g. letters, numbers and other special characters into the computer.
 - (d) Monitor – it displays information
 - (e) Headphone – it is used for listening to sounds produced e.g. music
3. Connect the monitor to the CPU and the CPU to the keyboard, the mouse and the headphone. Connect the CPU and the monitor to the power source power source and hence use the right procedure to start a computer.
4. Smartphone are smaller digital devices than tablets
5.
 - a) false
 - b) true
 - c) true
 - d) false
6.
 - a) Recording videos – cameras, smartphones, laptops, tablets, drones etc.
 - (b) Taking photos - cameras, smartphones, laptops, tablets, drones etc.
7. Assess the learners work.
8. (a)Port – is a hollow part of a computer used for connecting other parts of computer using cables.

- (b) Power cable – is a cable used for connecting devices to a power source.

Self-assessment 7 page 183

1. (a) Pattern – is a regular way in which something have been arranged, appear, happen or done. It can be a regular repeated arrangement of lines, shapes, colours, objects.
 - (b) Coding – Is the process of creating a set of instruction to a computer.
2. Assess the drawing
 3. Assess items with pattern.
 4. Assess the pattern
 - 5.

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

6. MY NAME IS SILLAH

Self-assessment 8 Page 186

1. Matter is anything that occupies space and has definite mass.
2. There are three forms of matter
3. Solid, liquid and gases
4. Mass is the quantity of matter in a substance. Volume is the amount of space occupied by a substance.
5. Characteristics of different states of matter.

Solid	liquid	Gas
Has definite mass	Has definite mass	Has definite mass
Occupy space	Occupy space	Occupy space
Has definite shape	Has indefinite shape but takes the shape of the container	Has indefinite shape
Has definite volume	Has definite volume	Has indefinite volume

6. They both occupy space.
Both have definite mass.
Both have indefinite shape.
Both take shape of containers.
7. Solid
It has definite mass and volume
It occupies space

8.

Solid	liquid	Gases
Nail Flour Book Medical tablet	Milk Juices water syrup	Air Smoke Wind Fumes

9. Wear safety devices such as glove overcoat, goggles, gumboots and other devices used for holding substances like hot solids and poisonous items. These devices may include a pair of forceps, spatulas among others.
10. Accept correct identification of examples of solid, liquid and gases.

Self-assessment 9 Page 190

1. Sinking is when substances go deep into the water while floating is when substances remain on the surface of water.

2.

Sinkers	Floaters
Stone	Paper
Nails	Leaves
Pin	Feathers
Marbles	Bottle tops

Accept any other correct answer.

3. Due to change in shape.
4. Put a broad leaf on water. Get the 20 shillings coin and place it gently on top of the leaf on water. They will both float.
5. The materials used as life savers are floaters. These include kicker boards, arm bands, pull buoys, inflated tyres, tightly closed jerrican, life jackets among others.
6. Due to shape of the object.
7. Type of material
Shape
8. Inflated tyre tubes, tightly closed jerrican
9. Accept correct procedures
10. tom

Self-assessment 9 Page 192

1. Force is a push, a pull or a lift of an object.
2. Changes shape of objects
3. Start and stops movement
Change direction of movement
4. True
True
True
False

5. Pulling a cart when transporting goods.
Pushing a wheelbarrow with farm produce.
Carrying objects.
6. Accept correct answers
7. Accept correct answers
8. Changes shape
9. Force starts and stops movement.
Increases the speed of the ball.
Changes direction.
10. Changes shape of and object.
Changes direction of movement.
Starts and stops moving objects.
Increases the speed of moving objects.

Self-assessment 10 Page 194

1. In all directions
2. Because sound travel in all direction
3. The sound was reflected
4. Large halls, between tall building, forest, near a cliff among others
5. Echo
6. Echo is the bouncing back of sound.
7. Because sound travel in all direction
8. a) The sound was reflected back
b) Near a cliff, forest, between tall buildings, within the valley in a large hall
c) Echo
9. a) Nyatiti
b) Whistles, trumpet, descant recorder
c) bells, shakers,
d) guitar
e) drums,
10. Echo

Self-assessment 11 Page 197

1. Light
2. Straight
3. All directions
4. Straight line
5. Transparent materials
6. Opaque materials are material that do not allow light to pass through them and we cannot see through them at all.
Translucent are materials that allow some light to pass through them and we cannot see through them.
7. Translucent material
8. Translucent materials
9. Light may pass through some materials and in some materials it cannot pass through. In some materials little light can pass through but we cannot see through them.

Self-assessment 12 Page 200

- Heat transfer is the transfer of heat from one point to another.
- Cooking.
Warming the body when cold.
Preservation of food.
- Conduction
- Conductors
- These are substances that do not allow heat to pass through them.
- Conduct or transfer
- They are poor conductors hence they do not get hot.
- To prevent injuries since gloves are poor conductors of heat.
-

Poor conductors	Good conductors
Wood handles	Sufurias
Carpets	Boilers
Gloves	Kettles
Clothes	Saucepans
pencils	Metallic spoon

- Used as insulators. They are used to make clothes, ceilings, carpets, gloves and handles of cooking utensils.
They are also used to prevent heat loss in fireless cookers.

Self-assessment 13 Page 203

- Levers are simple machines that are fixed at a point and used to make work easier.
- To measure and compare masses
- Fulcrum or pivot
- Effort
- Load
- Beam balance
- Spade
- Wide
- Hammer
- Bottle opener

Self-assessment 14 Page 208

- Sky
- Sun, moon and clouds
- Four
- Nimbus
- Cirrus
- Windy
- Dry
- Planting
- Windy
- Weather chart

Assessment Task 1 (PG. 209)

- They are living things
- Man, plants, cows, monkey
- Characteristics
- They feed, move, grow, respire, remove waste, reproduce, die, respond to changes in the environment.
- Feed
- Produce flowers
- Grown
- They grow towards light and the roots absorb water for nutrients.
- Accept correct answer
- Wearing protective materials like goggles, gloves, dustcoat, dust mask, gumboots and using appropriate tools like a pair of tongs etc
- Accept appropriate answers e.g Man, cows, goats, sheep, pigs, leopard, etc
- Vertebrates have backbones while invertebrates have no backbones
-

Vertebrates	Invertebrates
Man, birds, fish, crocodiles, frog	Bee, housefly, snail, spider, butterfly, ants

- Accept any correct answer
- Respond to changes in the environment
- Locust, snail, bee, housefly, ant
- To avoid causing accidents
- To ensure they are safe, healthy and free from diseases.
- Domestic or tame animals
- Death
- Digestion
- Mouth, gullet/oesophagus, stomach, ileum, colon, rectum, anus
- Stomach stores food for sometime
- i) stomach produce intestinal juice
ii) digestion ends in the ilium
- Gut/alimentary canal
- Small intestines
- Four
- Incisor
- Molar
- i) sun, clouds (sometimes moon)
ii) Moon, stars, clouds

ASSESSMENT TASK 2 (PG. 210)

- Environment
- Making the air dirty
Release of harmful things into the air
- Pollution

4. Pollutants
5. dust, bad smell, smoke.
6. Toilets, dust areas, smoking areas, decomposing matter any other correct answer.
7. Breathing problems, disease, death, irrigation of the eyes, effects visibility, poor growth in plants
8. Proper disposal of waste water, ventilation, ventilation improved pit latrines, sprinkling water on dusty grounds.
9. Poor growth, suffocation
10. Poor visibility
11. The reduce the bad smell
12. To protects us from inhaling the pollutants
13. Release of harmful substance into the water
14. Water pollutants
15. Soil, harmful waste, individual waste, oil
16. They pollute the air
17. True
18. false
19. false
20. true
21. P- dirty water
Q- Fire sand
R- coarse sand
22. Sewage water, floods any other polluted water
23. Wells, boreholes
24. Filtering and boiling
25. Waterborne disease
26. Cholera, typhoid, diarrhoea, vomiting, stomach ache etc
27. Cause death to plants and animals
- cause diseases
28. Sprinkling water
29. used for drinking, washing clothes, rearing fish, any other importance
30. a) Conduction
b) Good conductor are used in making cooking utensils. Poor conductors are used in making handles of cooking utensils, clothes, carpets, ceiling and curtains
c) Load, effort and fulcrum (pivot)
d) Used to compare mass of different objects

ASSESSMENT TASK 3

1. An equipment that to receive send and store information during communication
2. Phone, camera, radio, Television, computers, any other device

3. V- keyboard
W- Processor/CPU/ Central processing unit
X- Cables
Y- Monitor
Z- Mouse
4. V- Key in alpha numeric data
W- to store, process and retrieve information
X- To connect the various parts of the computers to the processor
Y- To display information
Z- To Scroll, select or highlight information on the monitor
5. Radio
6. Flash disk, compact disc, floppy disk, etc
7. a) Computers, type writer, tablet, phones
b) Cameras, phones, tablets
c) Cameras, phones, tablets
8. Storage devices
9. Patterns on leaves, foot ball, nest of birds, tennis ball, honey combs.
10. Coding
11. Monitor
12. Keyboard
13. Cable
14. Processor, central processing unit
15. Radio
16. Any applicable pattern
17. Decoder, DVD
18. keyboard
19. Any applicable sudoku or word puzzle
20. Speaker, monitor, printer, plotter



22. Matter is anything around us
23. Solids, liquids and gases
24. Solids - have a definite shape
- volume and mass
Liquids - have a definite mass and volume
- Take the shape of the container
- have indefinite shape
- can flow
Gases - have a definite mass
- indefinite shape and volume
25. Group the materials collected into solids gases and liquids
26. Wear gloves, gumboots, dust coats, goggle, using tongs etc
27. Fanning our face with a book

28. A floater remain on the surface of the water while a sinker settles at the bottom of the water
 29. Plastics, wood, any of other floater
 30. To save life

ASSESSMENT TASK 4 (PG. 212)

1. Plants and animals
2. i) Living ii) Non living
 iii) Living
3. Plants grow
4. Animals move, feed, breath, reproduce, remove waste grow, die, react to changes in the environment (any four)
5. i) false (ii) true
 iii) true iv) true
6. a) Slithering - snake
 b) crawling - lizard, caterpillar
 c) Swimming- fish, whale, dolphin, turtle.
 d) Hoping- frog, toad, grasshopper, flea, kangaroo etc
7. i) Reproduce, remove waste, breath, react to changes in the environment, move, see, grow, die
8. A- Oesophagus, food pipe, gullet
 B- Liver
 C- duodenum
 D- large intestine/colon
 E- Small intestine/ ileum
 F- Anus
 ii) Passage of food from the mouth to the stomach
 iii) a) Gullet- food pipe/oesophagus
 b) Small intestines - ileum
 c) Large intestines - colon
9. - Tooth brush
 - Clean water
 - Tooth paste
 - Salt
10. - Turning them into a compost manure
11. Cholera, typhoid
12. i) Camera- Take photographs and videos
 ii) Radio- Receiving news
 iii) Printer - Print information on a paper
13. i) Nests of birds
 ii) Foot ball, tennis, ball
 iii) leaves
14. Solid - ice
 Liquids - water
 Gases- vapour/ steam

15. Solids- stone, foil, chalk
 Liquids- water, milk, juice
 Gases - water vapour, oxygen
 (Any other correct example)
 16. a) plants
 b) animals
 17. a) Chameleon change colour to match the surrounding
 b) Millipede coils

18.

Invertebrate	vertebrate
vertebrate	invertebrate

19.



gloves



goggles



gumboots

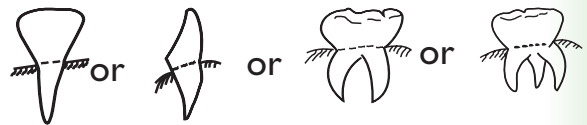


dust coat

20. a) Breaking down of food into small particles that can be used by the body
 b)

rectum	mouth
stomach	large intestine

21.



22.

radio	camera
phone	computer

23. a) matter
 b) (i) Solids - fixed mass
 - fixed volume
 - fixed shape
 (ii) Liquids - fixed mass
 - fixed volume
 - no shape
 - can show

24. - Disposing human waste in water
 - Digging along a river
 - Spraying chemicals
25. Clean air- classroom
 - super market
 b) Dirty air - toilets
 - dusty places
26. - Sprinkling water in dusty places
 - Using ventilation improved pit latrine
 - proper disposal of waste
27. Pollution the environment by disposing water into a river.
28. Irrigation / watering plants
 - b) water

ASSESSMENT TASK 5 (PG. 214)

1. Force is a push, a pull or a lift
2. Change the direction of an object
 - change the shape of an object
 - increase the speed
 - Reduce the speed
 - stop a moving object
 - Make a stationary object to move
3. i) Incisor (ii) Premolar
4. Oesophagus, food pipe, gullet
5. Stomach
6. Large intestines
7. Small intestines
8. Anus
9. Cow, goats, dogs, rabbits, rats etc
10. Vertebrates have a backbone while invertebrates do not have backbone
11. Any correct example
12. - In a opaque material, light does not go through
 - In a translucent material some light go through but we can not see through
 - In a transparent material, all light go through and we can see through clearly
13. Animals feed
14. - Soil
 - Oil
 - Human and animal water
 - waste from industries, etc
15. Radio, camera, computer, television, tablets, etc
16. See saw
17. Any correct diagram of the sky
18. Cumulus, nimbus, stratus, cirrus
19. Planting, weeding
20. Sufuria, kettles, pans etc

- 21a) i) Fanning our face
 - ii) liquid
 - iii) gases
 - iv) solids

21. i) (ii)
 (iii) (iv)

- b) Fixed shape
 - Fixed volume
 - Fixed mass

22. Type as material
23. Phone, computers, television, radio
24. a) cholera, typhoid, dysentery, Diarrhoea, vomiting
 - b) Goggles, dust coats, gumboots, gloves
25. They help to save our lives by preventing sinking

AGRICULTURE (Pages 216 -257)

SUGGESTED ANSWERS TO FORMATIVE ASSESSMENT EXERCISES

Formative assessment exercise 1.1 (PG. 223)

1. clay, sand and loam soil

2.

(a) Sand	(b) Clay
(c) Clay	(d) Sand

3. (i) Air
(ii) Dead plant materials.
(iii) Water.
(iv) Living organisms such as earthworms.

4. (a)(i) Cashew nuts. (ii) Coconuts.	(b) (i) Vegetables such as spinach and lettuce among others. (ii) Arrowroots. (iii) Rice
------------------------------------------	---------------------------------------------------------------------------------------------------

5. (i) It contains humus which is needed for plants growth.
(ii) It can hold water for long.
6. Organic/compost manure.
7. Rot/decay.
8. 1. animal waste 2. green leaves
3. animal waste 4. ash
5. top soil
9. i) Cheap to make ii) Readily available

Formative assessment exercise 1.2 (PG. 224)

1. (i) Watering plants.
(ii) Watering animals.
(iii) Cleaning farm tools and equipment.
(iv) Mixing with farm chemicals before spraying to plants or animals.
2. (a) Plants dry when there is no water.
(b) Animals die when there is no water.
3. Drip irrigation.
4. (i) Used plastic bottles.
(ii) Perforated pipes.

Formative assessment exercise 1.3(227)

1.

Small wild animal	Damage caused to crops and domestic animals
Weaver birds	Feed on cereal crops in the farm.

Mouse	Attack and feed on stored farm produce.
Mongoose	Feed on chicken eggs
Monkeys	Feed on plantations such as maize and bananas etc
Moles	Damage the roots and stems of crops

2. Antelopes, squirrels.
3. (i) Ropes.
(ii) Bamboo poles.
(iii) Rags i.e. torn clothes.
(v) Rubber bands.
(vi) Metal bars.
4. (i) Fencing.
(ii) Use of repellants such as chillies.

Formative assessment exercise 1.4(PG. 233)

1. Expected answers will depend on learners' locality: mangoes, oranges, bananas, tree tomatoes etc.
2. (i) From fruit orchards.
(ii) Market centres.
(iii) Thrown seeds in dumping sites etc.
3. It can lead to water-logging and sweeping away of the fruit seeds.
4. (i) Identify a well-levelled land.
(ii) Dig the land to remove all other plants and weeds. Ensure to remove the roots of the plants you dug out away from the land.
(iii) Measure the nursery bed to have a width of approximately one metre.
(iv) Use a rake to break down the soil until it becomes fine.
(v) Add the compost manure that you prepared earlier. Use a hoe to mix the soil and the compost manure thoroughly.
(vi) Use a stick to make small furrows with equal and even spacing.
5. (i) Soften the soil around the seedlings to be planted. This is done by watering the seedlings at the base of the stems.
(ii) Use a trowel to gently lift the seedling by the roots. Ensure that soil is attached to the roots of the seedling even after uprooting.
(iii) Gently carry the uprooted seedling to where it is to be planted.

- (iv) Gently place the seedling inside the hole you dug. The roots of the seedling should be inside the hole.
 - (v) Cover the roots with soil to make sure the seedling stands firm by gently pressing soil around it.
- 6
- (i) Watering.
 - (ii) Weeding.
 - (iii) Applying manure.
 - (iv) Mulching.

Formative assessment exercise 1.5(PG. 235)

1. (i) Weeding.
(ii) Applying manure.
(iii) Pruning.
(iv) Watering.
2. (a) Yellow.
(b) Red, maroon.
3. To remove excess branches and allow the plant to make good use of nutrients.
4. (i) Avoid shaking the fruits.
(ii) Only harvest the ripe fruits.
(iii) Use open buckets to keep the fruits fresh.
(iv) Use your hands or fruit picker.
5. (i) They provide vitamins to the body.
(ii) Some fruits provide fibre which help in food digestion.
(iii) Fruits keep us healthy.

Formative assessment exercise 2.1(PG. 238)

1. They are animals that we keep and live with at home.
2. Expected answers: Cat, cows, dog, horse, camel, donkey, sheep, goat etc.
3. (Give marks to any appropriate drawing of a cock or bull)
4. Cock-Meat and feathers.
Bull-Meat, skin, ploughing horns.

Formative assessment exercise 3.1(PG. 243)

- 1.(a) (i) Pumpkin.
(ii) Cucumber
- (b) (i) Onions.
(ii) Celery
- (c) (i) Carrots
(ii) Beetroot
2. (i) They provide our bodies with vitamins that help in fighting diseases.
(ii) They provide our bodies with fibre which help in digestion of food.
(iii) Prevent high blood pressure because of potassium.

3. Cereals are crops grown for their grains.
4. Expected answers- maize, rice, sorghum etc.
5. They provide our bodies with energy.
6. They are crops whose seeds are enclosed in a pod.
7. Peas, green grams, groundnut etc.
8. Lower blood sugar, High in vitamins etc.
9. Accept any correct description
10. Names of legumes drawn should be correct.

Formative assessment exercise 3.2(PG. 248)

1. Sunflower seeds, millet seeds, amaranth seeds, carrot seeds.
2. A land in which seeds are sown to germinate into seedlings before being transferred to where they would grow to maturity.
3. (i) Applying manure.
(ii) Watering.
(iii) Weeding.
(iv) Mulching.
4. Thinning.
5. To prevent them from infecting the rest of the crops.
6. They compete with the crops for nutrients and sunlight.
7. (Give credit to any appropriate drawing of the given tools)
 - a) Wheelbarrow transporting farm tools, equipment and manure.
 - b) Shovel- mixing soil and applying manure.
 - c) knapsack sprayer- for spraying crops to protect them from pests and diseases.
 - d) Garden trowel - for digging out small lamps of soil and planting seedlings.
8. Goggles, gumboots, apron, gloves, helmet.
9. (i) Use a coarse metal brush to scrape dirt off the metal parts.
(ii) Follow up with a dry rag and if necessary a damp rag.
(iii) Rub any rust away with a piece of sandpaper.
(iv) Once your tool is clean, wipe it with an oiled rag.

Formative assessment exercise 3.3(PG. 252)

1. This is the use of containers to grow crops.
2. Tyres, half -cut jerricans.
3. (i) To prevent water from clogging inside the containers.
(ii) To allow in water into the soil.
4. (i) Watering.
(ii) Weeding.
(iii) Applying manure.

- (iv) Mulching.
5. To prevent them from infecting the rest of the plants.
 6. By selling produce we get from the container gardens

ANSWERS TO MODEL PAPERS

Assessment Task 1 (Pg. 253)

1. particles
2. clay
3. gardening
4. vegetable
5. good
6. crops, organisms
7. tools
8. compost
9. tomatoes, cabbage, kales, carrots, celery
10. carrots
11. roots
12. ash, water
13. drip
14. clean
15. cereal
16. sandy
17. clay
18. sand
19. loam
20. air, minerals, organisms
21. moist
22. cotton wool
23. clay
24. vegetables
25. Locally available
26. take in
27. mole
28. cleaned
29. conservation
30. mulching

Assessment task 2 (253)

1. True
2. False
3. hoe
4. wild
5. weeds
6. less
7. scares
8. fruit
9. good
10. True
11. nutrients
12. weeds
13. rake
14. False
15. cleaned
16. wheelbarrow
17. manure & feathers, food
18. spinach / kales
19. dry matter
20. gloves, overall
21. rake
22. removal
23. birds
24. sandy
25. ripened
26. running
27. barley, sorghum
28. cheap
29. thinning
30. mixed

Assessment task 3 (PG. 254)

1. sharp
2. protective
3. suits
4. container gardening
5. drip
6. damage
7. ripe
8. sun
9. nursing bed
10. True
11. plucking
12. flower
13. kale
14. weeds

15. cutting
16. watering can
17. wild
18. hardening of
19. digging out
20. picking out stones
21. maize
22. seedbed
23. They are poisonous
24. easy to make
25. plastic
26. dog
27. sheep
28. vegetables
29. shovel
30. manure

Assessment Task 4 (Pg. 255)

1. sandy
2. loam
3. it is expensive to make
4. irrigation
5. monkeys
6. scarecrow
7. A. dry matter
B. animal waste
C. green leaves
D. ash
E. layer of soil
8. holes
9. milk
10. pruning
11. domestic
12. collecting cut grass, levelling soil the the farm/garden
13. grow
14. trowel
15. mulch
16. leafy
17. vegetables
18. carries loads
19. layers
20. cereals
21. rainy
22. root
23. drip
24. gardening
25. ripe
26. damage
27. nutrients
28. sun
29. far
30. container gardening

Assessment Task 5 (Pg. 256)

1. decomposed plants and animals waste
2. drip
3. thinning
4. nutrients
5. male
6. dog
7. gardening
8. fine
9. hyena
10. weeding
11. sharp
12. sunlight
13. weeds
14. fibre
15. vegetable
16. fruit
17. conserved
18. harvested
19. digestion
20. seedbed
21. legumes
22. mulching
23. clean running
24. protective
25. tools
26. particles
27. harden
28. cleaned
29. regularly
30. broilers

STRAND 1: NATURAL AND BUILT ENVIRONMENT

Formative assessment exercise 1.1

(Page 260)

1. Compass
2. North, East, South, West
3. North East
4. North
5. Pilots, ship stewards and travellers

Formative assessment exercise 1.2

(Page 262)

1. 47
2. Marsabit
3. Mombasa
4. Consider your county
5. Consider your county
6. Mombasa, Kilifi, Lamu, Kwale
7. Nairobi, Mombasa, Kisumu

Formative assessment exercise 1.3

(Page 263)

1. Physical features
2. Hills, mountains, plains, plateaus, rivers, lakes, oceans, valleys, vegetations, swamps.
3. Any physical feature mentioned in number two above that is in your county.
4. Any that is appropriate in your county.
5. Any importance of the physical feature in the county.
- 6.

	Physical feature	Importance
a)	Mountain	Putting up satellite dishes
b)	Plains	Used for grazing
c)	Rivers	Used for irrigation
d)	Lakes	Used for fishing activities

7. Any positive reason for conservation of physical features is accepted.

Formative assessment exercise 1.4

(Page 264)

1. Climate
2. Hot, rainy, dry, cold seasons
3. Any that is appropriate like digging, planting and harvesting
4. Floods
5. Drought and desertification
6. Any importance of rain is acceptable

7. Dry season
8. Any method that helps to conserve environment is acceptable; planting trees, making terraces, digging trenches and practising mixed farming.

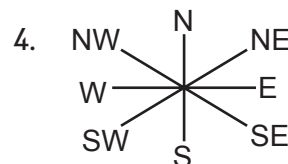
Formative assessment exercise 1.5

(Page 265)

1. These are human features or places set aside to show the history of a community.
2. Any historic built environment like monuments, cultural centres and historical sites is acceptable.
3. Any importance of historic built environments
4. Monuments
5. cultural centre
6. Items like shields, clubs, spears, bows and arrows
7. cultural artefacts
8. to preserve history and culture of a community.

Self assessment 1 (Page 266)

1. An instrument used to tell direction
2. North, East, South and West
3. To tell direction



5. Navigators
6. East
7. South East
8. North (North West)
9. Forest, school, river, county offices
10. Maize farming
11. 47
12. Marsabit
13. Assess any use of describe size of neighbouring counties
14. Kisumu, Siaya, Migori, Homabay, Busia
15. It is any natural thing found on the surface of the earth.
16. a) sources of water
b) to mark boundaries
c) homes for fish (fishing grounds)
e) tourist attraction sites
17. Accept any physical features in the county like valley, rivers, hills

18. a) dry seasons
b) rainy seasons
c) cold seasons
d) hot seasons
19. Accept any like grannaries, huts, churches, mosques
20. Sources of knowledge of the history of a community

STRAND 2: PEOPLE AND POPULATION (Page 267 - 269)

Formative assessment exercise 2.1 (Page 268)

1. This is a state of being dependant on each other.
2. a) The old depend on youth for security.
b) The youth depended on the old for inheritance.
c) Men depended on the woman to cook.
d) Neighbours depend on each other for trade.
3. a) Sharing goods and services
b) Helping neighbours
c) Country government depend on citizens to pay taxes
d) Depend on teacher for educating learners
e) children depend on parents and guardians for basic needs.
4. a) parent → children
b) seller → buyer
c) learners → teachers
d) county government → county taxes
5. (a) Promotes living together in harmony
(b) promotes trading activities
(c) Promotes exchanges of ideas
(d) The county government is able to give
e) promotes citizen to pay taxes
f) promotes economic, social and political developments in the county.

Formative assessment exercise 2.2 (Page 269)

1. It is how people are spread in a given area
2. densely, sparsely populated
3. Assess learner's areas pointed out
4. Assess learner's areas pointed out
5. a) Trade
b) rainfall
c) employment
d) fertile soil for farming
6. Linear settlement

Self assessment 2 (Page 269)

1. (a) A passenger depend on public vehicle operators for transport
(b) People depend on doctors for medical care
c) Children depend on parents/ guardian for basic needs
2. Taxes
3. They depend on each other
4. Teachers
5. It is how people are spread in a given area.
6. (a) Scattered/ dispersed settlement
(b) linear settlement
(c) clustered settlement
7. dense
8. a long the roads and rivers
9. Accept any population distribution relation to your county.
10. Sparsely populated.

STRAND 3: CULTURE AND SOCIAL ORGANISATIONS (Page 270 - 273)

Formative assessment exercise 3.1 (Page 271)

1. It is people's way of life.
2. a) types of houses
b) people's way of dressing
c) types of food people eat
d) types of artefacts people used
e) Games and sports people play
f) ceremonies and festivals people practise
3. a) - for identity
- sense of belonging
b) - good health
- promotes spirit of helping one another
- ensures that nutritious food is available
c) - promote relaxation
- promote co-operation
- promote talents
4. a) dressing
b) food
c) artefacts
d) housing
e) games and sports
f) festivals and ceremonies
5. Games and sports

Formative assessment exercise 3.2 (Page 273)

1. Place where children go to learn
2. (a) Primary schools
b) Secondary schools
c) Special schools

3.
 - a) The founder of founders of the school
 - b) The headteacher(s) who started the school
 - c) The place where the school is
 - d) The number of learners and classes which the school started with
 - e) The core values and motto
 - f) The vision, aims and mission
 - g) The schools daily routine
 - h) The school's dominant uniform and the school badge.
4. Any school motto within and out of your locality is acceptable.
5. school routine

Self assessment 3 (Page 273)

1.

(a) dressing	(b) food
(c) artefacts	(d) housing
(e) games and sports	
f) festivals and ceremonies	
2. These are tools, equipment and items used in a community
3.
 - a) enhance good health among the people
 - b) ensures the nutritious food is available
 - c) promotes the spirit of helping one another.
4. Accept any ceremonies that disregard people rights
5. Place where children go to learn
6.
 - The founder(s)
 - The headteacher(s) who started the school
 - the place where the school is
 - the number of learners and classes which the school started with
 - the core values of the school
 - the motto of the school
 - the vision, aims & mission
 - the school's daily routine
 - the school's dominant uniform & badge
7. Accept any that is factual
8. school routine
9. special school
10. Accept any core value like honesty, integrity, openness, trust and reliance

STRAND 4: RESOURCES AND ECONOMIC ACTIVITIES (Page 274 - 281)

Formative assessment exercise 4.1 (Page 274)

1. Something we can use to make our lives better.

2. Accept any resource like land, rivers, vegetables and industries
3. Accept any importance of resources like employment, tourism, fishing, farming
4. Accept any way of conserving resources like using water responsibly, educating people on how to conserve resources, using improved jikos and creating animal parks
5.
 - A. lakes
 - B. wildlife
 - C. Land
 - D. buy using them well

Formative assessment exercise 4.2

(Page 276)

1. Is what one does to get income
2. Accept any good way one does to get income
3. farming, trading
4. Accept any importance of economic activities in the county.
5. Trading or services activity

Formative assessment exercise 4.3

(Page 278)

1. buying and selling of goods and services
2.
 - (a) barter trade
 - (b) currency
3. currency trade
4. Barter trade
5. Accept any importance of trade

Formative assessment exercise 4.4

(Page 279 - 280)

1. It is an economic activity that involves the production of goods or items from raw materials.
2.
 - a) blacksmithing (iron working)
 - b) pottery
 - c) canoe making
 - d) wood carving
 - e) gourd making
 - f) weather working
 - g) weaving
3.
 - a) service industry: transport banking & insurance
 - b) processing industry: lumbering & fruit canning
 - c) Manufacturing industry: cement making, paper textile making.
 - d) Assembly industry: assembly of motor vehicles & bicycles making electronics
 - e) Jua kali industry: making of knives, pangas, basin, boxes and pans

4.
 - a) Service industry
 - b) manufacturing industry
 - c) service industry
 - d) processing industry
 - e) jua kali industry
5. Accept any benefit of industries

Formative assessment exercise 4.5

(Page 281)

1. It is an activity that involves making use of available items or resources in our environment to earn income.
2. Accept any benefit of enterprise project
3. Accept any enterprise project that can be undertaken in school
4. manure
5. Accept any ethical practice that can be practised like honesty, integrity, team work, responsibility and transparency.

Self assessment 4 (Page 281)

1. Accept any economic activity like farming, fishing and service industry
2. Accept any resource like land, rivers, plains and industries
3. Accept any economic activity that is practised like farming, trading, tourism and fishing.
4. Accept any importance of the resources.
5. Use them well
6. Tax
7. Accept any way that the county government use like sharing resources, developing infrastructure
8. Farming or trading
9. There was no money
10. Acceptable medium of exchange
11. Accept any problem faced by traders in the county
12. Accept any way that promote trade in the county
13. leather work
14. Accept any service industry like hotels, banking, communication, repairs, beauty services
15. Service industry
16. Assembly industry
17. Jua kali industry
18. Accept any project that can be done in your area.
19. Accept any ethnical practice that should be observed for the success of the project like honesty, intergrit.
20. Accept any enterprise project that can be carried out in school like rabbit rearing vegetable farming and canteen.

STRAND 5: POLITICAL SYSTEMS AND CHANGE (Page 282 - 283)

Formative assessment exercise 5.1

(Page 283)

1. A person in charge of others.
2. Kings, chiefs, council of elders spiritual leader and cultural leaders
3. Accept any person in charge of others in school
4.
 - (a) Disciplined
 - (b) practise integrity
 - (c) assertive
 - (d) creative
 - (e) communicate clearly
 - (f) empower others
 - (g) be a good example
 - (h) inspire others
 - (i) have a sense of humour
5. Accept any positive support to a leader.
6. Accept duties that are related to the leader mentioned

Self assessments 5 (Page 283)

1. Creative
2. Teachers and prefects
3. County governor
4. Bad
5. Military
- 6
 - a) appointing
 - b) electing

STRAND 6: CITIZENSHIP (Page 283 - 287)

Formative assessment exercise 6.1

(Page 284)

1. The right of being a citizen of a country
2. A person who belongs to a particular country
3.
 - a) By birth
 - b) By registration
4. Accept any element of a good citizen
5. Accept any benefit of a good citizen.

Formative assessment exercise 6.2

(Page 285)

1. Freedoms and privileges that everyone is entitled to enjoy
2. Accept any right children are entitles to like right to life, association, food, play, sleep and knowledge.
3. Anything done to a child that prevents him or her from enjoying his or her right
4. Constitution
5. Child labour

6. a) Educating children
- b) Educating the community
- c) Encouraging children to report cases of abuse to the school authority.
- d) Making strict rules that protect children.

Formative assessment exercise 6.3

(Page 286)

1. State of harmony, calmness and unity
2. Conflict
3. There is anarchy / state of lawlessness
4. Accept any importance of upholding peace.
5. Accept any way of solving conflict.

Self assessment 6 (Page 287)

1. Dual citizenship
2. An Identification Card (ID)
3. Accept any quality of a good citizen
4. Accept any effect of child abuse like stress, depression, low self esteem
5. Children rights
6. Accept any ill treatment of children
7. Accept any harmful cultural practises like early marriages, female circumcision & no medical treatment
8. Lack of people to follow rules & laws
9. Accept any cause of lawlessness like poor leadership, wars and calamities
10. peaceful
11. Poor leadership, lack of rules, nepotism, favouritism
12. Arbitration
13. a) true b) true
c) true
14. Accept any way of promoting peace
15. Mediator

STRAND 6: GOVERNANCE IN KENYA

(Page 287 - 291)

Formative assessment exercise 7.1

(Page 288)

1. The freedom and right to choose leaders
2. a) Direct democracy
b) Indirect democracy
3. General elections
4. Provides favourable environment for learners
5. Accept any way leaders choose leaders and make decisions.

Formative assessment exercise 7.2

(Page 289)

1. Leaders elected by learners to lead them at school

2. Elections
3. Accept any leadership position of learners in school
4. Accept any importance of choosing a leader in school
5. Accept any responsible way of communicating issues

Formative assessment exercise 7.3

(Page 290)

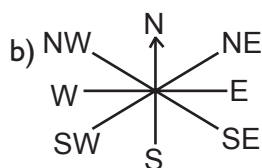
1. National government giving powers to county government
2. Chapter 11
3. The county assembly speakers
4. Accept any duty of the governor
5. Speaker of the county assembly, MCAs, Nominated members of the county Assembly, Youth Representatives and representatives of persons with disability and representative of persons with disability
6. To make laws governing the county

Self assessment 7 (Page 291)

1. Direct democracy
2. Indirect democracy
3. Direct democracy
4. Accept any function of children's government in school
5. The children's Government
6. The children's president
7. Elections
8. Accept any quality of good leader
9. 47
10. Devolved government
11. Parliament of the county
12. Laws of the country
13. Accept any of the governor
14. The governor function
15. Accept any source of income for the county government
16. Accept any responsible way the county governments spend money
17. The MCAs
18. The MCAs of the party with highest members in the Assembly
19. The National Government giving powers to the county government
20. Ward

Assessment Task 1 (Page 291 - 292)

1. a) When spreading the hands and facing North, right hand is to the East, Left hand to the West, back to the South. Use this to assess learners work



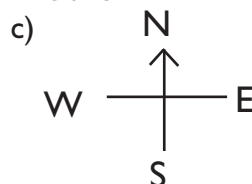
- (i) & (iii) Accept answers in relation to the county.
- c) (ii) & (ii) Accept physical features found in the county and their names
- d) Accept the importance the feature named
- 2 (a) (i) Rainy season
(ii) Planting and weeding
(iii) The rainy season has to go hand in hand with the one in the county.
- (b) Accept any way to care for historic built environment.
3. a) Check the population distribution in the county
b) Accept any benefit of inter-dependence.
c) Accept any traditional food like mrenda, arrow roots, fish and cassava.
d) (i) Manyatta (ii) hut
4. a) Accept any historic built environment in the county.
b) Accept any physical feature your school is
c) Accept any major market in the county.

Assessment Task 2 (Page 293)

1. South east
2. Coffee
3. Road
4. (D) Christians
5. Chief
6. Accept the name of the governor of your county
7. a) true (b) false
c) false (d) true
8. Accept any physical feature in the county
9. a) Rainy season
b) dry season
c) hot season
10. Accept any historic built environment like museums, monuments, cultural centres and historical sites.
11. Accept anything that is shared like shops, kinyozi, school and market

12. Accept any area that has the features
13. Mud, grass, logs, poles
14. Accept any like land, rivers, vegetation, plains
15. a) Accept any right like right to life, play, food and sleep

- b) Accept any element of a good citizen



Assessment Task 3 (Page 294 - 295)

1. North East
2. Hill/ river/ valley/ vegetation
3. Christians
4. Bridge
5. Bananas
6. Accept nay sub counties in the country.
7. a) Mountain
b) valley
8. Accept any neighbouring counties of the county.
9. Accept any way of conserving physical features like using them well.
10. loam
11. Accept any if available in the county
12. (a) rainy
(b) cold
(c) dry
(d) hot
13. Accept images of any wild animal
14. Planting / weeding
15. Densely populated
16. Accept image of any traditional food like sweet potatoes, cassava, meat and milk.
17. Accept any aspect like food, dressing and games and sports
18. Museums

Assessment Task 4 (Page 295 - 296)

1. Christians
2. South East
3. County
4. Road
5. Cattle dip
6. Tea
7. Accept any historic build environment in the county like museums, monument or cultural centres
8. Accept any way dependence takes place like selling and buying.

9. Accept the counties neighbouring the school county.
10. Accept any traditional food eaten in the county like milk, pumpkin and fish
11. timber, mud and grass
12. Traditional
13. Confirm as it is in the school
14. a) true
b) true
c) false
15. Accept any crop grown in the county.
16. Confirm as it is in the county
17. a) false (b) true
c) false
18. Accept any cultural practise like, female circumcision early marriages and not taking children to hospitals when sick.
19. Accept any wrong treatment of children
20. Accept any as per the school like children's president, governors and ministers.

Assessment task 5 (Page 296 - 297)

1. West
2. Coffee
3. Christian
4. Nucleated
5. Hill
6. Chief

7. Stadium
8. North West
9. Basin
10. Doctors
11. Factory
12. President
13. Democracy
14. Carpenter
15. Strangers
16. (a) red (b) white
(c) black (d) green
17. A teacher
18. Pedestrian
19. True
20. Tourists
21. Scattered
22. peace
23. (a) false (b) true
24. Densely
25. Culture
26. Citizen
27. Barter
28. River
29. Right to be punished
30. Accept any cultural centre in the county

Suggested answers

Self assessment 1 (PG. 301)

1. Food, shelter, clothing, play and rest
2. a house
3. warm, light
4. fruits
5. Spinach, pepper
6. Accept any quality of suitable play item like attractive, multipurpose, safe and age appropriate
7. Accept any way of caring for play items
8. check the drawn, coloured and named items
9. Accept any danger that may occur during play
10. It reduces metabolic activity.

Self assessment 2 (PG. 308)

1. Accept any of cause of illnesses
2. Accept any sign or illness.
3. Tell those around
4. a) washing hands before and after meal
b) using a clean handkerchief to blow the nose
c) wearing a clean face mask
d) covering the mouth when coughing
e) Wearing shoes all the time
f) drinking clean, boiled water
g) Using clean cutlery and utensils always.
5. Accept any healthy practice are can do to prevent illnesses
6. Accept any material or tool used to clean homes
7. Accept any importance of cleaning homes
8. Accept any way used to clean homes like sweeping, mopping dusting and dispersal or refuse.
9. Accept any way of caring for cleaning materials and tool like stories disinfectants and cleaning chemicals separately, washing and drying used mops and washing dust pans and rubbish bins.
10. Accept any safety measure to be observed.
11. (a) leather (b) fabric
(c) plastic (d) canvas
12. (a) Polishing brush
(b) soap or detergents
(c) Soft piece of cloth
(d) brush with soft bristles
(e) brush with hard bristles (scrubbing)
Accept any item to use to clean shoes)

13. Accept any material relevant to the shoe material not forgetting water.
14. Accept any reason of cleaning and storing well materials used to clean shoes
15. Accept any safety measures to be observed when cleaning different types of shoes
16. a) gas
(b) firewood
(c) paraffin
(d) charcoal
(e) electricity
17. Accept any way of using fuel carefully to avoid wastage
18. Accept any safety measures to be observed when using fuel.
19. Accept challenges faces when using each type of fuel like gas and electricity are expensive to use.
20. Accept any safety measures to be observed when using different types of fuel.

Self Assessment 3 (PG. 311)

1. It is list of things a person plans to buy
2. a) To identify what is wanted.
b) To know the amount of money available
3. Accept any importance like saves time, promotes discipline and reduces impulse buying
4. Accept any place one can buy from in relation to accessibility.
5. Accept steps that lead to a final shopping list

Self assessment 4 (PG. 319)

1. Accept any item that is found i a grocery
2. (a) price
(b) freshness
(c) type of packaging
(d) expiry date
(e) information on the package
f) correct weight
3. a) carbohydrates - give the body energy
(b) Vitamins - protect the body from germs
(c) proteins - build the body
4. The body needs a balanced diet in order to be healthy.
5. A balanced diet: contains all the required nutrients
6. Accept any source as per the locality
7. a) boiling

- b) cooling
 - c) pasteurising
 - d) fermenting
 - e) freezing
 - f) refrigeration
8. Accept any kitchen utensil and use like
 - a) kitchen knife - cutting
 - b) Sufuria - cooking
 - c) thermos flask - hold hot liquids
 9. Accept any fragile kitchen utensils which the material has also been indicated like
 - (a) pot - clay
 - (b) cup - melamine
 - (c) glass - glass
 - (d) flask - brittle plastic
 10. Accept use of any fragile kitchen utensil made of glass, clay, melamine, porcelain and brittle plastic
 11. Accept any viable procedure for cleaning fragile kitchen utensils
 12. Accept any materials required when cleaning fragile kitchen utensils like soft materials, soap and water.
 13. Accept any reason to why fragile kitchen utensils should be handled with care like avoid breaking.
 14. Accept any precaution to be observed when cleaning and storing kitchen utensils like handling them with care, using lukewarm water to clean glasses and using a soft sponge to wash glassware
 15. Accept any reason like to make it soft, kill germs and to improve its taste,
 16. Accept any hygiene practice like washing hands, cleaning or washing the food before preparation and keeping extra cooked food in a clean ventilated place.
 17. Accept any reason why safety measures are to be observed
 18. (a) Eggs - shallow frying or boiling
(b) a mixture of maize & beans - boiling

Self assessment 5 (PG. 326)

1.
 - a) Sewing thread
 - (b) pin cushion
 - (c) seam ripper
 - (d) Rotary cutter
 2.
 - a) sewing thread - for sewing
 - b) pin cushion - to hold pins and needles
 - c) Seam ripper- cutting and removing stitches
 - d) Rotary cutter - to cut fabric
3.
 - a) Always put on thimble.
 - b) Use a pair of scissors carefully
 - c) Pins and needles to be stored on a pin cushion.
 - d) Keep tape measures safely and away from children.
 Accept any safety measure to be observed when using needlework tools)
 4.
 - a) needle - pin cushion and lock up in a drawer
 - b) scissors - lock up in a drawer
 - c) pins- pin cushion and keep away from reach of children
 - d) Thimble - put in a labelled package and lock up in a drawer
 5. They hold different pieces of fabrics together
 6. Permanent stitches
 7.
 - a) running stitches
 - b) Satin stitch
 - c) chain stitch
 - d) stem stitch
 8. Accept safety measures to be observed
 9. They hold two or more layers of fabrics together before a permanent stitch is made
 10. (a) Fastening or holding together two parts of a garment
(b) Decorating things like shoes, purses & clothes
 11. Accept any factor considered like size colour, function and price
 12. Accept any safety measures to be observed when fixing a button
 13. Accept any point that mentions steps in laundering different personal items like repairing, sorting, mending, ironing and storing.
 14. Accept well ordered steps in laundering different items personal items from repairing to storing
 15. Accepting safety measures to be observed
 16.
 - a) washing and rinsing buckets well, dry and keep them safely
 - b) Keep all peg in a container
 - c) Keep detergents, softeners and bleaches away from children
 - d) unplug iron boxes immediately after use.

MODEL TEST PAPERS

Assessment Task (PG. 327) 1

1. Food
2. Breakfast
3. Animals
4. Play and rest

5. (a) banana (b) cabbage
(c) sugarcane (d) rice
6. Play
7. Rest
8. Skipping rope
9. Foot ball and handball
10. Accept any image with colour matching.
11. Accept well illustrated drawing
12. (a) Tooth ache (b) Head ache
13. Fever and chills
14. Cavity
15. Headache
16. Accept any well drawn and labelled image
17. Materials and tools

Assessment Task 2 (PG. 328)

1. brooms and floor dusters
2. Rubbish bins, collect rubbish
3. a) Electricity (b) gas
c) candles (d) firewood
e) charcoal
4. (a) True (b) False
c) False (d) True
e) False
5. Fuel
6. (a) gloves (b) bucket
c) rubbish bin (d) Floor duster
e) dust pan
7. Well
8. Charcoal and firewood
9. Shopping list
10. Balanced

Assessment Task 3 (Pg. 328)

1. (a) False (b) True
c) True (d) False
e) True
2. Potato, ugali, maize, chapati
3. Accept a variety and should be traditional foods (tea, porridge, eggs, potatoes, yams, milk, fruits and beans)
4. a) Carbohydrates
b) proteins
c) Vitamins
5. a) kitchen utensils
b) a, c, d, e, g
c) knife
d) g, thermos flask
6. Detergent
7. Sponge
8. towel
9. maize, beans, cassava and yarms

10. Accept any two reason like to kill germs to ad taste and make it digestible.

Assessment Task 4 (PG. 329)

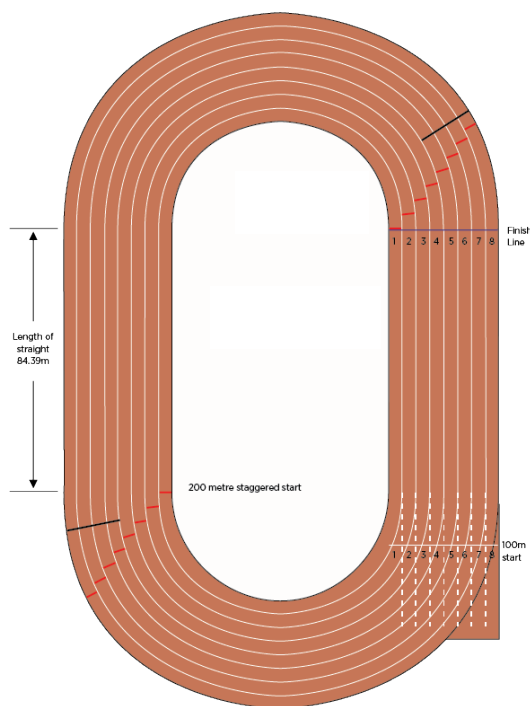
1. i) a packet of milk
(b) sufuria
c) a packet of tea leaves
d) a packet of sugar
ii) white tea iii) boiling
2. Boiling and shallow frying
3. Needle work
4. (a) needle (b) a pair of scissors
c) an iron box (d) a thimble
e) tape measure
6. Temporary
7. Joining and gemming
8. button, join or hold
9. Accept any item used for laundry like detergents, water, clothe hangers and iron box
10. The warm salty water breaks the mucus
11. Accept the steps starting with repairing and finishing with storing.

Assessment Task 5 (PG. 330)

1. Shoes, socks, heavy woollen clothes, cape and gloves
2. a) skipping a rope (playing)
b) a rope
3. Accept any three common diseases like malaria
4. Stomach ache
5. Accept any five cleaning materials
6. Cooking
7. Old clothes and floor dusters
8. Accept any locally available materials like fabric, canvas and leather.
9. Accept any like charcoal, firewood and gases
10. (a) cooking
(b) lighting and heating
11. Vegetables
12. Accept any like boiling, cooling and freezing

Self Assessment (Pages 333 - 334)

1. A running track and the adjacent field where a collection of sports events that involve running, throwing and jumping take place.
2. In schools and colleges or universities and recreation centres. (Mark correct responses the learner will mention)
3. Track events include sprints, hurdles, middle distance races, long distance races, relays and walking. Field events include throws and jumps. (Mark correct responses the learner will mention)
4. It promotes fair play.
5. 100 m and 200 m starting points on an athletics track.
(Show only 100 m and 200 m starting points).



6. No. She should have started at the same time, from the designated starting point with the rest to compete fairly.
7. 'On your marks', and 'Go'.
8. By beginning the race with the rest of the competitors, at the starting point, in an upright, standing position.
9. Put your arms and legs forward. Step through with the back foot first. Place your front foot and a forearm's length behind the start line. Place your hands shoulder-width

10. Where staggered races such as relays, 400m, 800m and 2000m start.
11. Safety when participating in standing long jump:
 - a) The field or surface to be used to demonstrate, practice or play various sports and games should be free from materials that can cause injuries. It should not be slippery or uneven.
 - b) When participating in track events, always keep to your lane.
 - c) There should always be adequate space for the game or sport.
 - d) Always dress appropriately before participating in the game or sport.
 - e) Observe 'Fair Play'. Show respect for the rules and other participants.
 - f) Before engaging in any sports or games, perform relevant warm up activities or exercises. After the game, perform relevant cool down activities or exercises.
12. Teamwork is essential to achieving a victory as it requires the effort of every member on the team. It enables all players to listen to ideas from each person, increases confidence levels of all and promotes creativity within the team. It also helps solve difficult problems.
13. Arm swing (or arm motion) and bending the knees forwards
14. The measurement of a standing long jump is taken from take-off line to the nearest point of contact on the landing (back balls of the heels).
15. Mark athletics activities that require the use of the standing long jump including long jump and high jump.

Self Assessment (Pages 342 - 343)

1. Some papers, old pieces of clothes, sisal strings, sponge and banana fibres from the local environment.
2. Learner to demonstrate how to hold the ball above the head.
3. Safety when improvising balls:

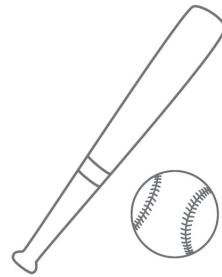
- a) Collect papers from designated places or with permission
 - b) Be careful when using sharp objects.
 - c) Dispose waste properly.
 - d) Wash hands after making the ball.
4. To avoid dropping it or missing it when coming our way.
 5. To get a good hold or grip of the ball before the throw.
 6. Frisbee disc, football (goalkeeper), netball, basketball (Mark any other correct answer)
 7. By spreading fingers over the ball.
 8. Overarm pass: To make an overarm pass, the wrist should be outside the line of, and behind the elbow. Release the ball with both feet on the ground and the chest facing the target. Swing the throwing arm through so that both arms end up behind the opposite hip. Keep the head and eyes facing the target. Underarm pass: For an underarm pass, your shoulders should remain facing your target. Swing your arm forward, simultaneously transferring your weight onto your lead foot and moving your free arm back slightly to help you maintain balance. Release the ball once your hand is positioned between your waist and shoulder.
 9. Overhead pass can be made in a sitting standing or kneeling position
 10. Basketball, netball, volleyball, handball
 11. Overhead throw or pass
 12. Waste bin/ compost pit
 13. Overarm pass
 14. To enhance team spirit
 15. Assess learner's drawing
 16. Difference between bounce pass and chest pass:
 - a) Bounce pass - Hold ball in both hands, chest high. Step forward, extend your arms and snap your wrists to throw the ball forward and down into the floor or ground, to bounce it to your teammate. Finish with arms in front, thigh high.
 - b) Chest pass - a pass in which the ball is quickly propelled from the chest by the hands and arms.
 17. Outside of foot, instep, inside of foot
 18. A – Outside of foot
B – Instep
C – Inside of foot
 19. Juggling is continuously tossing of items or

objects into the air and catching a number of objects so as to keep at least one in the air while handling the others.

20. Light items like scarfs, bean bags, small balls, plant seeds and small stones.

Self Assessment (Pages 346 - 347)

1. batting
2. bat
3. Durable, affordable, of suitable weight, has a comfortable handle, comfortable size and suitable for the type of ball to use
4. Rounders bat and ball: (Assess learner's drawings)



5. Assess the learner
6. Four sections
7. Bowling square
8. A batter
9. obey
10. one
11. The first and second fingers should be placed over two seams of the ball where they come together, with the thumb also over a seam.
12. Stand in a relaxed, upright and balanced position. Your knees should be bent slightly, as overly stiff joints don't move as easily. Keep your head raised and stare ahead towards your target. You should hold the ball roughly at waist height.
13. By obeying the rules of the game.
14. Keep the ball clean, dry, and free from dirty substances during play. The surface (field) should be free from objects that can cause injuries.
15. If the batter does not keep contact with the post, the fielding side can stump the next post to get the player out. 2 batters cannot be at the same post so a batter must run on to the next post if the next batter catches up with them.
16. Fielders

Self Assessment (Page 351)

1. Skip rope

2. Sisal fibres, banana fibres, woven fabrics from old clothes, old rubber from tyres, joined old carrier bags
3. Fraying
4. To determine the correct size for use according to age and body size (height)
5. In a single bounce, a person jumps or bounces once per rope turn with both feet together while in double bounce, a person jumps or bounces twice per rope turn with both feet together.
6. Benefits of rope skipping:
 - a) It is an exercise that improves the health of the heart.
 - b) It contributes to stronger and more toned muscles.
 - c) It helps in weight loss.
 - d) It helps improve the skin.
 - e) It helps attain balance, coordination and agility.
7. Obesity, high blood pressure, heart diseases
8. To find out if a jump rope is the right length for you, step on the centre of the rope and pull it taut. The ends of the rope should reach your armpits (not counting the handles). Zero in on the perfect length by testing out the jump rope to see how it performs.
9. Land on the balls of your feet and then evenly distribute your weight from the toes to the heels to cushion the impact.
10. Assess learner's responses, with a reason for each answer given.

Self Assessment (Page 356)

1. Body parts involved in:
 - a) Forward roll: the hands, shoulder, head, knees and legs are used.
 - b) Backward roll: Stand on your legs and hands at the sides, crouch down onto the knees, roll backwards on the back, hold your legs up to the air, let the legs fall backwards to the side and sit up then stand.
 - c) Headstand: hands, feet, elbow and the forehead in a headstand.
 - d) Handstand: hands, feet and the forehead
2. In a forward roll, the hands, shoulder, head, knees and legs are used. The body is bent forward to begin a forward roll. In a backward roll, stand on your legs and hands at the sides, crouch down onto the knees, roll backwards on the back, hold your legs up to the air, let the legs fall backwards to the side and sit up then stand.
3. Beginners can always get a wall to provide them with support. They can also ask a friend to hold their legs for support to perform a headstand or handstand.
4. Learner to provide a picture of self performing a headstand.
5. While rolling backwards on the back, hold your legs up to the air, let the legs fall backwards
6. Always ensure the ground is safe or free from harmful objects to avoid accidents.
7. The head and the hands
8. Benefits of doing a headstand:
 - a) alleviate stress and depression.
 - b) enhance lung capacity.
 - c) stimulate and strengthen abdominal organs.
 - d) boost digestion.
 - e) calm the mind
 - f) activates the pituitary and pineal glands
 - g) stimulate the lymphatic system
 - h) strengthen the upper body, spine, and core
 - i) alleviate symptoms of menopause
 - j) prevent headache
9. Benefits of doing a handstand:
 - a) The posture reverses the blood supply which helps in blood purification.
 - b) Increases concentration and focus. Improves balance.
 - c) Relaxes the nervous system.
 - d) Strengthens immunity.
 - e) Improves bowel movement.
 - f) Checks breathlessness.
 - g) Improves skin.
10. Action sequence in gymnastics involve two or more skills which are performed together creating a different combination of skill.
11. 2 action sequence involve two skills which are performed together creating a different combination of skill while a 3 action sequence involve three skills which are performed together creating a different combination of skill.
12. Examples of two action sequences include run and jump; and balance and jump
13. Examples of three action sequences
 - a) A squat stand, forward roll and then squat stand again.
 - b) Curl, roll and curl

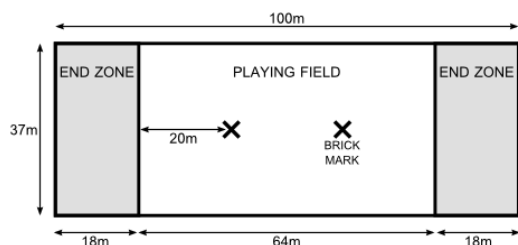
- c) Roll, stand and roll again
14. Assess learner's responses

Self Assessment (Page 359)

1. Front crawl
2. Freestyle swimming
3. Breath
4. Floaters
5. In the crouch surface dive, one squats curls the toes of one foot and the other foot placed slightly behind to gain balance to dive while in the standing surface dive, one dives from a standing position.
6. Arms
7. Standing at the poolside edge with arms held above the head, hands together, the diver bends forwards and falls head-first into the water.
8. Arms and head
9. kicker boards, arm bands, pull buoys, inflated tyres, tightly closed jerricans, life jackets
10. Safety when diving:
 - a) Never dive in shallow swimming pools.
 - b) Always ensure there are no swimmers in the diving points to avoid injuries.
 - c) It is also good to be accompanied by a swimming instructor or a teacher when practicing how to dive.
 - d) Always take a shower before diving into a swimming pool.
 - e) Observe other safety rules when swimming.

Self Assessment (Page 362)

1. Discs and Frisbees, cleats, shirts, shorts, leggings, sand socks, compression wear and gloves.
2. Frisbee field of play.



3. Rugby, basketball, baseball, super bowl, rounders, cricket
4. Safety during one handed catch:
 - a) The field of play should be free from materials that can cause injuries

- b) When catching a frisbee disc, wear a glove to prevent injuries
- c) Improvised frisbee discs should have smooth rounded edges to avoid injuries to players
- d) Wear appropriate clothing, with no jewellery
- e) Practise different skills with the help of an expert before play
5. To throw a forehand, a person flicks the wrist forward while keeping the frisbee parallel to the ground as it moves toward the opponent. In a backhand throw, the disc is thrown from the left side of the body for right handed players or from the right for left handed players.
6. Catch
7. Wrist, arms and either of the legs
8. Importance of co-operation
 - a) It is essential to achieving a victory as it requires the effort of every member on the team.
 - b) It enables perfect execution of some skills within the team
 - c) It makes teammates to own the results after the game.
 - d) It places equal responsibility of obeying rules of the game to all team members.
9.
 - a) Helps players in games that require this skill to play safely and score maximum points.
 - b) Mark any other correct answer by the learner
10. When throwing disc using backhand throw, the forearm and wrist should be bent inwards.

Self Assessment (Page 364)

1. Health is physical, mental and social well-being and as a resource for living a full life.
2. Physical fitness is the ability of your body systems to work together efficiently to allow you to be healthy and perform daily activities.
3. Warm up are activities performed before a game while cool down are activities performed after a game.
4. Examples of warm up activities include leg bends, leg swings, shoulder and arm circles, jumping jacks, jumping rope, lunges, squats, walking or a slow jog, yoga, torso twists, standing side bends, lateral shuffle, butt kickers, knee bends, and ankle circles

Examples of cool down activities include light jogging or walking, upper body stretch, seated forward bend, knee-to-chest pose, reclining butterfly pose and child's pose.

5. Traditional warm up activities include leg bends, leg swings, shoulder and arm circles, jumping jacks, jumping rope.
Traditional cool down activities include light jogging or walking and upper body stretches.
6. Rules when playing various games:
 - a) Wear protective gear.
 - b) Wear sports/games kits.
 - c) Warm up before exercise and cool down after exercises.
 - d) Watch out for the safety of others.
 - e) Stop playing when injured or in pain.

Self Assessment (Page 368)

1. Warming up helps prepare your body for physical exercises. Cooling down after exercising allows for a gradual recovery of pre-exercise heart rate and blood pressure.
2. Components of health related fitness:
 - a) Cardio-respiratory endurance
 - b) Muscular strength.
 - c) Muscular endurance.
 - d) Muscular and joint flexibility.
3. Exercises to develop in cardio-respiratory endurance include walking briskly, running, jogging, dancing, swimming, biking, climbing stairs and playing games like tennis, basketball and soccer.
4. Importance of exercises to the human heart:
 - a) Reduces the risk for chronic diseases.
 - b) One is able to live longer.
 - c) Enables the heart to beat more blood per each heartbeat.
 - d) Makes the heart function more efficiently.
 - e) Increases fitness and proper circulation of blood in the body.
 - f) Helps lower high blood pressure.
5. Rules to observe when performing cardio-respiratory endurance exercises:
 - a) Begin your exercise slowly with low intensity exercises (warm ups).
 - b) Wear appropriate shoes and clothes for your activity.
 - c) Warm up before exercising and cool down afterwards.
 - d) Pay attention to your body and your surroundings when exercising outdoors.

6. Muscular strength is the amount of forces a muscle can produce a single maximum effort.
7. Exercises that develop muscular strength:
 - i) Squats
 - ii) Push-ups and sit ups
 - iii) Walking lunges
 - iv) Lifting weights
 - v) Standing squats
8. Exercises that develop muscular and joint flexibility:
 - i) ankle mobility.
 - ii) neck half circles.
 - iii) hip rotation.
 - iv) arm circles.
 - v) arm swings.
 - vi) shoulder rolls.
 - vii) Walking high kicks.
 - viii) leg circles.
9. Muscular endurance is important in our daily life because:
 - a) it helps us to perform activities and chores over many repetitions such as carrying a baby, raking leaves, cutting a log, splitting firewood and rowing a boat.
 - b) It reduces the risk of injury.
 - c) It helps you keep a healthy body weight.
 - d) It leads to healthier stronger muscles and bones.
 - e) It gives you a sense of accomplishment.
10. Exercises that improve muscular endurance:
 - a) Planks
 - b) Sit-ups
 - c) Press-ups
 - d) V-sits
 - e) Flexed arm hangs
 - f) Leg raises

Self Assessment (Page 372)

1. Healthy eating is when a person puts emphasis on eating fruits, vegetables, whole grains, and fat-free or low-fat milk and milk products for a healthy weight, growth and disease resistance.
2. Importance of healthy eating:
 - a) It helps in controlling the body weight.
 - b) It develops strong bones and teeth.
 - c) It leads to a better mood.
 - d) It improves memory.
 - e) It decreases a person's risk of developing diseases such as diabetes and cancer.
 - f) It improves heart health.

3. Importance of sharing food:
 - a) It avoids wastage of excess food.
 - b) It promotes interpersonal relationships.
 - c) It reduces poor eating habits.
 - d) Enables us acquire all nutrients especially when we share what we rarely eat.
 - e) It reduces the cost of buying food because buying for many people attracts lower process.
4. Benefits of making healthier food choices:
 - a) Carbohydrates are needed to provide energy during sports. They are stored mostly in the muscles and liver.
 - b) Protein is important for muscle growth and to repair body tissues.
 - c) Water and other fluids keep the body hydrated and at the right temperature.
 - d) Prevents the body from contracting illness.
 - e) It promotes great performance.
5. Learner to list common foods found in their locality.
6. Balanced diet is when a person eats different foods that contain different essential nutrients, including proteins, carbohydrates, vitamins and water.
7. Check learner's classification of foods in their locality into the three main food groups: Proteins, vitamins and carbohydrates
8. Benefits of:
 - a) Carbohydrates: It is the body's main source of energy.
 - b) Proteins: Builds and repairs the body
 - c) Vitamins: Are essential for growth and development of the body.
 - d) Fats and oils: They supply calories and essential fats and help your body absorb fat-soluble vitamins such as A, D, E and K.
 - e) Water: To digest your food and get rid of waste.
9. Assess learner's lunch menu that should be suitable for the school's athletics team, (with all food nutrients.)

Self Assessment (Page 376)

1. Emotion is a feeling such as happiness, love, fear, anger or hatred. It can be caused by the situation that you are in or the people you are with.
 2. Emotional wellbeing is good mental health that allows children and the young people to cope with situations. It provides children with the capacity to cope with day to day stress and challenges.
3. Kindness is the quality of being friendly, generous and considerate. Kindness is important in the following ways:
 - a) An act of kindness could lift a person's spirits or change their whole way of thinking.
 - b) Being kind makes us happy. It helps others to feel good.
 - c) Being kind to someone else enhances our mental well-being.
 - d) Increases friendship. Kindness increases our ability to form meaningful connections with others.
 - e) It leads to greater sense of belonging and improved self-esteem.
 4. Ways of showing kindness:
 - a) Care more about life of other people by helping injured player or giving water to quench their thirst.
 - b) Giving support to other people for example giving donation like clothes, food, play items and many more.
 - c) Encouraging people to be good to others.
 - d) Show respect to other people.
 - e) Make friends, share ideas and play together during games and sports.
 5. Drug abuse is the use of drug for a purpose that it is not intended for. Taking alcohol is also regarded as drug abuse.
 6. Common harmful drugs and substances used in the community are khat (miraa), tobacco, glue and alcohol among others.
 7. Factors that influence the use of drugs and substances in sports:
 - a) Drugs and substances used in sports enhance performance.
 - b) Drugs treat untreated mental illness.
 - c) Drugs used in sports can deal with stress.
 - d) People under drugs perform well in games and sports.
 - e) They also relieve physical pain and injuries.
 8. Ways of resisting drug and substance abuse in sports:
 - a) Spend time with those who don't abuse drugs and substances.
 - b) Learn to say 'No' in a way that is calm and convincing.
 - c) Ask for help if necessary if you are faced with relentless bullying.
 - d) Educating people on the effects of drugs and substance abuse.
 - e) Use delay tactic by saying you are going to think over it first.
 9. Short term effects of drug and substance use:

- Mood swings
- Impaired judgements
- Poor concentration
- Slurred speech
- Coma
- Nausea
- Inattention to the environment.
- Drowsiness and dizziness.

Some of the long term effects of drugs include:

- May lead to some diseases like liver and lung cancer.
- Stroke
- Weak immune system of the body
- Increased risks of accidents, violence and suicide.
- Sleep problems
- May lead to memory loss
- Some of the body organs can get damaged

Self Assessment (Page 384)

1. First Aid is the first and immediate assistance given to an injured or sick person before seeking medical treatment.
2. A - Airway, B - Breathing and C - Circulation.
3. When handling a bleeding victim:
 - a) Using gloves to protect you when touching body fluids, broken, burned or scraped skin.
 - b) Using goggles, masks or face shield to help protect our eyes, mouth and nose from droplets of blood and other body fluids.
 - c) Using overcoat to protect you from splashes of blood or body fluids.
 - d) Avoid touching objects that may be contaminated.
 - e) Dispose of used gloves, papers towels syringes safely.
 - f) Wash hands thoroughly with soap and warm water.
4. Items found in a First Aid Box
 - Adhesive bandages in different sizes.
 - Elastic bandage
 - Antiseptic wipes
 - Soap
 - Plastic non-latex gloves
 - Alcoholic wipes or ethyl alcohol
 - Sterile gauze
 - Tweezers
 - Sharp scissors.
 - Antibiotic ointment
 - Calamine lotion
 - Safety pins

5. First Aid for nose bleeding:
 - a) Make the person sit up straight and lean forward slightly.
 - b) With the thumb and index fingers, firmly pinch the nose just below the bone up against the face.
 - c) Apply pressure for 5 to 10 minutes.
 - d) Place a cold press on the forehead when temperatures are high.
 - e) If bleeding continues seek medical assistance from a nearby health centre.
6. Common injuries in sports include bruises, clean cut wounds, sprains, strains, dislocations, bone fractures.
7. Causes of:
 - a) Bruises: Mark on the skin due to a fall or a hit that leaves tiny blood vessels broken or burst underneath.
 - b) Nose bleeding: Dry climate or dry heated air that dries out the inside of your nose, picking nose or rubbing it too hard, cold, repeated nose blowing, an injury to your nose, allergies that can dry out your nose or an infection.
 - c) Clean cut wounds: Cuts, falls, knocks, or prick
8. Safety measures when stopping nose bleeding:
 - a) Clean your hands with clean soapy water.
 - b) Put on gloves.
 - c) Dispose of the used gloves safely.
 - d) Cover or remove the blood stains safely.
9. We cover clean cut wounds to prevent entry of germs.
10. Single human crutch method is a rescue method used on a person who is conscious and can move on their own. It can be used when a person has an injury to only one leg.

Self Assessment (Page 387)

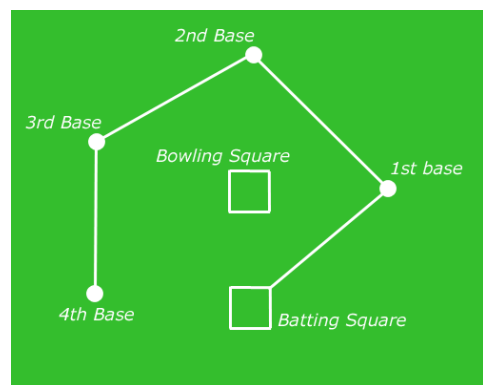
1. Leisure is the time when one is not working or occupied. It is free time.
2. Passive and active leisure activities. Passive leisure activities include watching television, listening to radio or listening to music while active leisure activities include playing football, participating in athletics and cleaning the environment.
3. Disadvantages of passive leisure activities:
 - a) One becomes physically unfit as activity is minimal.

- b) It may lead to laziness and idleness.
 - c) Sometimes it may lead to loneliness.
 - d) It can lead to waste of time.
4. Learner to name leisure sites in his or her county
 5. Safety when engaging in leisure activities:
 - a) Offer secure storage. Install lockers that have in-built locking system to reduce theft of personal belonging
 - b) Use rugs to prevent slipping.
 - c) Clean everything regularly and disinfect locker rooms.
 - d) Visit areas where you can feel safe and private.
 - e) Ask for guidance when visiting new places.
 - f) Wear a helmet and reflective clothing.
 - g) Follow the rules of the activities you are involved in.
 - h) Drink fluids and eat high-energy food.
 6. Leisure time: time when one is not working or occupied; free time
Time management: the ability to use one's time effectively or productively, especially at work.
 7. Assess learner's responses.
 8. Uses of community recreation facilities:
 - a) They provide a safe place for young people to hang out, make new friends and stay out of trouble.
 - b) They reduce childhood obesity and promote health and fitness through sports and games.
 - c) Members of the community gather for group activities.
 - d) They provide social support.
 - e) They provide public information.
 - f) Promote interaction among people.
 - g) They foster community pride.
 9. How to care for community recreation facilities:
 - a) Do not spit on the floor or sink surfaces.
 - b) Dispose of waste properly. Throw rubbish in the provided garbage bins.
 - c) Always leave the floor surface dry.
 10. Learner to name recreation facilities in his or her county.

Assessment Task 1 (Page 387)

1. Enhances fair play
2. Freestyle
3. Handstand - the act of supporting the body in a stable, inverted vertical position by balancing on the hands.
Headstand - a pose that is an inversion posture of standing head down

4. Floater
Floaters are used generally by the people who do not know how to swim. They help some people learn how to swim
5. Overarm pass is made when the wrist is outside the line of, and behind the elbow, with both feet on the ground and the chest facing the target. It is made by swinging the throwing arm through so that both arms end up behind the opposite hip, with the head and eyes facing the target.
Underarm pass is made with shoulders facing the target, while swinging the arm forward, simultaneously transferring body weight onto the lead foot and moving the free arm back slightly to help maintain balance. The ball is released once the hand is positioned between the waist and shoulders.
6. Benefits of gymnastics:
 - a) Prevents some diseases.
 - a) Increases flexibility.
 - b) Improves motor skill development and accelerates learning.
 - c) Improves concentration.
 - d) Instills discipline, honesty and integrity.
 - e) Improves strength.
 - f) Promotes efficiency in time management.
7. Rounders field of play.



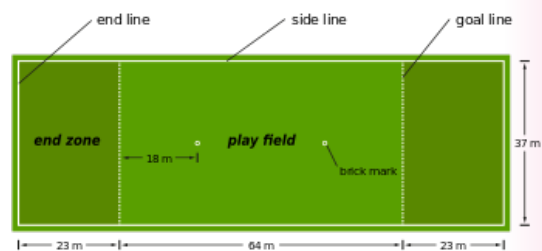
8. Crouch surface dive and standing surface dive.
9. A 4 action sequence involve four skills which are performed together creating a different combination of skills in gymnastics.
10. Examples of three action sequences:
 - a) A squat stand, forward roll and then squat stand again.
 - b) Curl, roll and curl
 - c) Roll, stand and roll again
11. Importance of teamwork:
 - a) It is essential to achieving a victory as it requires the effort of every member on the team.

- b) It enables perfect execution of some skills within the team
 - c) It makes teammates to own the results after the game.
 - d) It places equal responsibility of obeying rules of the game to all team members.
12. Handstand
 13. Flick
 14. Sisal fibres, banana fibres, woven fabrics from old clothes, old rubber from tyres, joined old carrier bags
 15. 2 action sequence in gymnastics
 16. Fit (flexible, agile or healthy)
 17. Old newspapers, clean cloth rags, used, clean carrier bags, strings or sisal fibres
 18. Ultimate frisbee, basketball, baseball, rounders, cricket and netball
 19. Light items like scarfs, bean bags, small balls, plant seeds and small stones.
 20. A truncheon shaped rounders bat, a rounders ball and 4 posts set out in a diamond shape.

Assessment Task 2 (Pages 388 - 389)

1. Single and double bounce, side swing, skier (side to side), straddle (spread together), scissors and straddle cross.
2. Importance of warm up activities:
 - a) To prepare your body for physical activity.
 - b) It is used to increase the body temperature, increase heart rate and breathing rate.
 - c) It helps you to mentally prepare body for the exercise.
 - d) It is a rehearsal before the activity.
 - e) To prevent injuries.
3. Check learner's position of the heart in their diagrams. (Mark the correct position of the heart.)
4. Dehydration is the loss of water from the body than the amount of water the body gains.
5. Learners to identify foods that include a banana, ugali and spinach. Gauge every learner's explanation for the choice of the foods circled.
6. Drug abuse is excessive use of drugs, such as alcohol, pain medications or illegal drugs, which leads to physical, social or emotional harm.
7. Some of the common harmful drugs and substances used in the community are khat (miraa), tobacco, glue and alcohol among others. (Learner to mention drugs commonly abused in his or her community).

8. First Aid.
9. Items found in a First Aid Box
 - Adhesive bandages in different sizes.
 - Elastic bandage
 - Antiseptic wipes
 - Soap
 - Plastic non-latex gloves
 - Alcoholic wipes or ethyl alcohol
 - Sterile gauze
 - Tweezers
 - Sharp scissors.
 - Antibiotic ointment
 - Calamine lotion
 - Safety pins
10. Having a first aid box ready helps prevent an injury from getting worse and can potentially save the life or reduce pain before getting to a clinic or hospital. This is especially crucial, if an injury involves blood-loss.
11. Common injuries in sports include bruises, clean cut wounds, sprains, strains, dislocations, bone fractures.
12. Frisbee disc
13. In a horizontal, streamlined position, more parallel to the bottom of the pool by pressing your chest downwards and trying to lift your hips and arms upward at the same time.
14. A rectangular shape with end zones at each end.
15. Drawing of a frisbee field.



16. Cooperation with others in games builds character, teamwork, friendship and important life skills for players and coaches.
17. Making water clean for drinking:
 - a) Boiling
 - b) Use of iodine solution, tablets or crystals. It has the ability to kill germs.
 - c) Use chlorine drops. They have the ability to kill bacteria in water.
 - d) Use water filters.
18. A rounders bat, a rounders ball and a rounders post

19. Backward roll: Stand on your legs and hands at the sides, crouch down onto the knees, roll backwards on the back, hold your legs up to the air, let the legs fall backwards to the side and sit up then stand. (legs, hands, knees, backbone, hip)
20. This diving style gets one to squat and curl the toes of one foot and the other foot placed slightly behind to gain balance.

Assessment Task 3 (Page 389)

1. Importance of warm up activities
Warming up helps prepare your body for physical exercises. Cooling down after exercising allows for a gradual recovery of pre-exercise heart rate and blood pressure.
2. Cool down exercises are activities performed after a game.
3. Importance of drinking water during games and sports:
 - a) Water regulates body temperatures.
 - b) Water lubricates the joints.
 - c) It helps transport nutrients to give you energy and keep you healthy.
 - d) It reduces chances of getting tired, muscles cramps and dizziness.
4. Muscular endurance refers to the number of repetitions of a single exercise you can do without needing to stop and rest.
5. To prevent entry of germs.
6. Importance of active leisure activities:
 - a) Leads to improved health.
 - b) Encourages healthy growth and development of the body
 - c) Leads to improved mental health.
 - d) Improves concentration skills.
 - e) Improves ability to manage anxiety and stress.
7. Dehydration is the loss of water from the body than the amount of water the body gains.
8. Alcohol and drug abuse is excessive use of drugs, including alcohol, pain medications or illegal drugs, which leads to physical, social or emotional harm.
9. Some of the common harmful drugs and substances used in the community are khat (miraa), tobacco, glue and alcohol among others. (Learner to mention drugs commonly abused in his or her community).
10. Long term effects of drug abuse:
 - a) Leads to depression, anxiety, panic disorders, increased aggression and hallucinations
 - b) Increases the risk of diseases of the heart, liver, stomach, kidney
 - c) Causes respiratory diseases
 - d) Broken relationships
 - e) Financial misuse
 - f) Death
11. First Aid is the first and immediate assistance given to an injured or sick person before seeking medical treatment.
12. Rubber gloves, face mask, Elastoplast, antiseptic fluid, sterile clean cloth or bandage
13. Causes of nose bleeding
 - a) Dry climate or dry heated air that dries out the inside of your nose.
 - b) Picking nose or rubbing it too hard
 - c) A cold
 - d) Repeated nose blowing
 - e) An injury to your nose
 - f) Allergies that can dry out your nose.
 - g) An infection
14. Choice of bandages to use on wounds:
 - a) Type of wound
 - b) Depth of the cut
 - c) Expertise of use
 - d) Availability of the bandage.
 - e) Cost of acquiring (buying)
15. Leisure is the time when one is not working or occupied. It is free time.
16. Advantages of active leisure:
 - a) Leads to improved health.
 - b) Encourages healthy growth and development of the body
 - c) Leads to improved mental health.
 - d) Improves concentration skills.
 - e) Improves ability to manage anxiety and stress.
17. Passive activities such as sitting or sleeping for extended hours, watching television, talking to friend(s) for a long time.
18. Components of health related fitness include:
 - a) Cardiorespiratory endurance
 - b) Muscular strength
 - c) Muscular endurance.
 - d) Muscular and joint flexibility
19. Learner to generate a list of foods that make up a balanced diet, to include carbohydrates, proteins, vitamins and water.
20. Some of the exercises to develop cardiorespiratory endurance include:
 - a) walking briskly
 - b) Running

- c) Jogging
- d) Dancing
- e) Swimming
- f) Biking
- g) Climbing stairs
- h) Playing games like tennis, basketball and soccer

Assessment Task 4 (Pages 389 - 390)

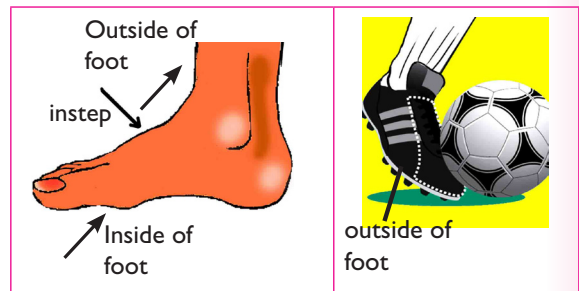
1. Importance of cool down after exercises
 - a) Helps the body recovery and go back to normal functioning.
 - b) Reduces heart and breathing rates.
 - c) Gradually cools the body temperature.
 - d) Returns the muscles to their normal length-tension relationships.
 - e) Prevents various pooling of blood in the lower body parts.
2. Examples of warm up activities include leg bends, leg swings, shoulder and arm circles, jumping jacks, jumping rope, lunges, squats, walking or a slow jog, yoga, torso twists, standing side bends, lateral shuffle, butt kickers, knee bends, and ankle circles
3. Safety during one handed catch:
 - a) The field of play should be free from materials that can cause injuries
 - b) When catching a frisbee disc, wear a glove to prevent injuries
 - c) Improvised frisbee discs should have smooth rounded edges to avoid injuries to players
 - d) Wear appropriate clothing, with no jewellery
 - e) Practise different skills with the help of an expert before play
4. Some of the functions of the human heart are:
 - a) The heart pumps blood throughout the parts of the body.
 - b) The heart carries oxygen from the lungs to the parts of the body.
5. Exercises that develop muscular strength:
 - a) Squats
 - b) Push-ups and sit ups
 - c) Walking lunges
 - d) Lifting weights
 - e) Standing squats
6. Importance of muscular endurance:
 - a) It helps us to perform activities and chores over many repetitions.
 - b) It reduces the risk of injury.
 - c) It helps you keep a healthy body weight.
 - d) It leads to healthier stronger muscles and bones.
 - e) It gives you a sense of accomplishment.
7. Exercises that develop muscular and joint flexibility:
 - a) ankle mobility
 - b) neck half circles
 - c) hip rotation
 - d) arm circles
 - e) arm swings
 - f) shoulder rolls
 - g) Walking high kicks
 - h) leg circles
8. Signs of dehydration in athletes:
 - a) Nausea or vomiting
 - b) Dry mouth
 - c) Lack of sweat after games
 - d) Fever
9. ABC in first aid:
 - Airway
 - Breathing
 - Circulation
10. To lessen pain to a bruise:
 - a) Wrap the ice in a clean towel and place it on the bruise to help reduce swelling and pain.
 - b) Keep the bruised area raised above the heart, if possible.
 - c) Try to rest the bruised body part by not overworking your muscles in that area.
 - d) If needed, take pain relievers to help reduce pain
11. Traditional warm up activities include leg bends, leg swings, shoulder and arm circles, jumping jacks, jumping rope.
12. Traditional cool down activities include light jogging or walking and upper body stretches.
13. Examples of energy giving foods: Ugali, rice, chapatti, macaroni, potatoes, cassava, cooked bananas, yams
14. Protein is important in sports performance because it can boost energy storage, reduce muscle soreness and promote muscle repair.
15. Importance of water intake during games and sports.
 - a) Helps reduce muscle fatigue
 - b) Reduces the risk of injury.
 - c) Reduces body temperatures because as athletes exercise, the core body temperature rises.
 - d) Replaces the water lost through sweating
 - e) Water is essential for thermoregulation.
 - f) Helps prevent cramps, heat exhaustion and heat stroke.

16. How to stay healthy as a sportsperson:
 - a) Always start with a dynamic warm-up.
 - b) Consider rest and recovery as important as the rest of training.
 - c) Spend time fine-tuning body coordination.
 - d) Pay attention to what your body is telling you.
 - e) Do what you can when you can.
 - f) Take the time to slow down.
 - g) Prioritise quality of food and time over quantity.
17. Showing kindness to the school community involves:
 - a) Caring more about life of other people by helping injured players
 - b) Giving water to quench their thirst.
 - c) Giving support to other people for example giving donation like clothes, food and play items.
 - d) Encouraging people to be good to others.
 - e) Showing respect to other people.
 - f) Making friends, share ideas and play together during games and sports.
18. Importance of kindness:
 - a) An act of kindness could lift a person's spirits or change their whole way of thinking.
 - b) Being kind makes us happy. It helps others to feel good.
 - c) Being kind to someone else enhances our mental well-being.
 - d) Increases friendship. Kindness increases our ability to form meaningful connections with others.
 - e) It leads to greater sense of belonging and improved self-esteem.
19. Factor that promote abuse of alcohol and other substances:
 - a) Drugs and substances used in sports enhance performance.
 - b) Drugs treat untreated mental illness.
 - c) Drugs used in sports can deal with stress.
 - d) People under drugs perform well in games and sports.
 - e) They also relieve physical pain and injuries.
20. How to resist drug and alcohol abuse:
 - a) Spend time with those who don't abuse drugs and substances.
 - b) Learn to say 'No' in a way that is calm and convincing.
 - c) Ask for help if necessary if you are faced with relentless bullying.
 - d) Educating people on the effects of drugs and substance abuse.

- e) Use delay tactic by saying you are going to think over it first.

Assessment Task 5 (Page 390)

1. Learner to identify races he or she can participate in.
2. Learner to draw an athletics track in his or her locality.
3. bat
4. injuries
5. the starting line
6. 'On your marks', 'Set' and 'Go'
7. 4 posts
- 8.



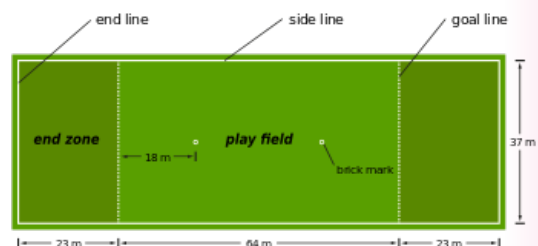
9. Learner to demonstrate an overhead throw.
10. Overarm pass: To make an overarm pass, the wrist should be outside the line of, and behind, the elbow. Release the ball with both feet on the ground and the chest facing the target. Swing the throwing arm through so that both arms end up behind the opposite hip. Keep the head and eyes facing the target.
An overhead pass is when the player throws the ball with both hands starting from behind the head and releasing the ball out front.
11. Safety to observe when making a soccer ball:
 - a) Collect materials that are safe (not soiled or with poisonous substances).
 - b) Do not use your teeth to cut materials and avoid licking fingers.
 - c) Always cut the strings away from yourself or your friends to avoid injuries.
 - d) Do not put your hands in your mouth when improvising soccer balls.
 - e) Wash your hands with soap and clean water after improvising jump ropes.
 - f) Clean your working area immediately.
12. Light items like scarfs, bean bags, small balls, plant seeds and small stones.
13. First aid box
14. Safety during one handed catch:
 - a) The field of play should be free from materials that can cause injuries
 - b) When catching a frisbee disc, wear a glove to prevent injuries

- c) Improvised frisbee discs should have smooth rounded edges to avoid injuries to players
 - d) Wear appropriate clothing, with no jewellery
 - e) Practise different skills with the help of an expert before play
15. The batter should stand side ways on, with the bat back ready to swing at the ball. Players' weight should be on their back foot, ready to transfer onto their front foot when they swing at the ball.
 16. When landing, the athlete should contact the ground with both balls of the feet simultaneously with minimal feet.
 17. To make an overarm pass, the wrist should be outside the line of, and behind, the elbow.
 18. Bowler
 19. A fielder is a player in rounders expected to obstruct a batter running to a post.
 20. Safety when jumping rope:
 - a) Exercise on a smooth flat surface.
 - b) Hold the jump rope handles loosely in your hands so that you can release them quickly in case of a tangle to avoid falling.
 - c) Do more practice.
 - d) Choose a suitable rope. Choose a rope that suits your height.
 - e) Choose suitable sport shoes. To reduce the impact of skipping on your feet, choose a pair of sport shoes with good shock absorbing function.
 - f) Do warm-up exercises before skipping.
 - g) Maintain proper postures.
 21. Some papers, old pieces of clothes, sisal strings, sponge and banana fibres from the local environment.
 22. Chest pass: a pass in which the ball is quickly propelled from the chest by the hands and arms.
Overarm pass: Overarm pass: To make an overarm pass, the wrist should be outside the line of, and behind, the elbow. Release the ball with both feet on the ground and the chest facing the target. Swing the throwing arm through so that both arms end up behind the opposite hip. Keep the head and eyes facing the target.
Underarm pass: Underarm pass: For an underarm pass, your shoulders should remain facing your target. Swing your arm forward, simultaneously transferring your weight onto your lead foot and moving your free arm back slightly to help you maintain balance. Release the ball once

your hand is positioned between your waist and shoulder.

Overhead pass: A pass made when the player throws the ball with both hands starting from behind the head and releasing the ball out front.

23. Teamwork is essential to achieving a victory as it requires the effort of every member on the team. It enables all players to listen to ideas from each person, increases confidence levels of all and promotes creativity within the team. It also helps solve difficult problems.
24. Qualities of a good bat:
 - a) Should be age appropriate in size
 - b) Should be affordable.
 - c) Choose a suitable weight.
 - d) Look for the best performance.
25. An ideal stance is comfortable, relaxed and balanced, with the feet about 40 centimetres apart, parallel and astride the crease. the front shoulder should be pointing down the wicket, the head facing the bowler, the weight equally balanced and the bat near the back toe.
26. Safety when running a rounder: If the batter does not keep contact with the post, the fielding side can stump the next post to get the player out. Two batters cannot be at the same post so a batter must run on to the next post if the next batter catches up with them.
27. Frisbee field of play:



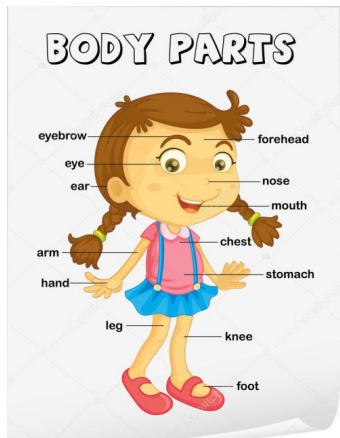
28. Frisbee equipment: Discs and Frisbees, cleats, shirts, shorts, leggings, sand socks, compression wear and gloves.
29. To execute the overhead pass, first move your body into position so the ball's path is directed at your forehead. Stagger your feet with your right foot slightly in front of your left foot and shift your weight to your left foot. Keep your feet, hips, and shoulders square to the direction of the ball.
30. Once the ball is hit you then need to run around 4 bases to score a run.

STRAND 1: CREATION

I am unique

Activity 2 (Pg. 392)

1. I am special because I can do different things.
 - I am special because I can sing.
 - I am special because I can draw.
 - I am special because I am tall etc.
2. Head, shoulder, hands, mouth, legs, stomach, ears, eyes, nose etc.
3. God
- 4.



Activity 3 (PG. 393)

1. Helping parents, being happy, respecting others, sharing.
2. Reading the bible, saying sorry or thank you, talking to parents, guardians and teachers about our feelings, forgiving one another.
3. Sad face, happy face.
4. Reading the bible, saying sorry or thank you, talking to parents, guardians and teachers about our feelings, forgiving one another.
5. Helping parents, being happy, respecting others, sharing.

Activity 4 (PG. 394)

1. Fetching water for the elderly.
 - Cleaning the environment.
 - Visiting the sick.
 - Helping our parents or guardians with home chores.
 - Participating in community services for example, by cleaning the environment.
2. God is happy, make people happy.
3. John should have helped the blind man to cross the road.
4. Good, bad.

5. Going to church, praying, singing in church, being obedient, helping our parents or guardians with house chores, playing good games etc.
 - a) a bad choice
 - b) assess

My Family

Activity 5 (PG. 395)

1. A family is a group of people related by blood or marriage.
2. Nuclear family and extended family.
3. Father, mother and children.
4. Nuclear family, uncles, aunts, cousins, step brothers and sisters, grandparents and great grandparents.
5.
 - a) Nuclear family
 - b) Nuclear family
 - c) Extended family
 - d) Extended family
 - e) Nuclear family
 - f) Extended family
6.
 - A. Nuclear family
 - B. Extended family
7. A family tree is used to show the relationship between different members of a family. It shows members of nuclear and extended family.
8. Accept a well-drawn and labelled family tree.
9. By showing obedience.
 - By telling them the truth.
 - By apologizing.
 - By being polite.
 - By saying "Please" and "Thank you."
 - By showing you care.

Taking care when with people of the opposite sex

Activity 6 (Pg. 397)

1. Rape, incest, prostitution, adultery, lust and fornication.
2. Ammon
3. We can protect ourselves from sexual abuse by:
 - Avoiding places that only have people of the opposite sex.
 - Not being alone in places with people of the opposite sex.
 - Avoiding being touched by other people.
 - Dressing well.
 - Reporting cases of sexual abuse.
4.

A. police	B. Chief
C. Teacher	D. Pastors
5. Temple, God

Attributes of God

Activity 7

- Holy, loving, sole creator.
- a) Mighty b) Loving
-

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

(Circle the red letters)

STRAND 2: THE HOLY BIBLE

Activity 1 (PG. 398)

- I should respect the Bible because it is a Holy book
 - I should respect the Bible because it is the word of God or it has the word of God.
- Holding it well to avoid tearing the pages.
 - Covering it to protect it from damages.
 - Keeping it in a safe place.
 - Reading and keeping to the instructions it gives.

Activity 2 (PG. 399)

- Accept a well- made chart with the following:

2. Old Testament Books

Genesis	Ecclesiastes
Exodus	Songs of songs
Leviticus	Lamentations
Numbers	Isaiah
Deuteronomy	Jeremiah
Joshua	Ezekiel
Judges	Daniel
Ruth	Hosea
1 Samuel	Joel
2 Samuel	Amos
1 Kings	Obadiah
2 Kings	Jonah
1 Chronicles	Micah
2 Chronicles	Nahum
Ezra	Habakkuk
Nehemiah	Zephaniah
Esther	Haggai
Job	Zechariah
Psalms	Malachi
Proverbs	

New Testament

Matthew	1 Timothy
Mark	2 Timothy
Luke	Titus
John	Philemon
Acts	Hebrews
Romans	James
1 Corinthians	1 Peter
2 Corinthians	2 Peter
Galatians	1 John
Ephesians	2 John
Philippians	3 John
Colossians	Jude
1 Thessalonians	Revelation
2 Thessalonians	

- Assess
- Assess
- Assesses

Activity 3 (PG. 399)

- A) New Testament
B) Old Testament
C) New Testament
D) Old Testament
- To know the truth
 - Obey God's word.
 - Do what is right.
 - Love God and others.
 - Relate well with others.
- 39 books
- 27 books.
- Holding it well to avoid tearing the pages.
 - Covering it to protect it from damage.
 - Keeping it in a safe place.
 - Reading and keeping to the instructions it gives.
- God has written my name on His palm.

Bible Stories

Zacchaeus the tax collector

Activity 4 (PG. 399)

- Zacchaeus climbed the Sycamore tree because he was a short man and he wanted to see Jesus well.
- He welcomed Jesus to his house.
- We should turn away from bad behaviour.
 - We should repent our sins.
- Use money for what it is meant for.

- Use money to help the poor.
 - We should not use money to buy things we do not need.
5. (Assess)



Balaam's donkey

Activity 5 (PG. 400)

1. Moab
2. Balak.
3. No.
4. Two servants.
5. Three times.
6. The donkey saw the angel.
7. Balaam bowed down and agreed to follow God's instructions.
8.
 - It is good to obey God.
 - We should speak good about others.
 - We should say words that bless others.
 - Good things happen when we obey God.
 - Bad things happen when we disobey God.
 - Treat others the way you would want to be treated.

Samson kills a lion

Activity 6 (PG. 401)

1. He tore the lion apart with his bare hand.
2. I trust in Gods.
3. Accept a well written poem.
4. Assess learns drawing or models



Joseph interprets a dream

Activity 7 (PG. 401)

1. Picture 1: The thin cows ate up all the fat cows.
Picture 2: The king was standing at the bank of River Nile. Seven fat cows came out of the river. They began to feed on the grass. Seven other thin and bony cows came out of the river. They stood by the fat cows on the river bank.

Picture 3: Seven ears of ripe and full corn started to grow on one stalk. Seven other ears of thin corn started to grow on another stalk.

2. (Assess)



Activity 8 (PG. 402)

1. A dream is a series of events or images that happen in your mind when you are sleeping.
2. The King of Egypt/ King Pharaoh.
3. 7 fat cows and 7 thin cows = 14 cows.
4. The seven thin ears of corn swallowed the ripe and full corns.
5. The king's two dreams meant the same thing. The seven fat cow and the seven full ears meant that Egypt would have seven years of good harvest. The seven thin cows and the seven ears of thin corns meant seven years of famine.
6. Reverence, wisdom.

The Bible patriarchs: Abraham

Activity 9 (PG. 402)

1. Abraham was 75 years.
2. Haran to Canaan.
3.
 - Give descendants that will become a big nation.
 - Bless him and make him famous.
 - Bless those who bless him.
 - Curse those who curse him.
 - Bless all the nation.
4. Happy
5. Abraham showed obedience to God by moving to Canaan.
6.
 - By confessing my sins daily.
 - Repenting against myself.
 - By knowing God loves me and has forgiven my sins.
 - Having faith in Him and know He will come back.
 - By reading the Bible to learn more about God.
7. Ancestors

8. Father of many nations.
9. To make him father of faith.
10. My name is important because it gives me an identity.
11. - By praying.
 - Obey His commandment.
 - Repenting my sins.
 - Serving others.
 - Being humble.
 - By having faith in Him.
12. Bless.

STRAND 3: The life of Jesus Christ

The birth of Jesus Christ

Activity 1 (Pg. 403)

1. Angel Gabriel.
2. She received the message with shock.
3. A virgin

Uniqueness of the birth of Jesus

Activity 2 (PG 403)

1. God has power.
 - Jesus is the son of God.
 - It is good to trust in God's power.
 - We should abstain from sex.
 - It is important to live holy lives as it pleases God.
 - God can do all things
2. Spirit.
3. Jesus/Son of the most high God.
4. Her pregnancy was six months.
5. The angel told Mary not to be afraid. God has been gracious to her. She will become pregnant and give birth to a son, and she will name him Jesus. He will be great and will be called the Son of the Most High God. The Lord God will make him a king, as his ancestor David was and he will be the king of the descendants of Jacob forever; his kingdom will never end.
6. We should live Holy lives because it pleases God.
The birth of John the Baptist
The story of the birth of John the Baptist

Activity 3 (PG. 404)

1. Priest Zechariah
2. The message that the angel had for Zechariah was his wife Elizabeth will bear a son. She is to name him John.
3. The parents of John the Baptist were Elizabeth and Zechariah.

4. The angel appearing.
5. John the Baptist was the Prophet of the Most High God.
6. John the Baptist 's role was to prepare the way for the coming of the Messiah, by teaching about salvation, lead them to repentance and then baptize them by immersion in water.

How John the Baptist prepared the way for the Messiah

Activity 4 (PG. 404)

1. John the Baptist prepared the way for Messiah by telling them to repent their sins.
2. He told the people to repent their sins and be forgiven.

The miracles of Jesus Christ

Activity 5 (PG. 405)

The healing of the blind Bartimaeus

1. The name of the blind beggar was Bartimaeus.
2. The blind man is asking Jesus to take pity and help him to see.
3. Jesus and His disciples were in Jericho when they met the beggar.
4. His faith healed him.
5. Timaeus was the father of Bartimaeus.

The ten lepers

Activity 6 (PG. 405)

1. The ten lepers were healed by Jesus.
2. Ten
3. Only one leper came back to thank Jesus.
4. Samaritan
5. Get up and go; your faith has made you well.
6. - Thanking those who do good to us.
 - Writing a thank you note to those who are good to us.
 - Sending thank you cards to those who are good to us.
 - Doing good to those who do good things to us.

Jesus raises a widow's son

Activity 7 (PG 406)

1. sickness, lack of school fees, lacked clothing, lacked shelter, etc.
2. - A funeral procession coming out of the town.
 - Jesus touched the coffin. He told the dead young man to get up. The

- dead man sat up and began to talk.
- Jesus raised the widow's son.
 - He told her not to cry.
 - Because they were filled with fear.
 - Their problems are solved.
- The teaching of Jesus Christ

Forgiveness

Activity 8 (PG. 407)

- We can live in peace with others.
- We free ourselves from sin.
- We become friends again.
- God becomes happy.
- By telling them that we are sorry.
- By not revenging.
- By writing a letter.
- Revenge is paying evil with evil.
- When somebody wrongs me, I forgive the person. (Accept any other relevant answer).
- God will not be pleased. (Accept any other relevant answer)

Helping those in need

Activity 9 (PG. 407)

- a) Help b) praying for them and sharing with them c) sharing
- a) l b) e c) i d) a, e
e) d, w f) a
- pencils, books, rubbers, pencils, snacks, colours, toys etc.
- Provide food, clothing and money for their needs.
- Sharing is a sign of love, kindness, care and mercy. (Accept any other relevant answer)
- It gives the needy a sense of belonging.

The parable of the lost coin

Activity 10 (PG. 408)

- A parable is a story used to teach people.
- To teach people about God's love for sinners.
- Assess (sad, angry)
- I learn that God forgives sinners.
- God expects us to live a holy life. (Assess)
- Repenting their sins
- Forgiving others.
- Avoiding sinful actions such as speaking ill of others.
- God shows love for a sinner by celebrating.

The parable of the mustard seed

Activity 11 (PG. 408)

- A mustard seed is one of the smallest seeds on earth. When planted, it grows into one of the largest trees.
- The mustard seed provide shelter for the birds, the kingdom of God has room for everyone. Each time we tell someone about Jesus, we are helping to grow His kingdom.
- When Jesus started preaching, He was alone. His disciples later joined Him. He then sent them to spread the word of God. This is how the kingdom of God grew.
- When people get saved, healed and delivered the kingdom of God grows.
- Christians contribute to the growth of the kingdom of God by telling others about Jesus. Nicodemus' encounter with Jesus Christ

Activity 12 (PG. 409)

- Nicodemus was a:
- Pharisee.
- Ruler of the Jews.
- How can a grown man be born again?
- Get born again to receive eternal life.
- a) Nicodemus b) Rabbi
c) sins d) eternal
- Baptism is important to Christians because:
- It is a sign that you have repented your sins.
- When you repent your sins and get baptized you get closer to Jesus Christ.

STRAND 4: Christian Values Trust

Activity 1 (PG. 410)

- My parents and friends (Assess)
- My teachers and friends. (Assess)
- God keeps His promises.
- God always provide for us.
- God is faithful and patient to us.
- God is caring.
- God listens when you talk to him.
- By praying.
- By reading the Bible.
- By having faith.
- By avoiding evil.
- By repenting my sins.
- By putting God first in my life.
- By listening to the Holy Spirit.
- Strangers.
- To avoid child, abuse or kidnap.
Resisting sexual temptations

Activity 2 (PG. 410)

1. Joseph worked as a servant in Potiphar's house.
2. She was called Zuleika.
3. By escaping, running away, leaving his robe behind in her hand.
4. Joseph knew that it was a sin before God.
5. a) trust b) Mount Zion
c) shaken d) moved

Precaution when with the people of the opposite sex

Activity 3 (PG. 411)

1. - To girls, boys and men are the people of the opposite sex.
- To boys, girls and women are the people of the opposite sex.
2. By being careful to prevent something dangerous or bad from happening.
3. I ensure safety by:
 - Practising self-control.
 - Being lonely or being in dark places.
 - Praying for God's guidance.
 - Avoiding to watch ungodly movies.Truthfulness

Activity 4 (PG. 411)

1. - We tell the truth to set us free.
- We build trust from other people.
- Telling truth makes God to be happy.
2. Each one of us must tell the truth because we are all members together in the body of Christ.
3. a) True b) False c) True
d) False e) True f) True
4. - We can overcome lies by fulfilling or honouring our promises.
- Practising telling truth.
- Praying for help from God when tempted to lie.
- Reading the Bible and practicing what it says.
- Desiring to please God through honesty.
5. a) No b) No
c) I would have said the truth and apologized.
6. A short, truth

Obedience

Activity 6 (PG. 412)

1. -I should obey my parents because it is our Christian duty.

- I obey my parents because God promises us a long life.
- Respecting our parents is a command from God.
- I obey my parents because it makes God happy. etc.
- I obey my teachers because it is my duty to obey them
- I obey my teachers because it is a school and class rule.
- I obey teachers to make them happy.
- I obey my teachers to be at peace. etc.
- The results of disobedience are:
 - Punishment
 - Lack of trust.
 - Poor relationship between us and the people we disobey.
 - Disagreements at home and at school.
- Some of the rules in school are:
 - Obey your teachers and student leaders.
 - Keep the school compound clean.
 - Always wear clean school uniform.
 - Use polite language all the time.
 - Obey the bell.
 - Always raise up your hand to answer a question etc.
- School rules are important to maintain discipline and order.
- School rules play important role in ensuring that the students know how to behave and the consequences of misbehaving.
- school rules are to make students aware of what they are not supposed to do, bring or say inside to school or in public.
- school rules are important for students in order to get a better education.
- It is important to obey school rules because when we obey school rules, we obey our teachers and other leaders in our school. When we obey our teachers and other leaders in the school, we live in peace with each other. We make our teachers happy. God is happy when we obey our teachers and other leaders in school.
- a) False b) True
c) True d) False
e) True
- a) disobedience b) obey
c) obedient d) obedient

God's love

Loving others

Activity 7 (PG. 413)

1. People took children to Jesus for Him to place His hands on them and to pray for them.
2. The disciples tried to stop the children from going to Jesus.
3. Children.
4. Children.
5. Jesus showed love to little children by placing His hand on them and blessing them.
6. a) People who are kind to me at home are my parents, sisters, brothers, cousins and friends (Accept any other relevant answer)
b) People who are who are kind to me at school are my friends, desk mates, classmates and teachers. (Accept any other relevant answer).
c) People are kind to me in the community are pastors, teachers, nurses, doctors, policemen, shopkeepers. (Accept any other relevant answer).
7. I show love to others by:
 - Being kind to them.
 - Caring.
 - Doing good to them.
 - Helping them when they lack something or when doing something.
 - Being patient with them. etc.
8. The importance of being kind to others are:
 - Helping others feels good.
 - Other people will be kind to you.
 - It helps make the world a happy place – One act of kindness can often lead to more.
 - The more you do to others, the more you do to yourself.
 - It creates a sense of belonging and reduce isolation.
 - You create peace, love and unity. Etc.

Responsibility

Activity 8 (PG. 414)

1. Personal items are things that belong to you. Examples of personal items are handkerchief, towel, comb, nail cutter, socks, toothbrush, underwear, comb, rubber

2. Some of the items that are school property are desks, blackboard, dustbin, cupboard, shelves, chairs, classes, library, bells, toilets, playground.
3.
 - Personal item.
 - School property
 - Personal item.
 - School property.
 - School property.
 - School property
 - School property.
 - School property.
 - School property
4. a) Items mentioned in the paragraph and are school property are desks, walls, tables, chairs, doors, windows, and chalkboards.
b) We should take care of the properties listed by:
 - Keep our classrooms clean to maintain a healthy learning environment.
 - Avoiding tearing school books.
 - Switching off lights
 - Closing taps after use.
- 5.

Ways for caring for personal items

	Repairing our clothes.
	Keeping toothbrush and combs in the right place after using them.
	Washing our under wears every day.
	Polishing shoes.
	Not sharing the personal items

Ways for caring School property

	Cleaning the classroom.
	Not jumping on the desks and chairs.
	Not writing or scratching the walls.
	Using the toilets properly
	Closing taps after using them.

6. It is important to take care of our personal items and school property so that they can last for a long time.
 - We will not keep buying new things all the time.

Holiness

Activity 9 (PG. 415)

1. Holiness is being free from sin.
2. Sin can make us unholy.

3. a) True b) False
c) True d) True
e) False f) True
4. From 1 Corinthians 6:19, we learn that:
 - Our bodies are temples of Holy Spirit, who lives in me and who has given to me by God.
 - We do not belong to ourselves but to God.
5. Some of the things we can do to lead holy lives are:
 - Not watching ungodly movies.
 - Not reading ungodly books.
 - Attending church services.
 - Going to Christian camps and gatherings.
 - Learning more about holiness from church leaders.
 - Keeping away from bad companies.

Strand 5: The church

Activity 1 (PG. 415)

1. A church is a house of God.
2. Activities done in church are singing, cleaning, teaching, preaching, reading the Bible and speaking in tongues.
3. I can show respect to the church by: (Numbered 4 in the encyclopedia)
 - Dressing decently
 - Walking in a respectable manner.
 - Respecting other worshippers.
 - Using acceptable language inside and outside the church.
4. a) Jesus went into the church and drove out the people who were buying and selling. He overturned the tables of the money changers and the stools of those selling pigeons.
b) People were disrespecting the church by buying and selling in the church.

Activities that take place in church

Activity 2 (PG. 416)

1.
 - I listen to the word of God.
 - I sing in the choir.
 - I help in the cleaning of the church.
 - I read the Bible.
 - I do ushering etc.
 - I collect the offertory.
2. The activities that take place in my church are singing, preaching, reading the Bible, giving offertory etc.
3. Accept a well written poem on respecting the church.

The Early Church

The first disciples of Jesus

Activity 3 (Pg 416)

1. Jesus Christ had twelve (12) disciples.
2. The names of the disciples of Jesus Christ in alphabetical order: Andrew, Bartholomew, James son of Alphaeus, John, Judas Iscariot, Luke, Matthew, Phillip, Simon Peter, Simon the Patriot, Thaddaeus, Thomas.
3. a) Peter
b) John
c) Matthew
d) Judas Iscariot
e) Andrew
f) James and John
g) John
h) James
- 4.

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

How did the early church start?

Activity 4 (PG. 417)

1. Peter preached to a big crowd of people. The people believed in Jesus. They got baptized and became Christians. The disciples and believers formed the Early Church.
2. After Peter preached, many of them believed his message and were baptized.
3. Things that people do that do not please God are stealing, cheating, gossiping, committing adultery, murdering, fornication etc.
4. To turn away from sin, you can:
 - Repent
 - Turn to Jesus
 - Seek the Holy Spirit for strength.

- Pray
- Meditate on God's promises.
- Seek others for encouragement.
- Resist the devil and his empty promises.

Standing firm in faith

The city where believers were first called Christians

Activity 5 (PG. 417)

1. Barnabas, Saul, Antioch.
2. Antioch.
Reasons for standing firm in your Christian faith (The title is not in the Encyclopedia)

How Stephen was stoned

Activity 6 (PG. 418)

1. Stephen saw:
 - God's glory.
 - Jesus standing at the right side of God.
2. a) members of the council
b) Holy Spirit c) outside
d) Saul

Avoiding ungodly groups

Activity 7 (PG. 418)

1. Ungodly group is a group of people who do things that do not please God. They do things that hurt people. They also do things that hurt them.
2. Examples of ungodly people are terrorists, drug addicts and those people who do not recognize Jesus Christ.
3. Reasons why Christians should not join ungodly groups are:
 - Ungodly groups can make you watch dirty videos.
 - Ungodly groups can make you abuse drugs.
 - Ungodly groups can make you steal.
 - Ungodly groups can make you kill.
 - Ungodly groups can make you become rebellious.
 - Ungodly group can make me join terrorism groups and kill others and myself.

The Lord's prayer

Activity 8 (PG. 419)

1. Prayer is talking to God.
2. We should pray to:
 - Thank God for everything.

- Ask God for forgiveness.
- Ask God for our daily needs.
- Ask God to bless our parents, family and friends.
- Ask for God's protection.

3. From the Lord's prayer we learn:

- If one was to be forgiven, one must first forgive.
- God is our father in heaven
- The will of God is done in heaven as it is done on earth.

4. The situations when Christians pray are:

- When going to bed.
- When they wake up.
- Before eating.
- When travelling.
- When sick.
- When they need something.

5. a) Prayer b) disciples

- c) everyday d) The Lord's Prayer

6. When we pray according to the Lord's prayer, we ask for:

- His will to be done on earth as it is in heaven
- Daily bread (food)
- Forgiveness
- Not to bring us to hard test.
- To keep us safe from the evil one.

Fruits of the Holy Spirit

Activity 9 (PG. 419)

1. The fruits of the Holy Spirit according to Galatians 5:22 – 23 are love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control.
2. We should have the fruits of the Holy Spirit because:
 - The Holy Spirit directs the life of a Christian.
 - The Holy Spirit can teach us to love everybody.
 - The Holy Spirit teaches us how to be good to all people without expecting anything good in return.
 - The spirit can teach us all things about God and remind us about what we have learnt.
 - The spirit can teach us how to have faith and how to practice our faith in God so that we can get what we need from Him.
 - Holy Spirit reveals the truth about God.
 - The Holy Spirit can tell us of the things to come.

- The Holy Spirit gives us message from God.
 - The Holy Spirit reminds us of the Christian God's message.
3. The actions that portray fruits of Holy Spirit are happiness, love, humility, respect, calm, compassionate, integrity, honest. Etc.
 4. Good things I should do to others as a Christian:
 - I will donate clothing and food.
 - I will forgive those who wrong me.
 - I will be a good friend.
 - I will mourn with those who mourn.
 - I will share my talents.
 - I will consider others as more important than myself.
 - I will be concerned about the interests of others.
 - I will carry other people's burden.

Self-control

Activity 10 (PG. 420)

1. Self-control is the ability to control your emotions.
2. We should practice self-control because:
 - Self-control help us choose what we want and guides our thoughts and feelings.
 - Self-control help us make right choices and decisions in life
 - We avoid bad things that defile our bodies such as engaging in sex, watching ungodly movies and drug abuse.
3. Choices that portray self-control are:
 - Not engaging in sex before marriage.
 - Not watching ungodly movies.
 - Not using drugs and substances.
 - Not having ungodly friends.
4. Right decisions that are guided by the Holy Spirit are:
 - Decision to speak the truth.
 - Decision not to abuse drugs and substances.
 - Decision not to engage in sex before marriage
 - Decision not to watch ungodly movies.
 - Decision to avoid ungodly friends.
5. I can avoid defiling my body by:
 - Dressing decently.
 - Avoiding places that only have people of the opposite sex.
 - Reporting cases of sexual abuse
 - Not being alone in places with people of the opposite sex.

STRAND 6: USE OF SOCIAL MEDIA

Activity 1 (PG. 421)

1. Morals are good deeds that are pleasant to God and the people around us.
2. Social media can promote good morals by:
 - Providing educative programs.
 - Sharing with others important messages.
 - Learning new skills.
 - Avoid airing advertisement that show drugs and substance as good products.
3. The importance of using social media appropriately are:
 - You can access educative materials.
 - You can learn new skills and knowledge.
 - You can entertain yourself with good movies and music.
 - You can make Godly friends.
4. Examples of social media sites that can be accessed using digital devices are facebook, Instagram, twitter, youtube, messenger, zoom and whatsapp.

Assessment Task 1 (PG. 421)

1. The will depend on the name of the child.
Assess
 2. I can sing/dance/draw/tall/ short/ I have a name. (Any other relevant answer)
 3. See
 4. I am beautiful/handsome/tall/clever. (Any other relevant answer).
 5. a) hand b) leg
c) ears d) neck
 6. a) Wrong choice b) Right choice
c) Wrong choice d) Right choice
 7. Parents / Teachers
 8. - Dressing decently.
- Avoid places that only have people of the opposite sex.
- Avoiding being touched by other people.
- Not being alone in places with people of the opposite sex.
 9. Body, Holy Spirit.
 10. a) Creator b) Loving c) Holy
 11. Heavenly
 12. Assess
-
13. Care
 14. a) Matthew b) Mark
c) Luke d) John
 15. Mosques

16. a) Happy b) Sad
17. Self
18. a) angry b) anger
- c) sin d) day
19. Rejoice
20. Family
21. Parents and children
22. Accept pictures of a grandfather, grandmother, aunt, uncle, and cousin
23. Ephesian 6:1-3
It is your Christian duty to obey your parents, for this is the right thing to do. "Respect your father and mother" is the first commandment that has a promise added: "So that all may go well with you, and you may live a long time in the land."
24. Repent
25. Assess



26. Short
27. From the story of Samson, we learn that God is powerful.
28. Abraham
29. Yes, because it gives me an identity.
30. Zechariah and Elizabeth

Assessment Task 2 (PG. 423)

1. Obey
2. God made the donkey to talk.
3. Assess



4. God
5. Angel Gabriel
6. Jesus
7. Son
8. Jesus has power over death.
9. Need
10. Giving donations to the poor/Helping the blind to cross the road/visiting the sick/helping the elderly to carry their luggages.
11. - Obey my teachers and student leaders.
- Use polite language.
- Obey the bells.
- Keep the school compound clean.
- Wear clean school uniform.

12. Repent
13. Repent.
14. Singing, Praying, teaching, preaching, reading the bible, cleaning, collecting offerings, ushering etc.
15. - God keeps His promises.
- God always provide for us.
- God is faithful and patient with us.
- You can trust God to take care of you always.
- God listens when you talk to Him.
16. Family members, teachers and friends.
17. Pictures of handkerchief, shoes, towel, vest, toothbrush, underwear, nail cutter, razor blade, needle etc.
18. B, E, G, J
19. Assess
20. 66
21. Nuclear family
22. Obey
23. Body
24. Parents/teachers
25. Long life

Assessment Task 3 (PG. 424)

1. John the Baptist
2. By saying thank you/doing good to them/ sending a card.
3. One
4. God
5. Sorry
6. Revenging is paying evil with evil.
- 7.

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

8. How can a grown man be born again?
9. Family members, teachers, friends.
10. A stranger is someone we do not know.
11. Happy
12. Love
13. Body
14. Alcohol, drug abuse, rape, incest, fornication.
15. 12 disciples
16. James son of Alphaeus, Thomas, John, Simon the Patriot, Luke, Judas Iscariot,

Bartholomew, Thaddaeus, Simon Peter, Andrew, Matthew, Phillip.

17. Praying
18. - To be closer to God
 - To share my plans with Him and ask for His blessings
 - To ask for strength.
 - To ask God for something.
 - To ask for His guidance and protection.
19. Every day (The answer will depend on the child)
20. Accept well coloured picture)
21. God
22. Name
23. Good
24. Happy
25. Right

ASSESSMENT TASK 4 (PG. 424)

1. The girl is helping a blind man to cross the road.
2. - Going to church
 - Being kind
 - Loving others
 - Sharing.
 - Happy
3. - Dressing decently when going to church.
 - Praising and worshipping God.
 - Being quiet during the sermon.
4. Fishermen
5. Human beings
6. Father, mother and children.
7. Egypt
8. Stephen
9. Repent
10. James son of Alphaeus, Thomas, John, Simon the Patriot, Luke, Judas Iscariot, Bartholomew, Thaddaeus, Simon Peter, Andrew, Matthew, Phillip.
11. Son
12. Manger
13. Isaac
14. - Personal items: Handkerchief, towel, Under wear, toothbrush, vest, shoes, comb, nail cutter, razor blade, hair brush etc.
 - Desk, toilets, bell, cupboard, classroom, desk, chairs, tables, shelves etc.
15. Zechariah, Elizabeth
16. Giving donations to the poor/Helping the blind to cross the road/visiting the sick/helping the elderly to carry their lug gages.
17. Repentance means accepting our sins and asking for forgiveness from God.
18. Mustard seed.

19. Lazarus and the widow's son.
20. Genesis, Exodus
21. a) Tall, short, brown, dark etc.
 - b) Praying, being happy, respecting others, helping my parents.
 - c) right Assess
22. Being obedient, saying sorry when we are wrong, helping them, listening to them attentively.
23. -Holding it well to avoid tearing
 - Keeping it safe.
 - Covering it well to protect it from damage.
 - Reading and keeping to the instructions it gives
24. a) Gabriel b) faith

Assessment Task 5 (PG. 426)

1. Disobey
2. Sins
3. Moses
4. Every
5. Repent
6. Obey
7. The answer depends on the name of the child.
8. Name, colour, height, ability (assess)
9. Teacher, police, chief, parents
10. Assess



11. By not staying with them alone or in a dark place.
12. Assess



13. Two (2)
14. Lion
15. a) The girl is pushing the wheel chair.
 - b) The girl is helping the blind woman to cross the road
16. Holy
17. Love
18. Bible
19. Father
20. a) Genesis b) 27

Answers to activities

STRAND 1: QURAN (Pages 428 - 433)

Al-Fatiha (Pages 428

Activity

1. Ummul-Quran
2. Seven
3. Al-Rahman and Al-Rahim
4. Straight path
5. Day of Judgement
6. Complete/ accepted
7. Makka
8. help

An-Naas (Pages 429)

Activity

1. Protection
2. evil
3. Those who are jealous/witchcraft/ accept any acceptable answer.
4. The Lord of people (Rabii Nas), The king of all mankind.
5. Power
6. Nas/Falaq
7. Protection

Al-Falaq (Pages 430)

Activity

1. day break
2. those who practice magic/ those who are jealous
3. danger and evil
4. wombs
5. makkah and five
6. witchcraft
7. Allah

Al-Ikhlās (Pages 431)

- | | |
|----------------------|------------|
| 1. Surah Tawhid | 4. eternal |
| 2. Oneness | 5. a third |
| 3. no children, born | |

Al-Masad (Pages 431 - 432)

Activity

1. Six verses
2. Father of the flames
3. thorns
4. ummu Jamil
5. prophet

Al-Nasr (Pages 432 - 433)

Activity

- | | |
|---------------|-----------------|
| 1. help | 4. forgiveness |
| 2. patience | 5. praise/thank |
| 3. victorious | |

Al-Kafirun (Pages 433)

Activity

- | | |
|--------------------|--------------------|
| 1. (a) disbeliever | (b) is shirk |
| (c) idols | (d) their religion |
| 2. idols | |
| 3. Quraysh | |
| 4. shirk | |
| 5. non-believer | |

STRAND 2: HADITH (Pages 434 - 436)

(Prophet Muhammad)

Activity 1

- | | |
|-------------------|-----------|
| 1. good character | 4. caring |
| 2. truthful | 5. humble |
| 3. trustworthy | |

Activity 2

respectful, obeying, trustworthy, truthful, kindness.

Activity 3

- | | |
|----------|----------|
| 1. False | 4. False |
| 2. False | 5. True |
| 3. True | |

Activity 4

- | | |
|----------|----------|
| 1. True | 4. True |
| 2. False | 5. False |
| 3. True | |

Activity 5

1. Brushing of teeth
2. diseases
3. sunnah
4. brushing of teeth
5. miswak

Activity 6

- | | |
|-------|-------|
| (a) x | (f) ✓ |
| (b) ✓ | (g) x |
| (c) ✓ | (h) ✓ |
| (d) ✓ | (i) ✓ |
| (e) ✓ | |

Activity 7

1. Keeping one strong/healthy (accept any two correct answer)

- Sharing, teamwork, leadership skill (accept any other correct answer)
- Football, netball (accept any other correct answer)
- Cover your aura (accept any other correct answer)
- Strong, weak

STRAND 3: PILLARS OF IMAN

(Pages 436 - 438)

Activity 8

- | | |
|------------------|----------------|
| 1. describe | 4. all hearing |
| 2. Asma-ul-husna | 5. Al-Basir |
| 3. attributes | |

Activity 9

- | | |
|--------------|--------------|
| 1. Al-Rahman | 4. Al-Basir |
| 2. Al-malik | 5. Al-salaam |
| 3. Al-Rahim | |

Activity 10

- | | |
|------------|-----------|
| 1. Israfil | 4. Mikail |
| 2. Raqib | 5. Atid |
| 3. Israil | 6. Jibril |

Activity 11

- | | |
|-------------------|------------|
| 1. Mikail | 4. Israil |
| 2. Rakib and Atid | 5. Israfil |
| 3. Jibril | |

Activity 12

- | | |
|--------------------------------------------------|--------------|
| 1. Messengers | 2. 25 |
| 3. 124000 | 4. Ulul-azim |
| 5. guidance | |
| 6. patience, honesty (accept any correct virtue) | |
| 7. Muhammad (s.a.w) | |

STRAND 4: DEVOTIONAL ACTS

(Pages 438 - 441)

Activity 13

- (a) **Light najis**:- is removed by sprinkling or pouring water on the area which has najis.
(b) **Medium najis**:- washing the areas which has najis until the smell colour and taste of the najis is removed.
(c) **Heavy najis**:- Washing the areas with najis seven times at least once using sand.
- Light najis**
- urine of a baby who is only breast feeding.

Medium najis

- stool, alcohol, blood, vomit.

Heavy najis

pig, dog

- Washing the whole body using soap and water
- (i) stool (ii) vomit
(iii) blood (iv) pus
(v) alcohol

5(a)



(b)



(c)



Activity 14

- water
- Ibadah
- accepted
- (a) washing the face
(b) washing the arms
(c) wipping the head
(d) washing the feet upto the ankles
- (a) Washing the palms.
(b) Rinsing the mouth with water.
(c) Washing the nostrils.
(d) Wiping the ears

Activity 15

- True
- True
- False
- True

Activity 16

- Wudhu
- Aura
- Qiblah
- Adhan and Iqama
- face and palms
- Navel and knees
- Najis

Activity 17

- (i) Niyyah
(ii) Iyam
(iii) Takbeeratul Ihram
(iv) Recitation of surah Fatiha
(v) Rukum
(vi) Itidal

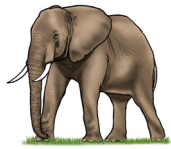
2. (i) Fajr (iv) Maghrib
(ii) Dhuhr (v) Isha
(iii) Asr

STRAND 5: AKHLAQ (Moral values)

(Pages 442 - 445)

Activity 18

1. Birds, cows, lions
2. Fish, frogs, crocodiles
3. Assess like



4. (a) Feeding them well.
(b) Providing shelter to them.
(c) Taking them to a veterinary doctor for treatment when sick.
(d) Cleaning their homes

Activity 19

1. (a) False (d) True
(b) False (e) True
(c) False
2. (a) Complete
(b) Clean
(c) Decent and modest
(d) Haram

Activity 20

1. (a) Media (d) Print
(b) Store (e) Halal
(c) Haram (f) Positive
2. (a) (i) Newspaper (ii) Magazines
(b) (iii) Mobile phones (iv) Television

Activity 21

1. (a) It makes one lazy.
(b) It brings humiliation
(c) It is the key to poverty
(d) It makes other people irritated.
(e) It makes one loose dignity
2. Examples of halal ways of earning
(a) Teaching
(b) Farming

- (c) Engineering
(d) Nursing
(e) Self employment
- Examples of haram ways of earning

- (a) Stealing
(b) brewing alcohol
(c) Gambling
(d) Dealing with drugs
(e) Charging interests

3. (i) Poor muslims
(ii) Needy people
(iii) Zakat collectors
(iv) New converts
(v) Slaves or war captives
(vi) Stranded travellers(muslims)
(vii) Those in halal debts
(viii) Those in Allah's course

Activity 22

1. (a) enter (b) leave
(c) depend
2. To seek Allah (SWT)'s protection.
3. (a) evil spirits
(b) (i) It is commandment from Allah(SWT)
(ii) It creates our Iman (faith)
(iii) One is rewarded by Allah (SWT)
(iv) It makes one humble by removing pride.
(v) One gets what he/she prays for.
(vi) Any other acceptable answer.

STRAND 6: MUAMALAT

(Pages 446 - 447)

Activity 23

1. (i) Provide basic needs (food, clothing, shelter)
(ii) Provide love
(iii) Provide education
(iv) To give children good names
(v) To guide children towards right
(vi) To provide good health care
(Any other acceptable answer)
2. Trust (Amana)
3. Care
4. (a) Fulfilling Allah (SWT) commandment
(b) To get Allah's (SWT) blessing
(c) To strengthen bond between parent and children
(Any other answer that is acceptable)

Activity 24

- (a) Obeying and respecting them.
(b) Helping them whenever they are in need.
(c) Talking to them politely.
(d) Avoid annoying them.
(e) Praying for them
(Any other acceptable)
- (a) It is obedience to Allah(SWT)
(b) To get reward from Allah(SWT)
(c) To create friendship and love
(d) It is a way of appreciating Allah(SWT)
(e) One gets blessings from Allah(SWT)

Activity 25

- (a) Giving them support wherever they are in need.
(b) Visit them frequently.
(c) Loving and respecting them,
(Any other acceptable answer)
- Giving salams when we meet them.
- (a) Uncles (b) Aunties
(c) Cousins (d) Nephews
Any other acceptable answer
- (i) To build family bond
(ii) To get Allah's(SWT) blessings
(iii) To develop love and caring attitude.
Any other acceptable answer

STRAND 7: HISTORY OF ISLAM

(Pages 448 - 449)

Activity 26

- (a) Isra (b) Kind
(b) Masjidul Aqsa (b) Trustworthy
(c) Buraq (c) Humble
(d) Jibril (d) Considerate
(e) Miraj (e) Merciful

ASSESSMENT TASKS (Pages 450 - 454)

Assessment Task 1 (Pages 450)

1. mother	11. light/nur
2. Nas and Falaq	12. rukuu
3. Kaffirun	13. qiyam
4. Ikhlas	14. qibla
5. right	15. takbeerratul-ihram
6. sunnah	16. haram
7. weak	17. aura(nakedness)
8. all seeing	18. Laziness
9. Al-salaam	
10. Mikail	

- Poor muslims, needy muslim, zakat collectors, converts (new muslim), slaves/ captives, wayfares (stranded travel), debtors Allahs course.
(any two)
- Obeying, respecting (accept and correct answer)
- Information
- Khadija
- humility, patience (any other answer)
- 40 years
- Alaq
- Isra
- Miraj
- basic needs
- medium najis (mulawasit)
- light najis (mukhafafa)

Assessment Task 2 (Pages 451)

- the most gracious
- seven
- evil
- Islam religion
- honesty, obedience (any good character)
- not allowed
- sunnah
- strong
- Al-samiu
- good
- prophet
- 25
- patience, honesty, (any acceptable)
- unclean/dirty
- three
- seven
- swalat/prayer
- light najis mukhafafa
- wudhu
- true
- false
- true
- qiyam
- food/medicine(any acceptable)
- encourages laziness
- poor muslims, needy muslims (any acceptable)
- dua (prayer)
- Jibril
- Khadija
- Jibril

Assessment Task 3 (Pages 451 - 452)

1. straight
2. evil people and jinns
3. Allah the eternal
4. Abu Lahab
5. Bismillah
6. brushing teeth
7. healthy
8. Al-malik
9. Al-salam
10. Mikail and rizk
11. Raqib
12. oneness
13. prophets
14. heavy (mughaladha)
15. medium (mutawasit)
16. water
17. nose, mouth, ears, hands (any two)
18. true
19. aura
20. Fatiha
21. body
22. ibada
23. dua
24. paradise
25. Hira
26. Jerusalem
27. 40 years
28. Hijrah
29. Aqsa
30. Buraq

Assessment Task 4 (Pages 452 - 453)

- | | |
|------------------------------------------------------------------------|------------------------|
| 1. surah Fatiha | 14. Musa(AS) |
| 2. Falaq | 15. Issa(AS) |
| 3. Kaffirun | 16. Nuh (AS) |
| 4. idols | 17. medium najis |
| 5. trustworthy | 18. mukhafafa(light) |
| 6. right | 19. wudhu |
| 7. brush | 20. three |
| 8. helping others, talking good words. (accept any two correct answer) | 21. fardh |
| 9. the merciful | 22. Allah(SWT) |
| 10. Al-samil | 23. Qibla |
| 11. Ridwan | 24. salam |
| 12. Adam(As), | 25. treating them well |
| 13. Ibrahim(AS) | 26. pass information |
| | 27. three |
| | 28. six |
| | 29. 40 years |
| | 30. Isra |

Assessment Task 5 (Pages 453 - 454)

- | | |
|------------------------------|-------------------|
| 1. Surah An Nas and Al-Falaq | 16. five |
| 2. surah Ikhlas | 17. second |
| 3. Abu lahab | 18. five |
| 4. Al-Nasr | 19. three |
| 5. Al-Kafirun | 20. niyyat |
| 6. kindness | 21. Mutawasit |
| 7. sunnah | 22. Gold and silk |
| 8. teeth | 23. treatment |
| 9. exercise | 24. clean |
| 10. Asn ul Husna | 25. medical |
| 11. Al-Basiru | 26. family |
| 12. Malik | 27. print |
| 13. Muhammad (saw) | 28. Khadija (r.a) |
| 14. Ulul Azm | 29. Al-Alaq |
| 15. six | 30. 10A.H |

MUSIC ANSWERS (page 455 - 485)

FORMATIVE ASSESSMENT 1.1 (PG 461)

1. Patriotic, topical, sacred, action.
2. Two-part
3. Assess learner's answers
4. Work song
5. Patriotic
6. a) A regular repeated pattern of sound.
b) How high or low music is.
c) How high or low sound is.
7. Assess learner's answers.

FORMATIVE ASSESSMENT 1.2 (PG 463)

1. A song originating from a community containing messages that are passed down across generations.
2. Assess.
3. Keep their part, appropriate, correct diction, expression.
4. Assess.



FORMATIVE ASSESSMENT 1.3 (PG 471)

1. a) drums, playing sticks, bell
b) shaker, gourd, kayamba
2. Melodic.
3. Gourd.
4. assess.
5. assess
6. A western wind instrument that has holes that are covered and uncovered to produce sound.
7. Cover and uncover the holes, blow gently in the mouth piece.
8. Wash your hands, sanitize the recorder.
9. Assess
10. Assess
11. Assess

FORMATIVE ASSESSMENT 1.4 (PG 474)

1. A traditional dance that is accompanied by a folk song.
2. Participants, instruments, message, song
3. Assess
4. Assess
5. Dance formations
6. Source of income, entertainment, preserve local culture

FORMATIVE ASSESSMENT 2.1 (PG 476)

1. Regular beat of sound
2. Assess
3. a) 
b) 
4. Assess

FORMATIVE ASSESSMENT 2.2 (PG 479)

1. Arrangement of pitches rhythmically.
2. Doh, re, mi
3. Assess
4. Doh
5. Mi
6. Descant recorder (assess)
7. Assess

FORMATIVE ASSESSMENT 3.1 (PG 482)

1. Assess
2. a) pitch
b) rhythm
c) structure

ANSWERS TO MODEL PAPERS

Assessment Task 1 (PG. 482)

- | | |
|-------------------------------------------------------------------------------------------------------|------------|
| 1. Shaking | 2. Warming |
| 3. Striking/hitting | 4. Kayamba |
| 5. Leads | 6. Dancing |
| 7. Folk songs concentrates on singing while folk dance concentrates on dancing and pattern formation. | |
| 8. Kilumi | 9. Duet |
| 10. Shaking | |



doh



re



mi

- | | |
|----------------------|------------|
| 14. Rhythm | 15. ta-te |
| 16. taa -aa | 17. Melody |
| 18. doh | |
| 19. Assess any value | |
| 20. Assess any value | |

Assess Task 2 (PG. 483)


- | | |
|------------------------|-------------|
| 1. Feet, hands | 2. Crotchet |
| 3. ta-te, taa | 4. beat |
| 5. pitch | 6. B |
| 7. quaver | 8. clapping |
| 9. French | 10. reh |
| 11. soloist | 12. three |
| 13. Topical song | |
| 14. Kikuyu, Kisii, Luo | |
| 15. English, Kiswahil | |

16. Six
17. Patriotic

Assessment Task 3 (PG. 484)

1. drum (Assess)
2. composed
3. long
4. solfa syllable
5. 1
6. 
7. hitting
8. Pitch
9. message
10. C
11. young children
12. Let one and all arise
13. religious songs
14. animals skin (assess)
15. folk songs
16. dance
17. mouth and fingers
18. head, middle and foot joint
19. shaking
20. - During initiation.
- During child birth.
- During wars.
- In religious occasions.
- In marriage ceremonies.
- In funerals.
(Assess)

Assessment Task 4 (PG. 484)

1. melody
2. m
3. 
4. French rhythms
5. ta-te ta-te, taa, taa
6. any correct answer
7. quaver
8. stem
9. head
10. r
11. - To educate the society
- To preserve culture
- For entertainment
- For culture identity
- Praise warriors
- Community together.
12. Song to remind the community about various issues that affect our community like development good morals, and any emerging issues.
13. Singing games.
14. Patriotic song
15. Kenya National Anthem.
16. Taita community.
17. Ibirandi
18. None

19. Dynamics
20. Mood
22. Assess
22. doh
23. Assess
24. Refer to No. 11, 12, 13 model paper 2

Assessment Task 5 (485)

1.

a)	Songs sang to praise a country and her leader	patriotic songs
b)	Songs performed during religious event	Sacred songs
c)	Song sang to teach people about different issues affecting the society	Topical Songs
d)	Songs sang to motivate people to work	Action Songs

2. a) Singing game
b) Assess learners
3. a) Too- part song
b) Computer, camera- Assess any other
4. Shaker
Kayamba
5. Assess
6. Playing percussion instrument
7. a) Assess the learner
b) “ “ “
8. a) doh, re, mi
10. Choir singing

Formative Assessment 1.1 (PG. 461)

1. Topical songs, apatriotic song, sacred songs, action song
2. Two- part song
3. Computer, camera
4. Work song
5. Patriotic songs
6. Rythm is a pattern formed by the sound of a music
Dynamic- volume of music that range from loud to soft
Pitch is the highness or lowness of sound
7. Assess learners answers

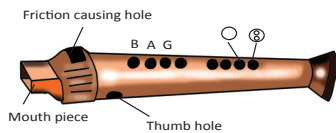
Formative Assessment 1.2 (PG. 463)

1. A folk song is a traditional culture, song that originate from a particular community
2. Guitor, mandolin, banjo, Nyatiti. Accept any local instrument
3. Right costumes, musical instrument, body movement and patterns

- Use appropriate costumes that represent culture or identical. These include traditional wear

Formative Assessment 1.3 (PG. 471)

- (a) Drums, marimba, strangle, tamboline/ symbols
b) Kayamba, shakers, guaord, bells
- Non-metallic percussion instrument
- bell, guard etc.
- (a) animal skin, metallic tin, stiks
(b) string, bamboo sticks, beads, reeds
- A picture of any percussion instrument with all parts labelled.
- A descant recorder is a musical wind instrument that has the shape of a pipe
- It is used by blowing in air
- Do not share decant recorder before you clean
- Always clean the recorder with soft cloth dipped in warm water
- Chivoti, nzumari
-





-



Formative assessment 1.4 (PG. 474)

- A folk song is a traditional song that originates from particular community
- Time, space, energy, relationship
- Any cultural centre your community
- Any folk dance in your community
- Dancing formation
- It educates people and young generations
- It makes the music interesting
- Represent peoples, culture
- mark different occasions

Formative assessment 2.1 (PG. 476)

- A rhythm is a regular beat of sound
- Clapping, trapping and use of musical instrument
- a) crotchet  b) quaver 
- taa, ta, te

Formative assessment 2.2 (PG. 479)

- Melody is an arrangement of different pitches to form a tune.
- Doh, reh, mi
- Any song
- doh
- mi
- Descant recorder
-



Formation assessment 3.1 (PG. 482)

- Radio phone, computers
- (a) Pitch (b) Rhythm
(c) Dynamics

ART AND CRAFT (page 486 - 540)

Picture making

Formative Assessment 1.1 (PG. 489)

1. A still life is a drawing that focuses on still (or stationary) objects. The objects being drawn never move. Still life drawings focus on items such as household objects, flowers or fruits.
2. A picture composition in a still life drawing is an arrangement or setting for a still life from which an artist draws an image.
3. Dry media that can be used to create a drawing using the smudge technique include pencils, pens, charcoal sticks and coloured pencils.
4. One can create light and dark shades on objects drawn using smudge technique by shading and smudging the areas that are not well illuminated more than those that face the source of light.
5. Areas where light is in a still life drawing is shown by slight or no shading at all. Dark or areas with shadows have a darker shading.

6.

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

7. Assess learners' drawings to ensure that they have the following details:
 - a) All the body parts that respond to the senses of a person.
 - b) The direction of lighting.
 - c) The shadow.

Crayon Etching

Formative Assessment 1.2 (PG. 491)

1. Black water-based ink or paint and waxy crayons, a plain white sheet of paper, a toothpick and a painting brush.
2. For clear visibility when the black colour is etched (or scratched) off. This is because light colours will show through where you scrape away the black.

3. Assess learners' pictures created using the crayon etching technique.
4. To wash off the dirt after using different materials and paints in crayon etching.
5. Assess learners' responses to mark the correct materials readily available in the environment.

Painting

Formative Assessment 1.3 (494)

1. This is a strip of paper shaded (or painted) from the darkest colour to the brightest. When using black, it starts from the darkest shade to white.
2. Procedure of making a tonal variation strip
 - a) Draw ten squared boxes on a white piece of paper.
 - b) Mix your favourite water based colour with water (other than white). Apply the colour to the first box on your left.
 - c) Mix the white water based colour with water, and use a small amount to dilute the other colour you had created. Paint the next square box with it.
 - d) Keep adding the white colour to the other colour, until you finish the boxes in your strip.
3. Tonal variation makes painted objects to look real, especially when varying tones are used to distinguish different parts (where some appear darker or lighter than others).
4. Black tones denote areas in a drawing that are dark and where shadows are likely to fall. White tone denotes areas where the source of light is.
5.
 - a) Cylindrical items include cups, jars, water bottles and water tanks.
 - b) By adding the black colour to the other colour as you paint the areas on the cylindrical drawing that are shielded from light.

Montage

Formative Assessment 1.4 (495)

1. Montage is a picture making technique where cut parts of pictures are used to make a new picture.
2. Picture cut-outs, leaves, sand, pebbles and pieces of clothes.
3. Local materials that can be used as glue: A concentrated sugar solution, sap from some plants and bone soup.
4. Photomontage can be used to represent environmental conservation, best health practices and life skills such as keeping safe in different environments.

STRAND 2

Basketry

Formative Assessment 2.1 (499)

1. Basketry is the art of making baskets.
2. When weaving simple baskets, we use the traditional twine technique.
3. a) Shopping: Basket in picture B
b) Harvesting crops: Basket in picture C
c) Drying seeds in the sun: Basket in picture A
4. Wefts
5. Assess learners' responses. Answers can include palm leaves, sisal fibres and banana fibres.

Leatherwork

Formative Assessment 2.2 (PG. 402)

1. Sheep, goats, cattle, camels, donkeys, rabbits, pigs.
2. Thongs are the thin strips cut out of leather used for stitching or joining two or more pieces of leather
3. Thonging is using leather strips to stitch or join two or more pieces of leather
4. Tools used in thonging include; reusable leather, a round knife or sharp and strong scissors, sharp edged tool for removing hair from the leather, chisels, hammer.
5. Belts, purses, baskets, drums, shoes

Pottery

Formative Assessment 2.3 (PG. 507)

1. Pottery
2. The pinch technique
3. Clay soil
4. Steps in making a pot using the pinch technique.
 - i) Draw the design of the pinch pot that you want to model.
 - ii) Roll the wet clay soil into a ball using the palms of your hand.
 - iii) Press the center of the ball of clay with your thumb as shown below.
 - iv) Continue pressing the ball of clay to expand the pinch hole as you shape both the inside and outside the hole.
 - v) Once the shape and size of the pinch pot has been achieved, use your hands to smoothen any cracks on the outside of the pinch pot while shaping the mouth of the pot hole.
 - vi) Decorate your pinch pot using a pencil into various design.
 - vii) Leave your pinch pot to dry in the sun or put it near fire.

5. Cooking food
Storing drinking water
Serving food
Storage of items and grains

STRAND 3

Graphic Design

Formative Assessment 3.1 (PG. 511)

1. Graphic design
2. Learner to write his or her full name in UPPER CASE
3. Learner to write letter A – J in block letters.
4. Assess learners' responses, made on manila paper, that should be in free hand (with appropriate messages on waste disposal)
5. Learners to write the name of their school in lower case

Paper craft

Formative Assessment 3.2 (PG. 520)

1. Expandable folder
2. Materials for making an expandable folder include manila paper, card board or carton, a pair of scissors or cutting blade, glue, marker pen or coloured pencils/pens.
3. Block printing ink or dye
4. Block printed fabric expandable folders

Puppetry

Formative Assessment 3.3 (PG. 526)

1. Puppets are objects that resemble humans or animals, usually used to entertain people.
2. Glove puppets and stick (or rod) puppets
3. Materials for making puppets:
 - a) Glove puppets require pieces of clothes, socks, fabric markers or marker pens, scissors, thread and needles.
 - b) Rod puppets require thin cardboards, bamboo sticks, plastic bottles, measuring ruler, newspapers, glue, strings, masking tape and marker pens
4. Learners to draw, colour and label the following:
 - a) An animal-headed rod puppet.
 - b) A human-headed glove puppet.
 - c) An animal-headed glove puppet.
 - d) A human-headed rod puppet.

Photography

Formative Assessment 3.4 (PG. 532)

1. The art of taking photographs
2. Focus
3. Background

4. Creating and naming a folder on a computer for saving pictures.
 - i) Turn on your computer.
 - ii) On the window screen, right click your mouse. On the menu, click New and then folder
 - iii) Click on the folder icon and on the blue highlight, type in the name you wish to give your folder. For example, digital photographs.
 - iv) Once you have typed the name of your folder, click outside the folder. Your folder is created!
 - v) Open the photograph file that you want to save.
 - vi) Click on file which appears in the first far left of your computer and on the menu, click 'save as.'
 - vii) Write the name you wish to give the photographs you are saving. Then click on 'desktop' in the menu bar on the left side of the window.
 - viii) After clicking on desktop, if you had created a folder it will appear on the right side of the menu. Click on the folder to open it.
 - ix) Save your document in the folder by clicking the save button as shown below.
5. Importance of saving photographs in a folder.
 - a) Photographs stored in a folder cannot be damaged or misplaced.
 - b) Photographs stored in a folder can be shared with many people at any time irrespective of their location
 - c) It is easy to make reference to the photographs, and picking the ones for retrieval and use.

STRAND 4

Presentation and exhibition

Formative Assessment 4.1 (PG. 536)

1. To protect artworks from damage
To make artworks more attractive
To preserve artworks for a longer time.
2. Natural or artificial adhesives such as tree sap or office glue.
3. To ensure good visibility when applying adhesive uniformly on an artwork and proportion and precision when mounting an artwork
4. cardboard, wall, wood, carton or manila paper.
5. To appreciate the work of art or provide feedback required to improve the work.

ASSESSMENT TASKS

Assessment Task 1 (Pg. 536)

1. pencils, pens, charcoal sticks and coloured pencils
2. A still life is a drawing that focuses on still (or stationary) objects.
3. By shading and smudging the areas that are not well illuminated more than those that face the source of light.
4. By observing the darkest (or heavily shaded or shaded) parts of the drawing
5. Pencils, charcoal, coloured pencils, crayons, pens
- 6.

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

7. Makes it darker
8. It will make the yellow lighter
9. In bits until we achieve the desired dark tone
10. Assess learners' work
11. Picture cut-outs, leaves, sand, pebbles and pieces of clothes.
12. Sap from plants, natural glue from pods of some plants, bone soup.
13. Twine technique
14. Wefts
15. Baskets (woven items)
16. Ropes
17. Warps
18. Sheep, goats, cattle, camels, donkeys, rabbits, pigs (Assess)
19. Used leather items, leather shops, from cobblers (Assess)
20. To tighten the surface of the drum
21. A round knife or sharp and strong scissors, sharp edged tool for removing hair from the leather, chisels, hammer.
22. Thonging
23. Assess learners' answers
24. Glove puppets and stick (or rod) puppets
25. Focus

Assessment Task 2 (PG. 537)

1. Dry media are the materials (such as pencil, pen, charcoal, pastel, coloured pencil or charcoal) which we use to shade values.
2. Darker areas are those away from the source of light and lighter areas face the light.
3. a) Crayon etching
b) Wax, coloured crayons, sharp objects to etch waxed surface, black Indian ink, different colours
c) By applying black Indian ink on the surface shaded with different bright colours.
d) For visibility when etched off the surface.
4. Mouth, ears, eyes, cheeks and forehead.
5. They make the drawing realistic and representative of the actual person.
6. To avoid the wax from melting
7. It is easy to scratch it off when etching to reveal the image or intended artwork
8. In small proportions until the desired tone is achieved.
9. Mixing black and white colour in equal proportion
10. To tighten the skin of the drum
11. Leatherwork
12. Expandable folders are files that can be made large or more extensive for storage of loose papers or documents.
13. Manila paper, card board or carton, a pair of scissors or cutting blade, glue, marker pen or coloured pencils/pens
14. Stick or rod puppets are those that are manipulated or controlled by attaching them to a stick or rod underneath.
15. Steps in making a stick or rod puppet
 - i) Draw and colour on a cardboard, the animal or animals you like.
 - ii) Trace the animal out with a pair of scissors.
 - iii) Pick two bamboo sticks and attach each at the base of the animals using super glue.
16. Creating patterns on a surface with ink using a block of wood with the pattern
17. Materials for block printing
 - a) Plain-coloured fabric
 - b) Pencil
 - c) Drawing paper
 - d) Block printing ink
 - e) Softwood block
 - f) Carving tool
18. Glove puppets are worn like gloves and manipulated using the hand and fingers.
19. Making it using attractive material with beautiful patterns, drawing on it, or using different pieces with different colours
20. Wearing it on the hand(s) and manipulating it.
21. Piece of fabric, tie and dye ink, desired patterns.
22. Rod puppets require thin cardboards, bamboo sticks, plastic bottles, measuring ruler, newspapers, glue, strings, masking tape and marker pens.
23. Steps in making a digital folder
 - i) Turn on your computer.
 - ii) On the window screen, right click your mouse. On the menu, click New and then folder
 - iii) Click on the folder icon and on the blue highlight, type in the name you wish to give your folder. For example, digital photographs.
 - iv) Once you have typed the name of your folder, click outside the folder. Your folder is created!
24. In a photo album, in frames that are hang on the wall, in frames that are placed on different types of furniture
25. Camera

Assessment Task 3 (PG. 538)

1. Dry media (such as pencils, crayons and charcoal) and drawing surface such as manila paper, cardboard or wall.
2. painting
3. a) Banana fibres, sisal fibres, makuti, reeds, synthetic materials such as plastic strips (Assess)
b) Weaving
4. a) Banana fibres, sisal fibres, makuti, reeds, synthetic materials such as plastic strips (Assess)
b) Expected answers: Baskets, mats, ropes (Assess)
5. Learners to write their names in block letters
6. Manila paper, card board or carton, a pair of scissors or cutting blade, glue, marker pen or coloured pencils/pens
7. Dye, piece of cloth and rubber bands or wires.
8. Entertainment
9. a) Reusable leather, a round knife or sharp and strong scissors, sharp edged tool for removing hair from the leather, chisels, hammer.
b) Camera; digital phone.

10. Assess pictures cut from newspapers, magazines or drawing from drawing book mounted by learners.

Assessment task 4 (PG. 539)

1. Dry media (such as pencils, crayons and charcoal) and drawing surface such as manila paper, cardboard or wall.
2. i) Baskets
ii) Banana fibres, sisal fibres, makuti, reeds, synthetic materials such as plastic strips
3. Black water-based ink or paint and waxy crayons, a plain white sheet of paper, a toothpick and a painting brush.
4. Smudging
5. a) Montage
b) Picture cut-outs, leaves, sand, pebbles, sticks and pieces of clothes.
6. Learner to draw wefts and warps as made in weaving
7. Pottery items: Cups, jars, vases, pots, troughs.
8. a) Learner to write letters of the alphabet in upper case
b) Learner to write letters of the alphabet in lower case
9. Learner to write his or her names in block letters
10. Manila paper, card board or carton, a pair of scissors or cutting blade, glue, marker pen or coloured pencils/pens

TASK 5

1. 1. It is putting on display different artworks for people to see.
2. Assess learner's variation strip.
3. Assess
4. Painting brushes
5. Banana fibres, sisal fibres, makuti, reeds, synthetic materials such as plastic strips.
6. Used for decoration, used for storage of items, used for storage of water, grains.
7. Assess
8. To be able to attract a lot of people and create interest in either buying or wanting to learn the technique of making such items.
9. Clip boards, cartons, hard covers, wall, pieces of wood or metal.
10. They cannot be damaged or misplaced, they can be shared with many people at any time irrespective of their location.
11. Assess the first 5 letters in uppercase and lower case.
12. Clay soil, water, decorating materials.
13. Assess learners' drawings of an animal headed glove puppet.
14. Framing.
15. Camera, phone.