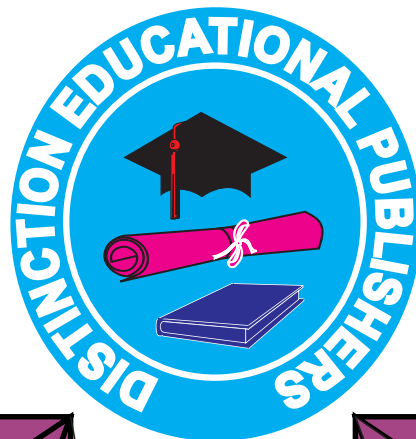


DISTINCTION

GRADE 5

ENCYCLOPAEDIA

ANSWER BOOKLET



**QUALITY IS OUR
CONCERN**

COMPETENCY BASED CURRICULUM

Published by
Distinction Educational Publishers Limited.

Head office

Botagi House, 1st floor, suite 15,
Sheikh Karume road,
Opposite Shyam court building,
P.O Box 9225-00300, Nairobi.
Cell: +254722 900 751, +254724 913 881.
Email: distinctionpublishers1@gmail.com

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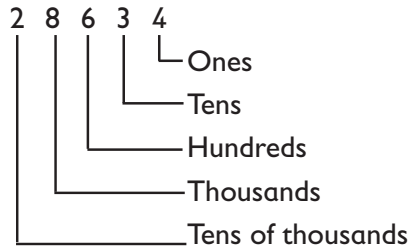
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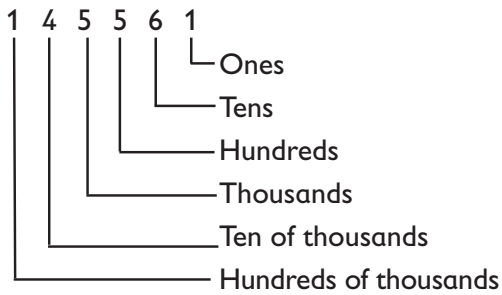
MATHEMATICS

Exercise 1A

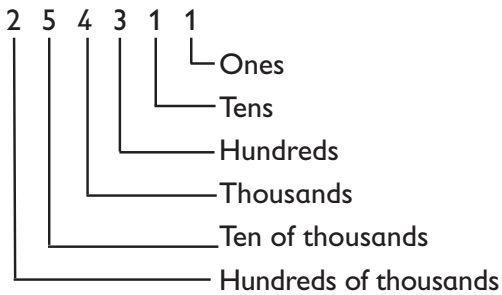
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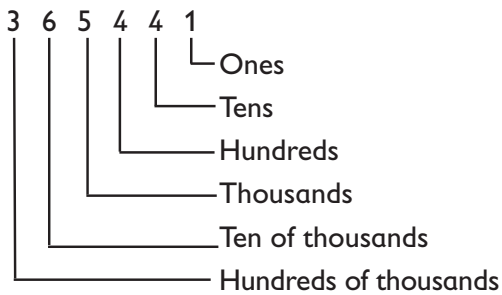
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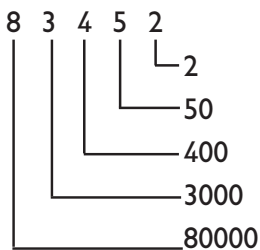
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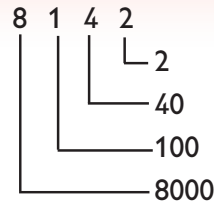
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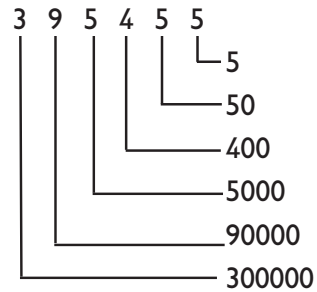
2. a)



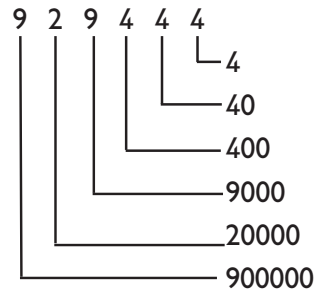
b)



c)



d)



3. a) Thousands

b) Thousands

c) Tens

d) Hundreds of thousands

4. a) 90

b) 900

c) 9000

d) 900000

5. a) 5

b) 8

c) 0

d) 9

6. Birds - 6

Reptiles - 2

Insects - 9

7. 508061

Exercise 1B

Bicycle - Twenty two thousand one hundred and fifty

Wheelbarrow - Eight thousand nine hundred and ninety

Computer - Forty eight thousand nine hundred and twenty

Sewing Machine - Seventy seven thousand one hundred and fifty two.

Exercise 2D

- a) 2320 b) 8543
c) 425000 d) 13000
- a) 4000 b) 615
c) 1210 d) 1840
- 20, 70, 120, 170, 220, 270, 320, 370
- sh. 16000
- sh. 500 bananas
- 400
- 552

SUBTRACTION

Exercise 3A

- a) 71141 b) 621622
c) 60110
- a) 45300 b) 832451
c) 630400 d) 813503
- 6165kg 4. 21301 metres
- sh. 2840

Exercise 3B

- a) 74899 b) 192192
c) 98443 d) 748878
- a) 27643 b) 591172
c) 491158 d) 771091
- 83952 4. sh. 21710
- sh. 9460 6. 2316

Exercise 3C

- a) 68290 b) 91670
c) 191820 d) 7800
- a) 4600 b) 853700
c) 930900 d) 68100
- sh. 7900 4. sh. 2910

Exercise 3D

- a) 16 b) 13
c) 10 d) 100
e) 104 f) 105
- 11
- 55 degrees celcius
- a) 10 b) 4
c) 1 d) 6
- 44 rabbits

Exercise 3E

- a) 98500 b) 38000
c) 99000 d) 84226
e) 9920

- 3000, 2880, 2760, 2640, 2520, 2400, 1880
- 45kg
- 3600 cases
- 20, 27, 34, 41, 48, 55, 62, 69, 76, 83, 90, 97

MULTIPLICATION

Exercise 4A

- a) 12012 b) 64746
c) 12510 d) 36025
- a) 29716 b) 7140
c) 98901 d) 2574
- sh. 38115 4. 90 metres
- sh. 24418 6. sh. 8550

Exercise 4B

- a) 14600 b) 42500
c) 81000 d) 19500
- 22500kg 3. 10800cm
- 7400 litres 5. sh. 300

Exercise 4C

- a) 729 b) 512 c) 320
- 27th January
- 36 minutes
- 1800kg, 1850kg, 1900kg, 1950kg, 2000kg, 2050kg, 2100kg, 2150kg, 2200kg, 2250kg, 2300kg, 2350kg, 2400kg, 2450kg, 2500kg, 2550kg, 2600kg, 2650kg, 2700kg, 2750kg, 2800kg

DIVISION

Exercise 5A

- a) 18 b) 22
c) 60 rem 4 d) 30
e) 18 rem 16
- a) 7 rem 16 b) 23
c) 19 d) 5
e) 25
- 24 kilometres 4. 3 trays
- 10 bags 6. 8 grapes
- 39 fruits

Exercise 5B

- U = 12 V = 42
W = 18 X = 28
Y = 16 Z = 54
- a) $35 \div 7$ and $35 \div 5$
b) $100 \div 5$ and $100 \div 20$
c) $108 \div 9$ and $108 \div 12$
d) $128 \div 16$ and $128 \div 8$

3. a) 4×7 and 7×4
b) 9×5 and 5×9
c) 5×20 and 20×5
d) 15×8 and 8×15
4. $1000 \div 50$
5. $216 \div 18$

Exercise 5C

1. a) 21
c) 11
2. 80 oranges
- b) 18 rem 30
d) 19 rem 16
3. 18

COMBINED OPERATIONS

Exercise 5D

1. a) 14
c) 24
e) 12
2. a) 11
c) 2
e) 31
3. sh. 3000
5. 35 goats
- b) 0
d) 18
f) 4
- b) 20
d) 14
4. 120 minutes

FRACTIONS

Exercise 6A

1. a) 12, 15
c) 4, 12
e) 4, 15
2. 6 pencils
- b) 6, 15
d) 6, 8

Exercise 6B

1. a) $\frac{1}{2}$
c) $\frac{4}{5}$
2. $\frac{1}{3}$
- b) $\frac{1}{2}$
d) $\frac{2}{3}$
3. $\frac{2}{5}$

Exercise 6C

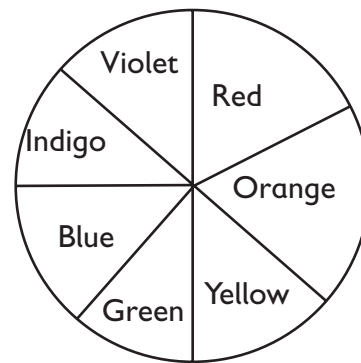
1. a) larger than
c) larger than
e) less than
g) larger than
2. 5 white
4. Odhiambo
- b) larger than
d) larger than
f) larger than
h) equal to
3. Judy

Exercise 6D

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

3. Sugar, water, milk

4.



Exercise 6E

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

Exercise 6F

1. a) $\frac{1}{2}$
c) $\frac{1}{5}$
2. $\frac{1}{4}$
4. $\frac{4}{5}$
- b) $\frac{3}{6}$ or $\frac{1}{2}$
d) $\frac{1}{3}$
e) $\frac{1}{11}$
3. $\frac{2}{5}m$
5. $\frac{2}{5}$ litres

Exercise 6G

- a) $\frac{3}{4}$
c) $\frac{9}{10}$
e) $\frac{7}{8}$
- $\frac{5}{4}$ or $1\frac{1}{4}$
- b) $\frac{9}{6}$ or $\frac{3}{2}$ or $1\frac{1}{2}$
d) $\frac{13}{12}$ or $1\frac{1}{12}$
- $\frac{5}{4}$ or $1\frac{1}{4}$

Exercise 6H

- a) $\frac{3}{6}$ or $\frac{1}{2}$
c) $\frac{5}{10}$ or $\frac{1}{2}$
- a) $\frac{3}{8}$
c) $\frac{5}{8}$
- $\frac{1}{4}$ litres
- $\frac{1}{6}$
- $\frac{3}{8}$

DECIMALS

Exercise 7A

- a) Ones
c) Hundredths
- a) 3
c) 1
e) 5
- b) Thousandths
d) Thousands
- b) 3
d) 0
f) 6

Exercise 7B

- a) 0.70, 0.72, 7.02
b) 0.003, 0.03, 0.3, 3.00
c) 0.045, 0.45, 0.54
d) 0.023, 0.09, 0.1
e) 0.021, 0.21, 2.1, 21
- a) 1, 0.2, 0.03, 0.04
b) 56, 5.6, 0.56, 0.056
c) 10, 1.0, 0.1, 0.01, 0.001
d) 0.09, 0.81, 0.32, 0.064

Exercise 7C

- a) 9.15
c) 725.544
e) 685.314
- 23.834kg
3. sh. 38.25
- 33.75kg

Exercise 7D

- a) 278.25
c) 665.9
e) 6428.791
- sh. 41.50
- b) 3489.48
d) 844.841
- 6.892kg

MEASUREMENT

Exercise 8A

- Ensure the learners have the string
- 1km

Exercise 8B

- Assist the learners to measure

Exercise 8C

- a) 2000m
c) 3400m
e) 5250m
- a) 0.3km
c) 8km 500m or 8.5km
d) 2km 250m or 2.25km
e) 10km 500m or 10.5km
f) 1km 500m or 1.5km
- 4500m
- 2km 500m or 2.5km
- 9km 700m
- b) 8000m
d) 7500m
f) 9200m
- b) 7km

Exercise 8D

- a) 14km 900m
c) 1km 400m
e) 12km
- 12km 60m
- b) 17km 400m
d) 3km 825m
3. 19km 600m

Exercise 8E

- a) 2km 150m
c) 8km 200m
e) 15km 980m
- 109km 500m
3. 31km 925m
- 2km 800m

Exercise 8F

- a) 49km 500m
c) 3km
e) 29km
- 13.5m
- b) 91km 500m
d) 8km 840m
3. 9km 900m

Exercise 8G

- a) 1km 480m
c) 2km 200m
e) 1km 511m
- b) 8km 400m
d) 2km 120m

2. 2km 200m
4. 21km 410m

3. 3km 650

AREA

Exercise 9A

1. a) 2 squares
c) 3 squares
e) 3 squares
2. 12 squares
- b) 4 squares
d) 1 square
f) 3 squares
3. 48cm^2

Exercise 9B

1. a) 12cm^2
c) 15cm^2
e) 12cm^2
2. 1350cm^2
4. 7200cm^2
- b) 15cm^2
d) 30cm^2
3. 15000cm^2

Exercise 9C

1. a) 4cm^2
c) 81cm^2
2. 10000cm^2
- b) 36cm^2
d) 64cm^2
3. 36cm^2

VOLUME

Exercise 10A

1. 72cubic centimetres

Exercise 10B

1. a) 24m^3
c) 64cm^3
- b) 60m^3
d) 48cm^2

Exercise 10C

1. a) 60 cubes
c) 45 cubes
- b) 50 cubes
d) 60 cubes

Exercise 10D

1. 96cm^3
3. a) 525cm^3
c) 2800cm^3
2. 1000cm^3
b) 189m^3
e) 3332cm^3

CAPACITY

Exercise 11A

Supervise the activity

Exercise 11B

Supervise the activity

Exercise 11C

Supervise the activity

Exercise 11D

1. a) 7000ml
c) 10000ml
e) 17250ml
2. a) 1l 200m
c) 8l 700ml
e) 6l 500ml
3. 2500ml
5. 3l
7. 1l 500ml
- b) 8000ml
d) 5500ml
f) 8250ml
b) 2l
d) 5l 400ml
f) 2l 900ml
4. 10000ml
6. 8l 500ml

Exercise 11E

1. a) 6l 700ml
c) 11l 250ml
e) 7l 100ml
2. 1l 200ml
4. 54l 400ml
- b) 14l
d) 11l 700ml
f) 1l 600ml
3. 11l 500ml

Exercise 11F

1. a) 5l 100ml
c) 8l 300ml
e) 7l 800ml
2. 1l 200ml
4. 3l 200ml
- b) 4l
d) 17l 700ml
f) 17l 992ml
3. 11l 600ml

Exercise 11G

1. a) 48l 560ml
c) 63l
e) 29l 600ml
g) 2l 100ml
2. 28l 500ml
4. 38l 250ml
- b) 64l 400ml
d) 130l 50ml
f) 113l
3. 143ml 500ml
5. 12l

Exercise 11H

1. a) 1l 440ml
c) 800ml
e) 4l 775ml
2. 50ml
4. 6l 800ml
- b) 1l 200ml
d) 12l 600ml
3. 200 jericans

MASS

Exercise 12A

Supervise the activity

Exercise 12B

1. a) 8000gm
c) 25000gm
e) 1500gm
2. a) 1kg 700gm
c) 7kg 540gm
e) 3kg 425gm
3. 90000gm
5. 78450gm
- b) 17000gm
d) 3200gm
f) 14500gm
b) 9kg 700gm
d) 8kg 904gm
f) 7kg 750gm
4. 24000gm

Exercise 12C

- a) 10kg 500g
c) 18kg 10gm
e) 12kg 700gm
- 29kg 100gm
- 12kg 450gm
- b) 14kg 100gm
d) 60kg 950kg
f) 20kg 50gm
- 19kg 500gm

Exercise 12D

- a) 5kg 300gm
c) 15kg 900gm
e) 47kg 500gm
- 17kg 500gm
- 2kg 700gm
- b) 40kg
d) 9kg 995gm
- 66kg 500gm
3kg 200gm

Exercise 12E

- a) 31kg
c) 118kg 400gm
e) 146kg 160gm
- 21kg 600gm
- 6kg
- b) 22kg 400gm
d) 76kg 800gm
- 351kg 400gm

Exercise 12F

- a) 2kg 500gm
c) 18kg 800gm
e) 30kg
- 200 packets
- 200 spoons
- 500gm
- b) 5kg
d) 4kg 820gm
- 2kg 500gm
320 packets

TIME

Exercise 13A

- a) $\frac{1}{2}$ min
c) 11 min 40sec
e) 24min
- a) 180sec
c) 400 sec
e) 552 sec
- 1 min 40 sec
- b) 9 min
d) 15min 20 sec
f) 16 min
- 150 sec
d) 114 sec
f) 3600 sec

Exercise 13B

- a) 4 min 27 sec
c) 8 min 20 sec
e) 15 min 50 sec
- a) 18 min 50sec
c) 26min 20 sec
- 9 min 30 sec
- b) 9 min 50 sec
d) 16 min
- 31 min 40 sec
d) 21 min 45 sec
42 min 15 sec

Exercise 13C

- a) 10 min 10sec
c) 29min 30 sec
- b) 15 min 5 sec
d) 59min 30 sec

e) 14min 59 sec

- a) 12min 5 sec
c) 25min 50 sec
- 14min 30 sec
- Rotich - 11min 10sec
- 8min 40sec
- b) 19min 55 sec
d) 3min 30 sec

Exercise 13D

- a) 30min 30sec
c) 92min 15sec
e) 162min 45sec
- a) 427min 42sec
c) 483min 44sec
- 30 min 50 sec
- 5min 50sec
- b) 24min 48sec
d) 133min 20 sec
- 73min 12sec
d) 361min 30sec
4. 13min 20sec

Exercise 13E

- a) 1min 18sec
c) 1min 28sec
e) 1min 2sec
- a) 1min 45sec
c) 2m 44sec
- 6min 8 sec
- b) 2min 5 sec
d) 3min 4 sec
- b) 55sec

MONEY

Exercise 14A

Supervise the learner in the activity

Exercise 14B

- Construction of a road
- The Government
- Taxes
Loans from other states
- Building schools
- Building hospitals
- Building bridges or any other sensible answer

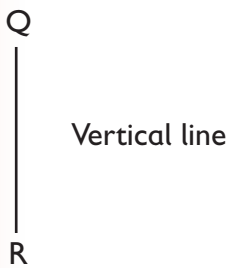
Exercise 14C

- A bank
- Money deposit
- money exchange
- Giving of loans
- Withdrawing money or any other sensible answer.
- Any sensible answer



GEOMETRY

Exercise 15A

- AB - Horizontal
BC - Diagonal
CD - Horizontal
AD - Diagonal
- 1, 2 and 3
4, 5 and 6
7, 8 and 9
- Any sensible answer
- Any sensible answer
- A ————— B Horizontal line



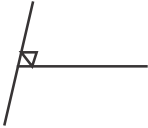
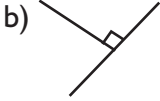
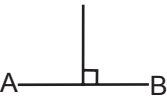
Exercise 15B

- 
- 
- a) i) AB ii) CD
b) i) AC ii) BD
- Any sensible answer

Exercise 15C

- a) AD and AB, AD and DC
b) AB and FC
- a) UV and XY b) ST and TU

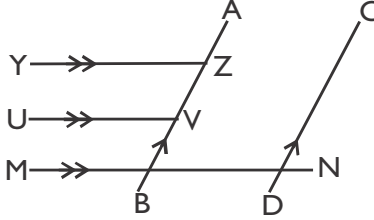





Exercise 15D

- a) UV and VW
- a)  b) 
- 
- MQ and NP
- Market to school and market to church
- Check the drawing

Exercise 15E

- AB and DC AD and BC
- AE and BF
- AB and CD
BE and GH
BJ and HK

Exercise 15F

- 
- Line CD
- 
- 



- Any sensible answer

ANGLES

Exercise 16A

- Check the cutouts
- Supervise the activity

Exercise 16B

- a) Protractor
b) They are degrees
c) Measuring angles
- Supervise the learners as they measure the angles
- a) 45° b) 60° c) 135°
d) 90° e) 70°

3D OBJECTS

Exercise 17A

- a) cylinder b) cuboid
c) sphere d) cuboid
e) cylinder f) cuboid
g) cuboid h) cuboid

Exercise 17B

Supervise the activity

DATA HANDLING

Exercise 18A

1.	Cars	Tally	Number
	Red	### //	7
	Black	### ###	10
	White	### ### ///	14
	Blue	///	3

2.	Team	Tally	Points
	Shujaa	### ###	10
	Bora	### ### ///	13
	Washindi	### ////	9
	Wakali	### ### /	11
	Wanyonge	### ### ////	14

3.	Method	Tally	Numbers
	Television	### /	6
	Internet	///	3
	Radio	### //	7
	Newspaper	////	4

4.	Day	Tally	Number
	Mon		20
	Tue		25
	Wed		21
	Thu		20
	Fri		24

Exercise 18B

- Assess the piles made
- Asses the piles made
- Assess the piles made
- Assess the piles made

Exercise 18C

- 20 people
 - 35 people
 - 10 more people
- 300 bags
 - 6300kg

ALGEBRA

Exercise 19A

- $x + 400 = 500$
- $x + 25 = 40$
- $x + 50 = 200$
- $x + 8.5 = 10$
- $x + 5.8 = 8$

Exercise 19B

- $x = 4$
 - $x = 1$
 - $y = 3\frac{1}{2}$
 - $n = 15$
 - $y = 2$

- $x = 2$
 - $2 = x$
 - $1 = x$
- Banana
- Number = 3
- $x = 2$
- $3\frac{1}{3} = x$
- Pickup = 1500kg
- 1 bag = 50kg

Assessment Task 1

- Hundred
- Hundreds of thousands
- Three hundred and fourteen thousand six hundred and thirteen
- 1085, 1099, 1999, 2045
- 2900
- Ahmed and Jane
- 1, 2, 4, 5, 8, 10, 20, 40
- 6
- 70597
- 16km
- 10 sticks
- 30m
- 7050m
- 100km
- 6km 900m
- $x = 7$
- AF, BG, CH, DE
-
- F
- 2.2
- 2.2
- 10.6
- 12.2409 seedling
- 14.60km
- 16.70km
- 18.2000m
- 20.2500m
- 22.4km 550m
- 24.19
- 26.sh. 13
30. U, W and VY

Assessment Task 2

- 23
- 25l 60ml
- $\frac{3}{7}$
- $\frac{3}{10}$ ha
- Hundredths
- 291.661
- 1km 500m
- 8km 920m
- 40km 100m
- $2m^2$
- $6m^2$
- $60000cm^3$
- a e i o u
- $2x + 6$
-
- 90°
- 2.10200
- 4.26
- $\frac{1}{2}$
8. $\frac{3}{10}$ ha
- 10.8.926
- 12.2.58m
- 14.7km 560m
- 16.121km 920m
18. $20m^2$
- 20, 90000cm²
22. $400cm^2$
- 24.80 cubes
- 27.sh. 5
30. 90°

Assessment Task 3

- 10.00, 10.20, 12.06
- $\frac{7}{12}$
- Blue
- Thousands
- $\frac{2}{3}$

6	Thousands	Hundreds	Tenths	Ones	Tenths	Hundredths
	7	6	5	4	2	6

- 53210
- 5000 or five thousands
- Twenty eight thousand nine hundred and fifty four
- 8
- 60
- 9000cm^3
- 28000cm^3
- 40 bottles
- 5000ml
- 7ml 190ml
- 34l 800ml
- 60 bottles
- 6025ml
- 6500gm
- zero or 0
- 135cm^3
- 30000 bales
- 240m^3
- 2 and half bottle
- 4l 500ml
- 11l 940ml
- 127l 400ml
- 5l 550ml
- 20

Assessment Task 4

- 4
- 11.152
- 2.45m
- 4.8
- $\frac{9}{10}$
- $\frac{12}{8}$ or $1\frac{1}{2}$ or $1\frac{4}{8}$
- $\frac{4}{10}$ or $\frac{2}{5}$
- 0.19, 0.54, 0.6, 0.72
- Thousandths
- $\frac{1}{5}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}$
- 1600
- 10
- $y + 2n$
- $n = 4$
- Reflect angle
- 90°
- A pyramid B. Cuboid C. Sphere
- AB and DC
- None
- 20kg 100gm
- 2kg 500gm
- 142kg
- 200sec
- 19min 3 sec
- 10min 55sec
- 24 fruits
- $5 = n$
- $2x + 2y$
- Triangle
- Cylindrical

Assessment Task 5

- VII
- 48
- 8000 or eight thousands
- 4000
- 5.6
- 6
- 8.11
- $\frac{113}{524}$
- 9999
- 162647
- sh. 1840
- 3min 3 sec
- 4min 37 sec
- sh. 60
- sh. 45
- Paying water bills for people
- Buying a house
- 10 notes
- 34 learners
- Red, blue, Green, Yellow
- $x = 11$
- 6 bananas
- cylinder
- cylinder
- 6 faces
- cuboid
- Sphere
- rectangle
- Cuboid and pyramid

ENGLISH

Activity 1 (pg 65)

B- Where children are picking harvest in a farm

Activity 2 (pg 65)

Comprehension caution (Accept any other correct answer)

1. Listening attentively helps one to understand what the other person is saying before responding or answering. It also helps one become better in community
2. Mary's parents died
3. "Life took a new twist" means life changed.
4. At the crack of dawn
5. The chief talked to uncle Sam's family about how it is wrong to mistreat children, and they promised to treat Sam and Mary well.
6. Mistreating children is wrong (accept any other correct answer)

Activity 3 (PG 65)

1. early
2. track
3. heard
4. learner
5. mood
6. person
7. learner
8. flame
9. earn
10. transport

Activity 4 (PG 66)

1. Citizens
2. Adopted
3. Violence
4. clothing
5. Saul jail
6. Law
7. Security
8. Labour
9. Rest
10. Deny

Activity 5 (PG 66)

1. In the picture there are children who seem to be under the supervision of a man holding a stick. The children are doing a hard work of making bricks.

(ii) PG 67

1. He was brilliant not obedient
2. No. Mapesa and Joel & parents to prison because they failed to pay back some money he had lent then to pay Joel's school fees
4. He had children working for him is the brick making company which is a hardwork for children
They had not paid back the money that he had lent them.
5. No, Joel was not happy to work for Mr. Mapesa.
Reason: When he went to look for his parents at the Mr. Mapesa's company, he was astonished to discover some workers were children and he wished he could help them. He wanted to fight for the right of the children working there. Therefore, he could not be happy working at the company because he knew it was wrong to violate children's' rights.
6. Mr. Mapesa was arrested and charged for violation of children's right and eventually sent to jail.
7. The area MCA give Joel parents a job in the county council.
8. Information about children's rights can be found in the interment, in magazines, newspaper, from the constitution of Kenya. (Accept any other correct answer)

Activity 6 (PG. 67)

(i) That

a) That can belongs to madam Wandu. (Accept other correct sentences)

2. a) This is the grade five classroom.

3. Those
- Those learner came to school early.

4. These
- These are the chairs you ordered for.
- This, that and these
- PG. 68

1. That 2. This

3. These 4. Those

iv) 1. This shows things that are close to the speaker while. That is used to show things that are far from the speaker.

2. There and those

These shows things that are close to the speaker while those shows things that are far from the speaker.

3. This and these

This is used to show things in singular while

these is used to show things in plural.

4. That and those
That shows things that are in singular while those demonstrate things in plural.

Activity 7 (PG. 68)

What to look for in the filling of the admission form.

- Check of the learner used block letters
- Check if the learner has followed the order of filling the the names as in (Surname, first name, middle name)
- Check if the learner followed the correct order when filling the date of birth (day/ month/ year)
- Ensure the other details are filled correctly (place of birth, town, gender, religion, grade to be admitted and vertical adverts)

National celebrations

Activity 1 (PG 69)

- Soldiers in uniform marching in front of people standing in a dias (Accept any other correct answer)
ii) Mercy was happy as she was already dressed up for the occasion and she explained to George what it was all going to be about.
- The scouts were going to march around the stadium as the band played melodious tunes
- Occasion-** an important social event or ceremony
Sentence: Mary invited her classmates during her birthday occasion.
Independence - Political freedom from control by the government of another country.
Sentence: Jomo Kenyatta was the first president after independence.
Heads of state - the leaders of various countries
Sentence: The heads of state agreed to hold the conference during the next week.
Stadium- A venue where public events and sports can be held.
Sentence- The stadium was filled to capacity during the athletic or competition
Entertain- to amuse someone or people in a way that give pleasure
Sentence- The dancers entertained the guest with their creative songs.

Citizens - the residents of people who stay in a particular country, town or city.

Sentence- The citizens of Mzalendo town were angry at their member of county assembly.

Patriotic- Showing love for one's county.

Sentence- the patriotic citizens of haki. Yetu town fought for their children's rights.

4. Oh! Wow! Uh-huh!, AL, (Accept any other correct answer)

Activity 2 (PG. 70)

- As learners read the tongue twister proverb ensure they put emphasis on the words with the sounds /b/ and /p/ and that they pronounce them correctly.
- As one learners reads the words, ensure they do so with emphasis on the sounds /b/ and /p/ in the words and projects their voices as they say the words.
Ensure the learner writing the words has heard correctly the sounds projected for them to write the correct spelling

Activity 3 (PG. 70)

- Decorate
- guests
- parade
- patriotic
- events
- ceremony
- entertain
- costumes
- unity
- crowd

Activity 4 (PG. 71)

- A person who is on a dias with a police officer standing behind him is speaking to people who are seated in stadium.
- The story could be about an event or celebration organised some where. (Accept answers related to celebrations)
Answer to questions after the passage.
 - It is the day our country got internal self-governance from the British colonialist
 - It was the fiftieth celebration
 - Uhuru park in Nairobi
 - Troupes of traditional dancers from ethnic groups soldier police force, scouts who matched around the stadium, Kenya Air Force pilots who steered art crafts high in the sky
 - Look for details such as parodium or dias where the president is speaking from. People who are seated in a stadium around the president.

6. Observe as learners sing the second stanza of the National Anthem, carefully observe their performance and ensure they perform as if they are doing it in a celebration.
7. Jamhuri Day, Labour day. (accept any other relevant answer)
8. Patrolled- checked regularly and different times to ensure there is no danger.
Commemorate- to do something to show that you remember and respected someone or event in the past.
Subsided- gradually becoming less and finally stopping
Magnificent very good or impressive
Exhilarating - making you feel happy, excited and full of energy.
Ethnic - relating to a particular race, nation or tribe and their customs and traditions

Activity 5 (PG. 71)

- i)

1. pack	2. board
3. flight	4. army
5. herd - herd	6. crew
7. heard	8. litter
9. class	10. roll/ sheet
- (ii)
 - a. He brought her a bouquet of flowers
 - b. She asked him to bring her a glass of water
 - c) The staff of employees came to work early
 - d) The choir of singers performed a sad song
 - e) The cost of actors was very creative

Activity 6 (PG. 72)

1. Himself
2. themselves
3. Herself
4. ourselves
5. yourself
6. itself
7. yourselves

Activity 7 (PG. 72)

Key points to look for the learners compositions

- a) The name of the celebration they attend
- b) What is commemorated on that celebration
- c) When the events was held
- d) Where the event was held
- e) Time they got to the venue
- f) Who attended the occasion
- g) When the occasion began
- h) Which activities occurred during the

celebration

- i) What annual thing happened in the event
 - j) What they liked in the occasions
3. Etiquette - Table manners

Activity 1 (PG/ 73)

- i) Thank you for your time, you are welcome
- It is good to use polite words when talking to others because it helps us maintain a character that is conducive to relate with others (Accept any other relevant reason)
- (ii)
 1. They are using polite words in their conversation
 2. excuse me, sorry, I am afraid not, understand, Thank you, Welcome
 3. Accept any correct answer the learners give. Example can you pass me, I would like to, would you mind please etc.

Activity 2. (PG 73)

Emphasize learners to project the sound /ɔi/ /ɪn/ the words provided or they read.

1. Common sound is /ɔi/
2. Words with similar sound: foil, recoil, toil, soil etc

Activity 3 (PG. 74)

1. Cutlery
2. desert
3. serviette
4. appetizer
5. restaurant
6. dinner
- (ii)
 1. Aunt Milka prepared a delicious meal for dinner
 2. The family sat in the dining room ready to take their dinner
 3. We should only put enough food in the mouth so as not to choke.
 4. It is a good habit to serve only enough food on plate.
 5. It is bad manners to belch at the dining table.
 6. You should have a good habit of not speaking with food in our mouth.
Accept any other correct sentences

Activity 4 (PG. 74)

- (i) A family of five seated round a table having a meal. (Accept any other correct answer)
- (ii)
 1. To attend their cousin's birthday.
 2.
 - a) demanding for something to eat as soon as they arrived at their uncle's place
 - b) Grabbing Linda's glass of juice when he finished his
 - c) Licking the table where some juice has split

- d) Serving a lot of food on his plate that it became heavy for him to carry, dragging the plate across the table and knocking down a bowl of soup, hence creating a mess
 - e) Talking with food in his mouth, spilling some food particles everywhere
 - f) Swallowing huge amounts of food leading to choke
3.
 - a) sang happy birthday songs to Stacy
 - b) Played different exciting songs.
 - c) Gave their gifts to Stacy.
 - d) Shared a meal and soft drinks.
 4. Accept any relevant answers, related to helping Ben do away with his glutinous behavior
 5. It leads to spilling of food everywhere and people which is a disgusting behavior.
 6.
 - a) Were welcomed warmly
 - b) very soon/quickly / fast
 - c) start a new kind of behavior/ start a fresh

Activity 5 (PG. 75)

1. The language was too heavy for me to lift
2. The food is too cold for the guests to eat.
3. I am too sleepy to finish the homework.
4. The puzzle is too difficult for the children to solve.
5. Moureen is too sick to eat anything.
6. The team is too strong for us.
7. The man is too poor to send his children to school.
8. The house is too small for all the guests.
9. My grandmother is too old to walk on her own.
10. The questions were too difficult for us to answer.

Activity 6 (PG. 76)

1. I must wash my hands every time I want to eat.
2. We must follow instructions when doing a test.
3. The girl should do her work healthy everyday.
4. You should do proofread your work well before handing it in.
5. Edwin should make his bed immediately he wakes up.
6. They must ask for permission before they can be allowed to go out.

Activity 7 (PG.76)

6.
 - a) sentences, 1, 3, and 5
 - b) Good handwriting is easy to read.
 - c) Accept any relevant answer.

Activity 8 (PG. 76)

1. Points to check for in the short composition
 - a) If airside style of writing is used.
 - b) If the story development is done well from introduction to how the good table manner content is developed and a clear conclusion.
 - c) If a good and neat handwriting is used.

4. ROAD ACCIDENTS PREVENTION

Activity 1 (PG. 77)

First road sign- where pedestrian should cross

Second road sign- red means stop

- Amber means get ready to go

- Green means go

Third road sign - Bumps ahead

Fourth sign - Means stop

Activity 2 (PG. 77)

1. Fatal, accident, occurred, at
2. Road, closed, unity, notice
3. Lost, control, skipped, road
4. Feared, that, trailer, would, collide
5. Driver, tried, not, to, pedestrian
6. Crowd, that, had, gathered, at accident, offered, first, aid, to, victims, accidents

Activity 3 (PG. 77)

1. The car is overtaking the lorry.
2. The boy who fell down was rushed to hospital in an ambulance.
3. The traffic officer stopped the school bus.
4. The vehicles have stopped for the children to cross the road at the zebra crossing.
5. The boy who fell while riding a bicycle was given first aid.
6. All road users must follow the road signs.
7. All pedestrians should use the pedestrians. walk (Accept any other correct sentence).

Activity 4 (PG. 78)

The story should have the following scenes.

Scene 1: A boy leaving home for school.

Scene 2: The boy boarding the school bus.

Scene 3: The bus leaving the bus stop on way to

school.

Scene 4: The bus meeting another bus which is overtaking a lorry at a bend.

Scene 5: The school bus colliding with the overtaking bus.

Scene 6: An ambulance approaching a hospital

Scene 7: The boy at the hospital bed with three adults around him, one of whom is a nurse

- (ii) 1. waking up, cleaned himself, wore his school uniform, took his breakfast, packed his lunch and left school. (Accept any other activity)
2. a) He drove at a moderate speed.
b) He followed all the traffic rules
3. They were scared.
4. Overtaking at a bend, not slowing down to go back to his lane when he realized the school bus was ahead.
5. A place where many accidents have occurred and keep occurring
6. No. Because they had to be taken to hospital for treatment and check - up.
7. a) slow down or stop at the zebra crossing for pedestrians to cross the road.
b) Use moderate speed
c) Carry required number of passengers
d) Maintain quietness especially when passing near schools and hospitals
e) Always keep left
8. Have a sign of relief- take a breath or relax from something that was bringing tensions
Bleeding in torrents - a lot of bleeding
Good samaritan - someone who offers help to people in need even when he/ she does not know them.

Activity 5 (PG. 80)

- | | | |
|--------|---------|--------|
| 1. We | 2. Them | 3. Him |
| 4. he | 5. it | 6. she |
| 7. her | 8. they | |

Activity 6 (PH. 80)

- | | | |
|-----------|---------|---------|
| 1. Theirs | 2. ours | 3. His |
| 4. hers | 5. its | 6. mine |

Activity 7 (PG.81)

1. One address
2. Lawrence Kivuva
3. Justus
4. Heading (address) greetings (Dear),
Body (reason for writing), closing (yours),
signatures (name).
5. For reference purpose

Activity 7 (PG. 81)

Include the following in your letter.

- a) a heading which is your address
- b) Greetings, (Dear (the name of your cousin)
- c) Body (Tell your cousin about your school)
- d) Closing or conclusion (Your ... (Your name
- e) Signature (Your signature)

5. TRADITIONAL FOODS

Activity 1 (PG. 82)

- i) Githeri, Matoke, Nyama choma (Accept any other relevant answer)
- ii) 1. Because we cannot live without it
2. Millet, sorghum, cassava, fish, omena, mursik, githeri, muthokoi
3. To avoid miscommunication
4. So as to communicate to people with special needs
5. Most of them are lazy to prepare the traditional foods, they may not know how to prepare them, the junk foods are easily accessible and do not need any preparation. (Accept any other relevant reason)
6. a) Ensure you start your speech with opening marks (“) and close with closing speech marks (”)
b) Include an introduction, a body and a conclusion in your speech
c) Let your speech be clear
d) Be definite in delivering your message.

Activity 2 (PG. 82)

- i) As you read emphasize where sound /e/ is used

1. energy	2. recipe	3. berries
4. digest	5. vegetables	6. unhealthy
7. matoke	8. githeri	
- (ii) a) We used a lot of energy to clean the classroom
b) She wrote for him the recipe of making matoke
c) Berries are nutritious fruits
d) We should eat dinner early to allow our system digest the food
e) Vegetables should be included in our diet for a balanced diet
f) Eating junk food is unhealthy
g) Matoke is healthy traditional food
h) They eat githeri for lunch

Activity 3 (PG. 83)

1. Mixture
2. Delicious
3. culture
4. junk food
5. appetite
6. diet

Activity 4 (PG. 83)

- Picture
1. a bowl of rice
 2. a plate of githeri
 3. beef
 4. fish

(Accept any other relevant answer)

1. That is two weeks time, they would hold a culture day
2. Most of them did not know how they were prepared.
3. Sausages, hamburger, Kebabs, chips (accept any other)
4. Beef, instructions on how to smoke it and the procedure to prepare 'aliiya' (Accept any other relevant answer)
5. A recipe is set of instructions for cooking a particular type of food
6. Because she had earlier asked her grandmother to send her the recipe.
7. The last paragraph tells us of different traditional foods and how delicious they taste.
8. Points to consider when choosing reading materials
 - a) Appropriateness in terms of age, language etc
 - b) subject matter you want to read about
 - c) does the material provide variety in language usage, content, creativity etc
 - d) does the materials serve the purpose you want to achieve
9. Looking up the meaning in the dictionary

Activity 5 (PG. 84)

- more fresh, most fresh
- Less, least
- warmer, warmest
- shorter, shortest
- more delicious, most delicious
- stronger, strongest
- longer, longest
- more, most
- sweeter, sweetest
- more generous, most generous

Activity 6 (PG. 84)

1. More delicious
2. sweetest
3. warmer
4. most industrious

5. strongest
6. bigger
7. smarter
8. more nutritious
9. least
10. shortest

Activity 7 (PG. 85)

1. Huge, cylindrical, modern
2. Large, oval, ancient
3. Big, square, traditional
4. New tinu circular
5. Old big rectangular
6. Brand - new huge triangular

Activity 8 (PG. 85)

What to look for in the comparative composition

- a) When you travelled
- b) Whom you went to visit
- c) How you felt you learned that you were going to make the visit.
- d) The preparations made for the visit
- e) The means of transport used
- f) The adventure on the way to the place of visit
- g) Time of arrival
- h) The reception on arrival
- i) Foods eaten at the country side
- j) Your favourite food at the country side
- k) How your favourite food was prepared
- i) what you liked at the country side

6. JOBS AND OCCUPATIONS

Activity 1 (PG. 86)

- i) Masonary, Teller, judge, barber
 - ii) ensure learners read the sentences as either statements or questions
 - iii) 1, No
2. Sentences 1, 4 and 6
 3. a) Who treats the nick in the hospital
 - b) Where did the librarian go?
 - c) Why did the police officer arrest them?
 - d) How did the driver overtake?
 - e) when did you last visit a dentist?
 - f) What did the teacher say?

Activity 2 (PG. 86)

Learners to put emphasis on words with sound /f/ and /v/ and pronounce them well

Words with sound /f/ and /v/

/f/- proof, safe fail, belief, fine, leaf

/v/ - prove, save, veil, believe, vine, leave

Activity 3 (PG. 86)

1. A lecture- lecture
2. A pilot
3. Veterinary officer
4. Author
5. An actress
6. A carpenter
7. Fire fighters

Activity 4 (Pg. 86)

- i) Listen to learners descriptions on what is the picture and ensure they are related to the learners in class being talked to by people who do various occupations as the picture shows.
- ii)
 1. authors, chef
 - 2.They help us put on fires and avoid damage, as well as save lives
 - 3.To treat patients
 - 4.A tailor
 5. book and cook, learner and turn, train and plane. (accept any other correct answer)
 6. Five learners' time to talk about their desired occupations

Activity 5 (PG. 87)

- i)
 - a) The chef has a lot of food for the guests
 - b) There were a few pupils in the classroom
 - c) The magistrate has many cases to decide on his week.
 - d) The doctor used some medicine to treat the patient.
 - e) The plumber has repaired each water pipe in our house.
- ii)
 - The guests ate all the food we had prepared.
 - Most of the employees were at work today.
 - There is enough milk to make tea for us.
 - She spend little money on her shopping.

Activity 6 (PG. 88)

What to consider as learner write their story from the pictures.

- a) A good hand writing
- b) The story must have an introduction, body and conclusion
- c) Use of language variety such as expressions, similes and proverbs
- d) Check for spelling mistakes, grammatical errors and punctuation marks used correctly
- e) How character development is done through out the story.

7. TECHNOLOGY

Activity 1 (PG. 89)

- i) Accept any answer the learner give that is related to technology
- ii)
 1. I will be glad to help, I will be grateful, Don't worry about it, thanks a lot, you are always welcome, sorry for interrupting.
 2. Listening keenly helps us communicate better, it is a polite gesture during communication, none iss able to understand, what the other person is saying.
 3. Ask for help from friends, teachers
 4. Learners to pronounce the words correctly as you listen to them, Assist them where they experience a challenge.

Activity 2 (PG. 89)

- i) Learners to write the words as others pronounce them
- ii) Learners to listen as other read the words provided
Words with sound /ei/ - make, maintain, stay, pray, maiden,
Words with sound /ia/- fear, year, appear, clear, wierd
- iii) Learners to read the words listed under sounds /ei/ and /ia/

Activity 3 (PG. 90)

Uploaded, email. tablet/ logged in, address, attached, desktop, log out, mails.

Activity 4 (PG. 90)

- i) A magazine, a newspaper, digital media, journal
- ii)
 1. Dictionaries, bookmarks
 2. Because learners need to assess online reading materials
 3. Maintaining silence within the library, Handling the books and other materials around the library with care, not picking more than one reading materials
 4. Interesting, size of the material, topic written about (subject matter), (etc) Accept any other relevant answer
 5. Friction refers to books and stories about imaginary people and events while non- friction refers to books or stories about real facts or events
 6. Because obeying ruler helps maintain good relation with other people (Accept any other reason)

7. Open search icon on digital device, type the name of the story you want to search on the search space provided, click search, wait for the search to load, once many options appear on the monitor, select the specific story you were searching, start to read your story.
8. 'The mouse and cat race' (Accept the various titles the learners provide)
9. Because they felt it was the most effective way to stay away from the cat.
10. Pin- drop- silence - a lot of silence

Activity 6 (PG. 91)

1. will 2. shall
 3. will 4. will
 5. will 6. shall
 7. will 8. shall
- (ii)
- a) The boy will visit his uncle next week.
 - b) Teresa and I shall read our storybooks after classes
 - c) You will get into trouble if you make notice in class.
 - d) We shall inform about our future plans
 - e) The children will fly their kites high.
- (iii)
1. I shall clean my room.
 2. The weather will be sunny.
 3. The children will do their homework in the afternoon.
 4. We shall plant the trees during the weekend.
 5. You will learn about technology in the afternoon.
 6. We will go on a school trip in a months time.

Activity 7 (PG. 92)

1. The children ate fish, rice, vegetation and oranges.
2. As soon as i wake up, I prepared myself and went to school.
3. My classmates read magazines, newspaper, storybooks and journals.
4. If you want to excel in life, you must work hard.
5. Immediately I heard my name, I stood up.
6. I carried books, pencils, pens, and sharpener in my bag.
7. We bought shoes, jackets, socks and hats.

Activity 8 (PG. 92)

1. Quinter asked, "Who has seen my dictionary?"
2. The teacher said, "Look up for all the new words you find."
3. "What are you doing?" My mother asked.
4. Terry said, "My little sister knows how to use a tablets."
5. The librarian asked, "Which online stories do you want to read?"
6. "I shall clean my room tomorrow," said George.
7. The boy said, "My parents are at their place of work."

8. THE FARM-CASH CROPS

Activity 1: (PG. 93)

- i) Sources of income
- (ii)
 1. Sugarcane, coffee, tea
 2. Hard work pays, unity is strength, time is money, early bird catches the warm.
 3. Gives them good wages, encourages them to use time well, allocates warm work to them according to their abilities and skills

Activity 2 (PG. 93)

1. Hectare 2. Agriculture
3. Cultivate 3. Scare crow
5. Commercial 6. Irrigation
7. Climate 8. Greenhouse
9. 10. Co-operative

Activity 3 (PG. 93)

- (i)
 1. Granary 2. plantation
 3. fertilizer 4. harvest
 5. plough 6. wages
 7. sisal
- (ii)
 1. Some large scale farmers use a machine to harvest.
 2. Cash crops are a source of income,
 3. Areas that experience heavy rains have fertile soils.
 4. Tea is grown on highland area
 5. Her brother will sell the maize harvest he made.
 6. Areas with swamp are wet.

Activity 4

1. It has a suitable climate for farming
2. Cash crops are grown for the purpose of income while food crops are grown for food or to be eaten

3. Kericho, Nandi, Kiambu, Bomet and Murang'a
4. (i) Minority
(ii) Import
(iii) Stale
5. Mwea, Ahero
6. To ensure they remain fresh since they are perishable
7. Coffee

Activity 5 (PG. 95)

- (i) 1. wasn't he? 2. Aren't they?
3. Isn't he? 4. Weren't they?
5. Aren't they? 6. Wasn't it?
7. Weren't they?
- (ii) 1. ploughed 2. harvested
3. burnt 4. Talked
5. sold

Activity 6 (PG. 95)

- (i) 1. in the bush 2. None
3. milk 4. shiries
5. leap 6. pain
7. mind 8. perfect
- (ii) 1. ox 2. bee
3. grass 4. lark
5. bat 6. flash/rabbit/lightning
7. lion 8. snail
- (iii) Ensure the composition have the following:
a) When you plan your visit to the tea plantation
b) How you prepared for the visit
c) Means of transport to the plantation
d) Where the plantation is
e) What you saw on your way there
f) What you saw in the farm
g) What you did at the farm
h) Your experience at the tea plantation
i) Your experience on the way back home
j) Conclusion

9. COMMUNICABLE DISEASES

Activity 1 (PG. 96)

- i) Picture of a girl washing hands
Picture of a boy wearing a face mask
Picture of hand sanitizer
1. Wash your hands
 2. Covering your mouth as you sneeze or caught
 3. So as to kill any germs which maybe on our hands before eating

Activity 2(PG. 96)

1. However, heart, high, hands
2. Heal, hill, help, health, hit (any other correct words)
3. a) We should go for a health check-up regularly.
b) Washing hands regularly is a healthy behavior
c) She hit her head on the bed.
d) The heart pumps blood to all parts of our body.
e) It is healthy to maintain a balanced diet.
f) If someone smokes close to you, you will inhale cigarette smoke
g) She experience headache after working under the hot sun for long.
h) The doctor gave the patient some medicine to heal her.
(Accept any other correct sentences)
4. - Regularly washing hands, with clean water and soap
- Rubbing our hands with sanitizers
- Maintaining at least one meter social - distance
- Cover their mouth and nose when coughing or sneezing
- wearing of masks while in publics
5. Come up with a way to ensure learners have retold the story of carona virus to their parents.

Activity 3 (PG 96)

- (i) Listen to learners make oral sentences using given words. Ensure the words are used correctly.
- (ii) Bacteria- very small organisms that cause disease
Outbreak- When an illness happens in unexpected high numbers.
Symptoms - Signs of an illness.
Pharmacy - a shop that sells medicine.
Vaccine - medicines that prevent certain disease.
Overdose- taking more than the required dose at one time
Hygiene - the practice of cleanliness
Thermometer - an instrument used for measuring temperature
Epidemic - many cases of an infectious disease is an area.

Activity 4 (PG. 97)

1. To ensure they got the right that was ailing them
2. Diarrhoea, vomit
3. To ensure no more spread of the disease
4. Maintain cleanliness is everything they do
5. By boiling it
6. a) A simple of something small taken for tests
b) Signs of an illness
c) Made dirty
d) Released from hospital
7. They ate food which had been cooked using contaminated water.
8. Flu, coronavirus, tuberculosis

Activity 5 (PG. 99)

1. Frequency 2. manner
3. manner 4. time
5. place 6. time- frequency
7. Time 8. manner
9. time 10. manner

Activity 6 (PG. 99)

1. How many infections would a tuberculosis patient get before full recovery?
2. How many syringes could fit in one box?
3. How many patients could the doctor attend to in a single day?
4. How many people would be infected if malaria broke out in this village?
5. How many bottles of medicine would the doctor buy with the donated money?
6. How many calls could the emergency team respond to during the corona virus outbreak period?

Activity 7 (PG. 99)

1. We are looking after my grandmother's goats.
2. The men's shoes are upstairs
3. That is Cyrus' desk
4. Where is my sister's new bikes?
5. The spider's webs have been destroyed

Activity 8 (PG 99)

1. Isn't 2. Don't
3. I'm 4. They'll
5. Aren't

Activity 9 (Pg 99)

1. Watch out! The stream might be deep.
2. Yuck! Eating raw egg is disgusting.

3. Alas! Mt. Everest is the tallest mountain in the world.
4. Ssh! The baby is sleeping.
5. Oh my! who drew that beautiful picture?
6. Oh no! the locusts have invaded the entire plantation.
7. Wow! Look at the sunset beyond the lake.
8. Ouch! That was a painful injection.
9. Gash! The riverbanks are about to burst.
10. Hurray! our team won the match.

10. LEISURE TIME ACTIVITIES

Activity 1 (PG. 100)

- a) reading books
- b) Riding bicycles uphill
- c) Growing through photo albums/ scrap booking
- d) playing the guitar
(accept any other correct answer)

Activity 2 (PG. 100)

1. scrap booking
2. Reciting poems helps us advance our language as we come across.

Activity 3 (PG. 100)

- 1 /s/ - best enjoys. stamps, swim, weekends, puzzles, newspaper, magazine, skate, lessons
/z/- prize, puzzles

Activity 4 (PG. 101)

1. Fishing 2. talent
3. dive 4. hobby
5. leisure 6. park
7. swimming 8. football
9. theatre

Activity 5 (PG 102)

1. Watch a movie.
2. watching a movies, swimmings.
3. Recipe is a set of instructions for cooking a particular type of food.
4. Knitting, playing the guitar, piano and singing
5. Listening to mark, baking, playing the guitar, piano and singing.
6. each learner to list their hobby/ what they enjoy doing at their leisure time.

Activity 6 (PG 103)

- (i) 1. The children could not swim because they didn't carry their swimming costumes
2. The weather was very cold but we played in the field.

3. We could either play football or go for swimming
4. Wafula must have been a good player since he scored a goal within the first five minutes.
5. She enjoys swimming and going to the cinema
6. They wanted to visit the park, yet it was raining heavily
- (ii)
 1. Enjoy swimming **and** playing tennis
 2. He likes playing football **but** not basketball
 3. Caroline has won many trophies **because** she is a good skater.
 4. She can listen to music **or** watch a movie.
 5. The children could not swim in the pool **since** they did not have the swimming costumes.
 6. Jane **and** his brother like hiking during their leisure time.
 7. She has lost weight **because** she has been jogging every time.
 8. He practice very hard **yet** never scores for his time.
 9. Kiki **and** Mueni enjoys swimming.
 10. We should exercise regularly **because** it is healthy.

Activity 7 (PG. 103)

Check for the following in the descriptive composition

- a) It should have an introduction, body and conclusion
 - b) Use of similes, proverbs, adjectives to give vivid description
 - c) How is description of the leisure activity done
 - d) Should explain how the learner benefit from the leisure activity
 - e) Is it a group of individual leisure activity
 - f) For how long they practice or carry out their leisure activity
 - g) Why they love that particular activity.
- 11 SPORTS- Appreciating talents and sports

i) Activity 1 (PG- 104)

Rugby, volleyball, basketball, athletics

- (ii) 1. So as to be able to communicate with people with special needs (the deaf)
2. By use of sad expressions or happy expressions, facial expressions

Activity 2 (PG. 104)

Learners to react with given tongue twisters. emphasis to be put on words with the sound /ai/

Activity 3 (PG. 105)

- | | |
|----------------|----------------|
| 1. competition | 2. adjudicator |
| 3. whistle | 4. champion |
| 5. guest | 6. athletics |
| 7. celebrate | 8. discover |

Activity 4 (PG. 105)

1. Upendo primary school FC and Amani primary school FC
2. To ensure the rules of the football game are followed
3. People who come to watch a game
4. To decide the position of each team and the team to make the first kick.
5. 22 players
6. At the start of the game/ during the half time/ at the end of the game (Accept any other correct answer)
7. With songs dances and shouts
8. Amani FC - 0 - upendo primary school FC - 1

Activity 5 (PG. 106)

- | | | |
|----------|----------|---------|
| 1. Which | 2. why | 3. when |
| 4. who | 5. when | 6. who |
| 7. how | 8. which | |
- (ii) 1. Who else took part in the race?
 2. Who else plays volleyball for your school?
 3. How else can you score a goal in football?
 4. How else is the winner determined in a swimming competition?
 5. What else did the adjudicator write on the score sheet?
 6. What else did the coach tell the team during the half time break?
 7. How much money did the fans pay at the entrance?
 8. How much time does a game of football take?

Activity 6 (PG. 107)

1. Committee
2. Accommodation
3. continuous
4. Fulfill
5. Writing
6. Occasion
7. Lightening
8. Receive
9. Necessary

Activity 7 (PG. 107)

- | | | |
|----------|------------|--------------|
| 1. their | 2. bare | 3. mail |
| 4. lose | 5. scent | 6. blew |
| 7. wait | 8. allowed | 9. principal |
| 10. weak | | |

Activity 8 (PG. 108)

1. They fetched water from the deep village well
2. A fly was buzzing on the toilet door
3. She sent a letter to her parents in the village.
4. I can see his car in the park.
5. She used a ruler to measure the length of the goal parts.
6. She wore a clean shirt and a tie to work.
7. The drop of water fell on the floor

12 ENVIRONMENTAL POLLUTION

Activity 1 (PG. 109)

Picture A and C

Activity 2(PG. 109)

In the speech learners to consider all the rules of making a speech including- should be about air pollution (subject matter

- Be purposeful and straight to the point
- Use the right tone
- Use present tense
- Do your research on pollution thoroughly before making the speech
- Start and end strongly

Activity 3 (PG. 109)

- i) Learners to read the provided sentence with emphasis on the words in bold
- (ii) Learners to take turns in spelling the given words. Ensure they spell them correctly

Activity 4 (PG. 109)

Dirty, disaster, dump, chemicals, convert, waste, poisonous, cancer, purify, contaminated, conserving.

Activity 5 (PG. 110)

1. Is the process of releasing things that are harmful into the environment
2. Air pollution, water, pollution and soil pollution
3. Air pollution
4. It leads to water pollution which in turn leads to a lot of disease that come from conserving contaminated water
5. They kill living organisms in the soil

6. To improve its fertility
7. a) Environment- the surroundings around all living things
b) sewage - mixture of human waste and water
c) Spillage- process of pouring something which is in liquids form
d) Pesticides- chemicals used to kill pests.

Activity 6 (PG. 111)

- (i) Learners to underline the following nouns
 1. Scouts, binoculars, birds
 2. trousers
 3. Remains
 4. Women, jeans
 5. gumboots
 6. gloves
 7. Sunglasses

(ii) Activity 7 (PG.111)

Learners to underline the following nouns

1. Waste, river
2. garbage, roadside
3. Officer, water
4. Classroom, rubbish, pit
5. Department, equipment, river
6. Teacher, environment
7. Furniture

Activity 8 page 111

The learner to construct complete sentences using the vocabularies to show their use in singular and plural forms.

1. The **luggage** was misplaced at the airport on my arrival
2. My brothers **pair of shorts** have been torn
3. My **bedding** are wet because they have been raised on
4. Alicia's **gumboots** were stolen at night
5. The **dirt** on our hands is invisible there forever should wash them before meals.

Activity 9 (III)

- Learners to fill the diary provided with the correct information of the date and activity carried on different days of the week

13. MONEY- Saving and Banking

Activity 1 (Pg. 112)

- i) People walking into a bank, machine releasing money, different forms of money (coins and notes)
Accept any relevant answer

- (ii) Learners to suggest different ways of saving money in their area
- (iii) Learners to discuss how they save money at home

Activity 2 (PG. 112)

1. As pleased as a punch, as happy as a lark, as good as gold, as easy as ABC, as busy as bee, as quick as lightening.
2. - The girls were as pleased as a punch after they were taken out by their father.
- She smiled all day long as she was happy as a lark.
- Saving money is as good as gold.
- The task was as easy as ABC.
- My day has been as busy as bee
- The bus passed us as quick as a lightening
(Accept any other correct sentence)
3. As strong as an ox
As wise as a grasshopper
As brave as a whistle
As cold as ice
(Accept any other correct similes)

Activity 3 (PG. 113)

- (i) Learners to practice saying the given words as you listen
- (ii) 1. sling 2. snark 3. snapped
4. sleeve 5. slice 6. sneezed
7. slip 8. sneaking

Activity 4 (PG. 113)

Lend - granting someone money on the understanding that it will be repaid
Internet- a computer network that provides a variety of information and communication facilities.
Deposit- put money in a bank for safe keeping.
Debit- a sum of money that is owned or due.
Banker- a person who manages or owns a bank.
Value- the momentary estimated of something.
Teller- an employee of banker who deal directly with customers.
Withdraw- remove money from a bank
loan- money that is borrowed and expected to be paid back with interest.
Exchange - the changing of money to its equivalent in the currency of another country.
Queue - a line of people or vehicles a waiting their turn to be attended.

Activity 5 (PG. 114)

- (i) Someone is withdrawing money from a machine
(Accept any other answer)
- (ii) 1. She saw him, put huge sums of money in the safe on a daily basis
2. He owns a big shop/ He is a renowned businessman
3. A place where locks and keeps his or her money
4. - It is safer in the bank
- It earns an interest
- The bank can lend you some money when in need
5. How to open a bank account, how to operate the account and that the bank could also lend him money to expand his business.
6. Deposit- to put money in a bank
Withdraw - to take money out of a bank

Activity 6 (PG. 114)

- | | | |
|-------------|------------|------------|
| 1. in | 2. from | 3. at |
| 4. on | 5. on | 6. on |
| 7. on | 8. in | 9. at |
| 10. in | | |
| (ii) 1. in | 2. on | 3. at |
| 4. in | 5. at | 6. on, in |
| 7. win | 8. on | 9. at |
| 10. at | | |
| (iii) 1. to | 2. into | 3. through |
| 4. to | 5. towards | 6. towards |
| 7. into | 8. through | 9. to |
| 10. across | | |

Activity 7 (PG. 116)

- a) 1. for, four
2. accepts, except
3. buy, by, bye
4. allowed, aloud
5. here, hear,
6. stare, stair
7. knew, new
8. right, write
9. steel, steal
10. hour, our

Activity 8 (PG. 116)

Some learners to say the words provide as others write them as they pronounced
- Ensure the spelling of the words are correct as well as their pronunciation

Assessment Task papers
Suggested answer

ASSESSMENT TASKS PAPER 1

Task 1

- (i) 1. A type of food that is readily availability and frequently eaten in a certain area.
2. Coastal region
3. Githeri
4. To clean off any germs which maybe on your hands.
5. You will spit food on people around you and it is not a good table manner practice

Task 2

- | | |
|-----------------|---------------|
| 6. blessing | 7. more |
| 8. are | 9. who |
| 10. Besides | 11. transport |
| 12. innovations | 13. have |
| 14. these | 15. patients |

Task 3

16. Fields
17. a wold wolf
18. some dogs chased away the wolf.
19. For the wolf to sing a song for him.
20. A group of dogs chased him away.
21. To see what activities are carried out in the farm.
22. Weeding cabbages, adding, manure, irrigating onions and tomatoes.
23. To allow crops get enough water without competition from weeds, as well as enough space to grow.
24. To improve the fertility of soil.
25. Fruits
26. She gave the learners some fruits to eat.
27. She gets milk from dairy cattle.
28. Yes the end of the story they say they enjoyed their time. Mrs Wangas farm.

Task 4

- | | |
|------------------|-----------------|
| 29. they | 30. her |
| 31. it | 32. we |
| 33. him | 34. she |
| 35. Haven't we? | 36. does he? |
| 37. hasn't he? | 38. doesn't he? |
| 39. doesn't she? | 40. didn't they |
| 41. shall | 42. will |
| 43. will | 44. shall |
| 45. will | 46. themselves |
| 47. himself | 48. my self |
| 49. it self | 50. ourselves |

Task 5

- learners to write a composition about the importance of technology
- Ensure it has an introduction, a body and a conclusion.
- It should have the different component of technology.
- Every component mentioned, should have its functions explained as well as importance.

ASSESSMENT TASKS PAPER 2

Task 1

1. To sell rabbits they had been rearing.
2. They talked nicely to the customers
3. Six thousand shillings
4. Deposit it in a bank (accept any other correct answer)
5. Every month
6. To avoid getting dirt and germs on their hands.
7. To educate them about environment cleanliness.
8. participating in cleaning activities/ creating awareness on the importance of cleanliness/ not contribution to making of the environment dirty. (Accept any other correct answer

Task 2

- | | |
|---------------|----------------|
| 9. asleep | 10. heard |
| 11. someone | 12. knew |
| 13. hurriedly | 14. saw |
| 15. many | 16. their |
| 17. bigger | 18. extinguish |

Task 3

19. About where she would get food.
20. All efforts bare no fruits/ without success.
21. She was thin and fatigued.
22. Dusk
23. Phrasal verbs- made up.
Simile- as sure as death.
Idiom - nook and eranny.
(Accept any other correct answer)
24. Someone who helps people who are in need even when they do not know them.
25. Because they stayed together in unity.
26. Frightening/ ready to attack.
27. No. he tricked them into separation, hence they were attacked.
28. To stop doing something after several attempts.

29. Because they separated and each was alone making it easy to be attacked.
30. Not to trust the goat before asking about it from other three cows

Task 4

31. Beautiful, blue, cotton
32. Large, green plastic
33. Nice, small, pink
34. Large, yellow, glass
35. big, round, woodens, dining
36. choir
37. pride
38. swam/ hive
39. litter
40. board
41. accommodate
42. occasional
43. persuade
44. burial/ receive
45. Museum
46. much
47. many
48. each
49. a little
50. some

Task 5

- Wrote a journal of your school activities
- Include your journal, a date, a day and a vivid descriptions of the activities you engage in school

ASSESSMENT TASKS PAPER 3

Task 1

1. They can be passes from one person to another and can cause death.
2. In case of body contact, through body fluids, airborne (through the air)
3. Because it can be spread from one person to another
4.
 - Washing out hands with water and soap regularly
 - using hand sanitizer
 - wearing facial masks
 - Keeping social distance of 1.5 metres
 - Minimizing movement from one area to another
5. They may feel threatened, hence defend themselves in a way that may harm you.
6. From the environment they live in.
7. They can attack someone so as to defend themselves.

8. They are a source of revenue, because they are a tourist attraction.

Task 2

- | | |
|-----------------|-------------|
| 9. found | 10. flock |
| 11. fierce | 12. could |
| 13. none | 14. Luckily |
| 15. slaughtered | 16. the |
| 17. feast | 18. found |

Task 3

19. protect the nation against enemies.
20. They ensure citizens do not sleep hungry.
21. crops dry up leading to lower harvests.
22. Through construction of dams.
23. It improves the fertility of soil leading to high produce during harvest.
24. Legally.
25. Responsibility.
26. clean it up.
27. A duty to be done.
28. Accept any relevant answer that shoes using money wisely
29. return it to them.
30. wipe it up

Task 4

31. Often
32. always
- 33.
34. hardily
35. Frequently
36. the milk was hot for the baby to drink
37. The bay was too heavy for the little girls to carry.
38. The sum was too difficult for the learners to do.
39. The area is too insecure for the villagers to leave.
40. The car is too expensive for my uncle to buy.
41. Taller
42. most patient
43. More beautiful
44. Shortest
- 45.
46. A drowning man will clutch at a straw
47. necessity is the mother of invention
48. Prevention is better than cure
49. Never judge a book by its cover
50. An apple a day keeps the doctor away

Task 5

- Write an interesting composition about a

- sport day in your school
- Ensure your composition has an introduction, a body and a conclusion
 - Tell in your composition when the day of the sports was and all the activities that took place on that day.
 - The teams that took part in the sports day
 - The scores and how the winning teams celebrated

ASSESSMENT TASK PAPER 4

Task 1

1. Because they are mammals that are able to fly.
2. in caves in abandoned areas and dead trees.
3. Blood from other animals.
4. Helping in pollination, especially those that feed on fruits and nectar.

Task 2

- | | |
|----------------|------------------|
| 7. exciting | 8. annually |
| 9. guests | 10. capacity |
| 11. officially | 12. thereafter |
| 13. divided | 14. participants |
| 15. although | 16. awarded |

Task 3

17. A place where water comes out/ up naturally
18. Moving or doing something quietly and secretly.
19. because he was hit by the ant
20. One good turn deserves another
21. 22 (twenty two)
22. lose
23. football
24. Harambee stars

Task 4

- | | |
|------------|-----------|
| 25. when | 26. why |
| 27. when | 28. what |
| 29. when | 30. who |
| 31. mine | 32. yours |
| 33. theirs | 34. hers |
40. My brother and I will visit our grandparents during the holiday
 41. The teacher will mark out books in the afternoon.
 42. We shall clean the classroom before the lesson begin.
 43. Salome will invite us to her birthday
 44. Moses and Richard will ride their bicycles.
 45. The boy said, "my best friend is unwell."

46. "What a cold day it is!" exclaimed the lady.
47. "James' books aren't covered," said Risper.
48. Edwin said, "our class teacher is quite friendly."
49. "Get out!" shouted the old man.
50. Linda said, "I am going to school."
51. A bird at hand worse two in the bush.
52. An empty vessel makes most noise.
53. Curiosity killed the cat
54. Curiosity killed the cat
55. Do not put all your eggs in one basket
51. Makes hay while the sun shines.
52. Out of the frying pan into the fire.

Task 5

- Write a description composition about an accident you witnessed
 - include an introduction, a body and conclusion
 - Be vivid on your description on what happened
- What caused the accident, victims and how they got help

ASSESSMENT TASK PAPER 5

Task 1

1. Crossing the road without checking for on coming vehicles.
2. Because usually vehicles will slow down for pedestrians to cross the road at the zebra crossing.
3. To always stop and check both rides of the road before crossing.
4. Breathing difficulty.
5. Washing my hands frequently sanitizing hands, wearing a mask and keeping social distance.
6. would
7. chores
8. Immediately
9. behind
10. joined
11. their
12. suggestion
13. unexpected
14. unfortunately
15. better
16. because the writer and his or siblings were going to visit Malindi and they were excited to.
17. He or she was ready to take a photo at the foot of the Vasco da Gama pillar.
18. Camera/ his or her parents phone. (any other suggestions)

19. Road transport.
20. Playing scrabble game, eating snacks
21. eight hours
22. As happy s lark, as hungry as a hunter.
23. New information helps them in their growth and development they get a chance to acquire information about different things, boosts their confidence, acquire vocabulary (any other benefit mentioned in the story)
24. The learn and acquire vocabulary and new language structures
25. Magazines, novels, storybooks (any other correct reading material mentioned)
26. Topics written/ included in the books and what page to find them in
27. creative, imaginative and exciting compositions
28. Mean/ selfish
29. Communication
30. a lot
31. a few
32. little
33. more
34. any
35. principal
36. its
37. match
38. troupe
39. hear
40. advice
41. everywhere
42. tomorrow
43. seldom
44. frequently
45. never
46. expensive
47. go to bed
48. agree on something/ being in the same situation
49. to be slightly to be in low spirits
50. to tell one secret
51. to take a dangerous chance on behalf of others

Task 5

- Write an interesting composition about the importance of farming
- Ensure your composition has a introduction, body and conclusion
- Introduce by defining farming
- Talk about the different types of farming practiced, like cash crop farming and food crop farming

- Outline the importance of different types of crop
- Make use of proverbs, similes and idiomatic expression to enrich the language of your composition.

ASSESSMENT TASK 5

24. Januarys, artcils novels (accept any other related answer)
25. Where to find specific chapter topic or subtopic- the pigs
26. Creative and exiting compositions
27. Selfish
28. communication skills

Task 4

29. a lot
30. a few
31. little
32. some
33. any
34. principal
35. its
36. match
37. troupe
38. hear
39. advice
40. Everywhere
41. Tomorrow
42. seldom
43. Frequently
44. never
45. something very expensive/ costly
46. To go to bed
47. To be in similar situations with sentences
48. Not feeding well
49. To reveal a secret
50. To do something dangerous

KISWAHILI

MAPISHI

Zoezi 1

1. Mwanafunzi asome silabi kwa ufasaha.
2. Mwanafunzi aunde vitanzandimi akitumia sauti alizopewa.

Zoezi 2

1. Mwanafunzi aandike mifano ya vyakula vinavyoongeza vitamini.
2. Mwanafunzi aandike mifano ya vyakula vinavyoongeza nguvu.
3. Mwanafunzi aandike mifano ya vyakula vinavyojenga mwili.
4. Mwanafunzi aandike mifano ya viungo vya kupikia.
5. Mwanafunzi aandike mifano ya njia za kupika vyakula.
6. Mwanafunzi achore vifaa vitatu vya kupikia alivyoviona mtandaoni.

Zoezi 3

1. Mwanafunzi ashirikiane na rafiki yake kuandika vidokezo ya insha.
2. Mwanafunzi washirikiane kujadili methali, tashbihi na nahau za kutumia katika insha.
3. Mwanafunzi atumie vidokezo walivyoandaa kuandika insha yake.
4. Mwanafunzi akukabidhi insha na kuwasomea wenzake insha hiyo.

Zoezi 4

1. Mwalimu wetu wa Kiswahili ni Bwana Kamusi.
2. Siku ya Ijumaa ni siku ya usafi shuleni kwetu.
3. Watalii wengi huuzuru mji wa Mombasa kila wakati.
4. Nchi ya Kenya ina wananchi wazalendo mno.
5. Mlima Kenya ndicho chanzo cha Mto Tana.

Zoezi 5

1. Mwanafunzi aandike mifano ya nomino za pekee.
2. Kutumia nomino ya pekee kujazia mapengo.
 - a) Musa
 - b) Mumias
 - c) Jumamosi
 - d) mwezi wa Aprili
 - e) Mlima Kenya

Zoezi 6

1. Kupigia mistari nomino za kawaida kwenye kifungu.
Darasa letu lina wanafunzi wazuri mno. Wavulana na wasichana katika darasa letu hubebea vitabu na kalamu zao mikobani. Madawati yetu yamepakwa rangi nzuri. Kila mwanafunzi huvaa viatu vyeusi na soksi. Sisi husoma kwa bidii tukielewa kuwa bidii hulipa.
2. Kutunga sentensi sahihi kwa kutumia nomino alizopewa.

Maswali ya marudio

1. Shirika la reli la Rwanda larejelea shughuli zake rasmi.
2. Tathmini usahihi wa maelezo ya mwanafunzi.
3. Njia tatu za kupika chakula
 - a) kutokosa
 - b) kukaanga
 - c) kubanika
4. Mchoro sahihi wa kinu na mchi
5. seredani
6. Mifano ya viungo vya kupikia kama vile dania, nyanya, kitunguu, bizari, mdalasini na kadhalika.
7. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
8. Nomino za pekee ama nomino maalum.
9. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
10. Maria
11. Mifano ya nomino za kawaida kama vile darasa, nyumba, kalamu, kiti, gari na kadhalika.
12. kitabu, Jumanne, darasa, kalamu, Oktoba
13. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
14. Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya wasifu.
15. Insha iwe kwa urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya wasifu.

HUDUMAYA KWANZA

Zoezi 1

1. Kuandika majibu ya maamkuzi
 - a) marahaba
 - b) njema/nzuri
 - c) nzuri/ njema
 - d) vyema/ salama
 - e) sijambo

2. Kuandika majibu ya maagano
 - a) ya kuonana
 - b) binuru
 - c) pia nawe
 - d) inshala
 - e) buriani dawa
3. Maamkuzi au maagano ya kutumika katika hali mbalimbali
 - a) shikamoo
 - b) buriani
 - c) safari njema
 - d) umeshindaje?
 - e) hujambo, chewa, sabalheri, habari za asubuhi
 - f) alamsiki, ndoto njema, usiku mwaka

Zoezi 2

1. kutafuta maana za maneno yasiyojulikana
2. kuandika maana za maneno na kumsomea mwenzake
3. kutumia mtandao kutafuta maana za maneno yaliyopeanwa

Zoezi 3

Kuandika insha ya masimulizi mtandaoni kwa kuzingatia kanuni za insha ya masimulizi

Zoezi 4

1. Kuandika nomino kumi za wingi kama vile maji, unga, marashi, mchele, sukari, maziwa na kadhalika.
2. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
3. Kusoma kifungu na kukoleza rangi kwenye nomino za wingi.

Zoezi 5

1. Kupigia mistari nomino za vitenzijina kwenye sentensi
 - a) kusoma, kucheza
 - b) kuisukuma, kuiangusha
 - c) kuimba, kupiga
 - d) kupanda
 - e) kuchakura
2. Kutambua nomino za vitenzijina kwenye orodha
(*kuongea, kuangalia, kucheza, kunywa, kusimama, kufika, kulima, kufyeka, kutibiwa*)
3. Kujaza mapengo kwenye sentensi
 - a) kuimba
 - b) kula
 - c) kucheza
 - d) kulala
 - e) kutembea

4. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.

Maswali ya marudio

1. marahaba
2. Mifano ya maamkuzi kama vile hujambo, salaam aleikum, sabalheri, masalheri na kadhalika.
3. Mifano ya maagano kama vile buriani, kwaheri, alamsiki na kadhalika.
4. Kujaza jedwali kwa majibu yanayofaa
 - a) pia nawe
 - b) binuru
 - c) sijambo
 - d) marahaba
5. kwenye kamusi
6. Kutafuta maana za maneno kwa kutumia kamusi
7. Kupanga maneno jinsi yanavyofuatana katika kamusi (*bendeji, dawa, nesi, plasta, spiriti*)
8. Kuandika mifano ya nomino za wingi kama vile mafuta, chai, soda, udongo na kadhalika.
9. Kupigia mistari nomino za wingi kwenye orodha (*uji, mafuta, maji, chumvi*)
10. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
11. nomino za vitenzijina
12. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
13. Kushirikiana
14. Kusoma kielelezo cha insha mtandaoni na kutambua mada na muundo wake
15. Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya masimulizi.

MAPAMBO

Zoezi 1

Kutegua vitendawili

- a) ua
- b) mkufu
- c) mtandio
- d) kivuli
- e) picha

Zoezi 2

Kulinganisha mapambo na sehemu yanakoaliwa

- a) pete – kidoleni
- b) bangili – mkononi
- c) herini – sikioni
- d) mkufu – shingoni

- e) ushanga – shingoni
- f) kipini – puani
- g) kikero – puani
- h) kikuku – mkononi
- i) njuga – shingoni, mkononi, mguuni
- j) kikuba – shingoni

Zoezi 3

1. Kutambua nomino za makundi kwenye mraba

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

2. Kumweleza mzazi au mlezi maana ya nomino za makundi (*nomino za makundi ni nomino ambazo hutaja majina ya vitu vya aina moja vikiwa katika kikundi*).
3. Kuandika mifano ya nomino za makundi kama vile kicha cha funguo, bunda la noti, tita la kuni na kadhalika.

Zoezi 4

1. Kuandika mifano ya nomino ambata kama vile mwanasoka, kidakatonge, kizamadagaa, mlariba, mwananchi na kadhalika.
2. Kumweleza mzazi au mlezi maana ya nomino ambata (*nomino ambata ni nomino zinazoundwa kwa kuambatanisha nomino mbili tofauti ili kuunda nomino moja*).
3. Kupigia mistari nomino ambata kwenye sentensi
 - a) mwanasiasa, kinasasauti
 - b) kifunguamimba, mwanajeshi
 - c) wananchi
 - d) mjamzito
 - e) batamzinga, mkazamjomba

Zoezi 5

1. Nomino za dhahania ni nomino za hali, ni nomino ambazo hazionekani wala kushikika. Kile ambacho huonekana ni matokeo tu ya nomino hiyo.
2. Kuandika mifano ya nomino za dhahania kama vile furaha, huzuni, umaskini, utajiri, werevu na kadhalika.
3. Kuchagua orodha yenye nomino za dhahania pekee (*b, c, e, h, j*)

Zoezi 6

1. Kuandika maneno kwa herufi kubwa.
 - a) USHANGA
 - b) MKUFU
 - c) PETE
 - d) KIPINI
 - e) KIDANI
 - f) BANGILI
2. Kuakifisha sentensi
 - a) Dada yangu ana vipuli vinavyometameta.
 - b) Nimeiona pete ya dhahabu kwenye kidole cha Bi. Harusi.
 - c) Maambukizi ya ugonjwa wa UKIMWI yamepungua.
 - d) Nitakuletea mapambo yako mwezi wa Disemba.
 - e) Mikufu iliyotengenezwa na Rukia itauzwa kule Nairobi.

Zoezi 7

1. koma, mkato, kipumuo
2. Kuakifisha sentensi kwa kutumia koma
 - a) Baba alinunua unga, sabuni, sukari na mkate.
 - b) Nairobi, mji mkuu wa Kenya, una wakazi wengi.
 - c) Baada ya kutembea kwa muda mrefu, tuliketi chini ya mti tukapumzika.

Zoezi 8

1. kitone, kikomo, kituo
2. Kuakifisha sentensi kwa kutumia kikomo
 - a) Babu yangu amefungua duka la kuuza mapambo.
 - b) Mkutano huo ulifanyika tarehe 4.11.1986.
 - c) Peremende hii huuzwa shilingi 2.50.
 - d) Alinunuliwa mapambo k.v. herini, kishaufu, bangili na mengineyo.

Zoezi 9

- Kuandika majina ya alama za kuakifisha
 - herufi kubwa
 - koma au visawe vyake
 - kikomo au visawe vyake
 - kiulizi
- Kuakifisha sentensi
 - Darasa hili lina madawati, viti na kifutio.
 - Nyumba yenu imejengwa wapi?
 - Bw. Bakari alizaliwa tarehe 5.6.1940.
 - Maria, Rukia na Almasi wamepewa nguo ngapi?
 - Nairobi, mji mkuu wa Kenya, una barabara nzuri.

Maswali ya marudio

- mkufu
- Wafaa lakini wavaliwa bila matumizi maalum.
- Sehemu kunakovaliwa mapambo yaliyoapanwa
 - kidoleni
 - sikioni
 - shingoni
 - mkononi
- kipini, kikero, hazama au shemere
- Kusoma hadithi na kumtolea mzazi muhtasari wa hadithi
- Kutumia tarakilishi kutafuta msamiati wa mapambo na maana zake mtandaoni
- Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
- Mchoro uwe sahihi na kuonyesha sehemu zilizotajwa.
- Aya iliyoandikwa iwe sahihi na ihusishe msamiati wa mapambo kisha itumiwe rafiki.
- Ni mifano ya nomino za jamii au makundi
- Kukamilisha nomino za makundi
 - mkungu wa ndizi
 - tonge la ugali
 - mshumbi wa wali
- Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
- Mifano ya nomino ambata kama vile mwanahewa, mbwamwitu, pundamilia na kadhalika.
- Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
- Nomino za hali au nomino za dhahania
- Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
- Alienda Mombasa kumtembelea Amina.

- Sentensi iliyotungwa iwe sahihi na kutumia koma kuiakifisha.
- Majina ya alama za kuakifisha
 - koma, mkato ama kipumuo
 - kitone, kikomo au nukta
 - kiulizi
- Je, jina lake ni nani?

SAA NA MAJIRA

Zoezi 1

Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.

Zoezi 2

- Kumtolea mzazi au mlezi muhtasari
- Kujibu maswali kuhusu matini ya mtandaoni

Zoezi 3

Kuandika wingi wa mafungu ya maneno

- ndizi hii – ndizi hizi
- ndoo ile – ndoo zile
- kamba hiyo – kamba hizo
- pua yangu – pua zetu
- chupa ile – chupa zile

Zoezi 4

Kupigia mistari viambishi vya ngeli ya I – ZI

- Redio iliyonunuliwa ni nzuri.
 - Redio zilizonunuliwa ni nzuri.
- Nyumba yangu imepakwa rangi.
 - Nyumba zetu zimepakwa rangi.
- Dawa imenunuliwa alfajiri.
 - Dawa zimenunuliwa alfajiri.
- Chapati ya mgeni ilipikwa machweo.
 - Chapati za wageni zilipikwa machweo.
- Chupa ya maji imewekwa.
 - Chupa za maji zimewekwa.

Zoezi 5

- Kujaza mapengo kwa kiambishi kifaacho
 - zi b) i c) zi d) i
 - e) i f) zi/i g) zi h) i
- Kuandika sentensi katika umoja
 - Sentensi imeandikwa.
 - Insha yake inapendeza.
 - Dawa ya mtoto imeuzwa.
 - Nguo ilipigwa pasi.
 - Taa ile inawaka.

Maswali ya marudio

1. ami au amu
2. kueleza maana za maneno
 - a) bin – mtoto wa kiume wa mtu
 - b) binti – mtoto wa kike wa mtu
3. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
4. Kuandika hatua za kiusalama zinazofaa kuzingatiwa kama vile:
 - a) Kusakura kwenye mitandao salama
 - b) Kuomba idhini kabla ya kutumia mitandao
 - c) Kutoa ujumbe kwa mwalimu, mzazi au mlezi unapochokozwa mtandaoni
5. Kutowasiliana na watu usiowajua mtandaoni humsaidia mtu kutojipata mikononi pa wahalifu wa mtandaoni.
6. Kueleza maana za maneno, kamusi inaweza ikatumika ikibidi.
7. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
8. Kusoma kifungu mtandaoni na kutafuta maana za maneno
9. Kuandika sehemu tatu za baruapepe kama vile anwanipepe ya mtumaji, anwanipepe ya mpokeaji, mada na kadhalika.
10. Insha iwe kwa urefu unaofaa na kwa kuzingatia kanuni za kuandika baruapepe.
11. Ngeli ya I – ZI
12. Kuandika wingi wa nomino
 - a) nguo – nguo
 - b) dawa – dawa
13. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
14. Ndoo zimewekwa ndani ya nyumba.
15. Chupa ile ni yake.

KUKABILIANA NA UMASKINI

Zoezi 1

1. Kuandika mifano ya methali za bidii kama vile:
 - a) Mgaagaa na upwa hali wali mkavu.
 - b) Achanikaye kwenye mpini hafi njaa.
 - c) Bidii hulipa.
 - d) Mchumia juani hulia kivulini.
 - e) Bidii ni gongo.
2. Kuandika mianzo ya methali
 - a) Ukiona vyaelea jua vimeundwa.
 - b) Mchagua jembe si mkulima.
 - c) Anayejitahidi hufaidi.
 - d) Mtaka cha mvunguni sharti ainame.
 - e) Atafutaye hachoki akichoka keshapata.

Zoezi 2

1. mbili
2. minane
3. Tutumie wetu muda, kweli bila ulegevu,
4. kumi na sita
5. mizani

Zoezi 3

1. ni, u
2. sitini na minne
3. adui ni umaskini
4. Kutoa maelezo kuhusu ujumbe wa shairi k.v. kukabilia na umaskini
5. Kamusi itumike kubaini maana za maneno aliyopewa.

Zoezi 4

1. Insha iandikwe mtandaoni ikiwa yenye urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya maelezo.
2. Insha hiyo isambazwe kwa mwalimu na wanafunzi wengine ili kuisoma na kuitathmini.

Zoezi 5

1. Kuandika wingi wa nomino
 - a) moyo – nyoyo
 - b) ufa – nyufa
 - c) uta – nyuta
 - d) ubeleko – mbeleko
 - e) wimbo – nyimbo
 - f) waraka – nyaraka
 - g) ulimi – ndimi
 - h) udevu – ndevu
2. Kuandika wingi wa mafungu ya maneno
 - a) udevu ule – ndevu zile zilitusaidia
 - b) wayo huu – nyayo hizi zina vyatu
 - c) uso wa mtoto – nyuso za watoto zinang'ara
 - d) uzi huo – nyuzi hizo zimepatikana
 - e) ufunguo wangu – funguo zetu
 - f) wakati ule – nyakati zile zilitusaidia

Zoezi 6

1. Kujaza jedwali
 - a) nyuta
 - b) upanga
 - c) nyavu
 - d) uteo
 - e) mbao
2. Kujaza mapengo kwa viambishi vya ngeli ya U – ZI
 - a) zi, zi
 - b) u
 - c) zi
 - d) u
 - e) zi

Maswali ya marudio

- Kuandika methali zinazohusu bidii kama vile:
 - Mgaagaa na upwa hali wali mkavu.
 - Achanikaye kwenye mpini hafi njaa.
- Mgaagaa na upwa hali wali mkavu.
- Kueleza matumizi na maana ya methali
- Kina (vina) ni silabi za mwisho kwenye vipande vya mishororo ya ubeti wa shairi.
- Mizani ni silabi katika ushairi.
- kumi na saba
- Ngeli ya U – ZI
- Kuandika wingi
 - ubavu – mbavu
 - wakati – nyakati
- Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
- Kuandika umoja wa nomino
 - nyimbo – wimbo
 - nywele – unywele
- zi, zi
- Kutambua nomino za ngeli ya U – ZI

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

- Ua ule umefyekwa.
- Kuta zenye nyufa zimetengenezwa.
- Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya maelezo.

MAADILI

Zoezi 1

- Maadili ni muhimu kwa kila mtu.
- Heshima inafaa kuzingatiwa kila mahali.
- Ushauri unaotolewa katika ubeti wa pili unahusu mavazi yenye adabu na tabia ya kuendelea kusoma.
- Ubeti wa tatu
- Mtu mzalendo anafaa kujiepusha na vishindo(vita), kuharibu maji na ukabila.
- Kibwagizo kinashauri kwamba mtu bora anafaa kuwa na maadili

Zoezi 2

- Kuandika nomino za ngeli ya U –YA katika umoja na wingi
 - ulezi – malezi
 - ubua – mabua
 - ukuti – makuti
 - upishi – mapishi
 - ugonjwa – magonjwa
 - uwele – mawele
 - uovu – maovu
 - unyoya – manyoya
- Kuandika wingi wa mafungu ya maneno
 - ugonjwa ule – magonjwa yale
 - unyoya huu – manyoya haya
 - ulezi huu – malezi haya
 - uovu upi – maovu yapi
 - ulezi mzuri – malezi mazuri
 - ubua huu – mabua haya

Zoezi 3

- Kuandika wingi wa sentensi
 - Mabua yalionekana njiani.
 - Mapishi yao yalivutia wageni.
 - Makuti yaliangushwa na wakulima.
 - Maovu yamepingwa na akina baba.
 - Manyoya haya yanapendeza.
- Kujaza mapengo kwa viambishi vya ngeli ya U –YA
 - ya
 - ya
 - u
 - ya
 - u

Maswali ya marudio

- Kueleza maana ya maneno usawa – hali ya kulingana, hali ya kuwa bila ya tofauti, hali ya kuwa sawasawa haki – jambo ambalo mtu anastahiki au kitu anachostahili kuwa nacho.
- Kusikiliza shairi likikaririwa mtandaoni.
- Kueleza ujumbe wa shairi la nambari ya pili.
- Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
- majarida, vitabu na magazeti
- Kusoma makala kuhusu maadili
- Kumweleza mzazi au mlezi ujumbe wa makala yaliyosomwa katika nambari ya sita
- Kutumia kamusi kutafuta maana za maneno mapya yaliyopatikana katika makala ya nambari ya sita

9. Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya wasifu.
10. Ngeli ya U – YA
11. Kuandika wingi wa maneno ukuti – makuti ugonjwa – magonjwa
12. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
13. ya, ya
14. Magonjwa yale hatari yameisha.
15. Ubuu ule umefyekwa

ELIMUYA MAZINGIRA

Zoezi 1

Kupigia mistari nahau za mazingira kwenye kifungu

Siku tuliyokuwa tumeisubiri kwa hamu na ghamu ilikuwa imewadia. Ilikuwa siku ya kuhifadhi mazingira katika kaunti yetu. Niliamka asubuhi na mapema. Baada ya kuziangua kucha, nilienda msalani kisha baadaye nikaenda kuoga. Kaka yangu naye alzipiga pasi nguo zetu. Nguo hizo zilinyooka twaa! Tulipiga mswaki meno yetu kisha tukang'oa nanga kuelekea uwanjani.

Mgeni wa heshima alikuwa ameketi kwenye kiti kilichofutwa vumbi. Alipoanza kuzungumza, alitushauri kuwa tuwe tukifunika vinywa tanapopiga chafya na kuchokonoa meno. Vilevile, alitushauri kuwa tuwe tukipiga deki kila wakati na tuwe tukitumia hanchifu kupenga kamasi. Baada ya hotuba yake, sote tuliondoka na kurudi nyumbani.

Zoezi 2

Insha iwe yenye urefu unaofaa na kuzingatia kanuni za kuandika insha ya maelezo.

Zoezi 3

Kuandika nomino za ngeli ya KU – KU kama vile kuimba, kucheza, kutembea, kula, kuja, kulala na kadhalika.

Zoezi 4

Kupigia mistari nomino za ngeli ya KU – KU kwenye kifungu

Safari yetu kwenda Mombasa ilianza mapema. Baada ya kuoga na kunywa chai, tuliingia ndani ya gari. Dereva alianza kuendesha gari polepole. Kwa kuwa nilikuwa mchovu, nilianza kulala. Mara nilizinduliwa na wenzangu ambao walikuwa wakiimba. Nilipoangalia huku na kule, niligundua kwamba

tulikuwa tumewasili. Sote tulisimama na kupiga dua kabla ya kushuka. Shangazi alifungua kufuli kwenye mlango kisha sote tukaingia.

Zoezi 5

1. Kupigia mistari viambishi vya ngeli ya KU – KU kwenye sentensi
 - a) Kutembea kwa maringo kulifanya aanguke.
 - b) Kusaidia watu kunaonyesha utu.
 - c) Kulima kwa mjomba kumemletea manufaa.
 - d) Kuangua kucha kunapunguza uchafu mwilini.
 - e) Kushauri vijana kunawapa mwelekeo.
2. Kujaza mapengo kwa kutumia viambishi vya ngeli ya KU – KU
 - a) ku
 - b) ku
 - c) ku
 - d) ku
 - e) ku

Maswali ya marudio

1. Kuandika mifano ya nahau za usafi na mazingira k.v. kupenga kamasi, kupiga deki, kuangua kucha na kuchokonoa meno.
2. Kuandika maana za nahau
 - a) chokonoa meno – tia kitu baina ya meno kuondoa kilichomo
 - b) piga deki – pangusa na kuisafisha sakafu ya nyumba
3. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
4. chafya
5. Kuchagua matini na kusoma kimyakimya
6. Kumsimulia rafiki ujumbe wa matini ya nambari ya tano
7. Kuandika nomino za ngeli KU – KU k. v. kukimbia, kuona, kushika, kuimba na kadhalika
8. Kuandika wingi kucheza – kucheza kuimba – kuimba
9. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
10. Kusoma kwa bidii kulimsaidia kupita mtihani.
11. ku
12. Kuandika wingi. **Kuimba kwenu ni kuzuri.**
13. Kuandika umoja. **Kutembea kwa mtoto gule ni kuzuri.**

14. Ngeli ya KU – KU
15. Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya maelezo.

NDEGE WA PORINI

Zoezi 1

Kujaza pengo kwa kutumia kisawe cha neno

- a) barabara, tariki
- b) kandanda, gozi, kabumbu
- c) shamba, mgunda
- d) simanzi, jitimai
- e) nyumbani, maskanini, manzilini

Zoezi 2

1. Babu aliwashauri wawe wakila mboga na matunda ili waishi kwa muda mrefu.
2. a) shikamoo - marahaba
b) hamjambo - hatujambo
3. Mzee Pori, Jasiri, Fanaka, Nyanya, Wajukuu
4. Babu alikuwa mhudumu wa wanyama wa porini kitambo.
5. Kujaza jedwali
 - a) kanga
 - b) heroe/flamingo
 - c) korongo
 - d) chiriku
 - e) mwewe, kipungu

Zoezi 3

Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya masimulizi.

Zoezi 4

Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.

Zoezi 5

Kutambua vitenzi vilivyonyambuliwa katika kauli ya kutendeka

- a) kikajengeka
- b) kilichopikika
- c) uliovunjika
- d) akapambika
- e) unatambulika

Zoezi 6

1. Kupigia mistari vitenzi vilivyo katika kauli ya kutendana
Mechi kati ya timu ya Simba na Chui ilikuwa imesubiriwa na kila mtu. Wakazi wa eneo letu walikumbushana kuhusu

mechi hiyo kila siku. Siku yenyewe ilipofika, wakazi waliongozana kuelekea uwanjani. Wengine walishikana mikono huku wengine wakiangaliana kwa furaha. Mechi ilipoanza, wachezaji walishirikiana mno wakitafuta bao. Wachezaji hao walijuana kwa kuangalia rangi za jezi zao. Mashabiki nao waliinuana mikono juu na kuimba kwa sauti. Mechi ilipokamilika, timu hizo zilikuwa zimefungana mabao mawili kwa mawili.

2. Kujaza jedwali

	Kutendewa	Kutendeka	Kutendana
a)	bebewa	bebeka	bebana
b)	chaguliwa	chagulika	chaguana
c)	fukuziwa	fukuzika	fukuzana
d)	shikiwa	shikika	shikana
e)	angaliwa	angalika	angaliana
f)	pigiwa	pigika	pigana

Maswali ya marudio

1. visawe
2. simanzi, majonzi, sikitiko
3. barabara, baraste, tariki
4. kiamboni, maskanini, manzilini, kitendeni
5. Mchezo wa kuigiza ni ule ambao wahusika huchukua nafasi za watu wengine na kuiga maneno na vitendo vyao. (maelezo yoyote sahihi yakubalike)
6. Mhusika ni kiumbe ambaye huchukua nafasi ya kuigiza katika mchezo wa kuigiza. (maelezo yoyote sahihi yakubalike)
7. Maelekezo ni maelezo yanayofahamisha mambo yanayofanyika katika mchezo wa kuigiza. (maelezo yoyote sahihi yakubalike)
8. flamingo, heroe
9. Majina ya ndege wa porini kama vile kanga, mbuni, bundi, keremkerem, sigi na kadhalika.
10. Mifano ya vitenzi katika kauli ya kutendewa k.v. chezwa, somewa, pelekewa na kadhalika.
11. Mifano ya vitenzi katika kauli ya kutendeka k.v. pikika, fulika, pakulika na kadhalika.
12. Mifano ya vitenzi katika kauli ya kutendana k.v. pendana, saidiana, salimiana na kadhalika.
13. Kujaza jedwali
 - a) piga - pigiwa - pigika - pigana
 - b) peleka - pelekewa - pelekeka - pelekana
14. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.

15. Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya masimulizi.

MAGONJWA

Zoezi 1

1. Kushiriki katika mazungumzo ya gwarideni
2. Kutambua nidhamu ya lugha inayotumika katika mazungumzo ya gwarideni

Zoezi 2

1. Kuwatolea wenzake muhtasari wa kile alichokisoma katika matini
2. Kujadiliana na wenzake matini ambayo alisoma kwa kuzingatia ukuzaji wa msamiati

Zoezi 3

1. Kuandaa vidokezo vya kuandikia insha
2. Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya maelezo.
3. Kuwasomea wengine insha iliyoandikwa ili kuitolea maoni

Zoezi 4

1. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
2. Kutumia vinyume vya vitenzi katika sentensi
 - a) ameeepua/amedeua
 - b) kufungua
 - c) walilia, akitoka
 - d) aliyetegua
 - e) Funua

Maswali ya marudio

1. ofisini
2. Kusikiliza mazungumzo rasmi kwa kutazama kesi inavyoendelea mahakamani
3.
 - a) yatumikayo mahakamani
 - b) Kuandika baadhi ya maneno ya nidhamu
4. na kusoma
5. kwa wanafunzi wengine
6. vya insha za maelezo zinazohusiana na magonjwa kwenye tarakilishi
7. Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya maelezo.
8. Kuandika vinyume vya vitenzi
 - a) choma – chomoa
 - b) fuma – fumua
9. Sentensi zilizotungwa ziwe sahihi na kutumia vinyume vya maneno aliyopewa.
10. uza

KUDHIBITI ITIKADI ZA KIDINI NA KIJAMII

Zoezi 1

1. Sentensi zilizotungwa ziwe sahihi na kutumia tashbihi alizopewa.
2. Kujaza mapengo kwenye sentensi
 - a) mchwa
 - b) mkizi
 - c) usiku
 - d) kinyonga
 - e) samaki, kondoo

Zoezi 2

1. Kusakura vifungu mtandaoni na kuvisoma
2. Kutafuta maana za maneno mapya
3. Kusimulia habari kuhusu matini aliyosoma

Zoezi 3

Insha izingatie urefu unaofaa na kanuni za kuandika insha ya masimulizi.

Zoezi 4

Sentensi zilizotungwa ziwe sahihi na kutumia vitenzi katika hali ya mazoea.

Zoezi 5

1. Sentensi zilizotungwa ziwe sahihi na kutumia vitenzi aliyopewa.
2. Kubadilisha sentensi ziwe katika hali ya mazoea
 - a) Baba humpa ng'ombe maji.
 - b) Sisi huenda sokoni.
 - c) Zawadi hutembea polepole.
 - d) Lango lao hufungwa.
 - e) Wao hupinga itikadi duni.
3. Kubadilisha sentensi ziwe katika hali timilifu
 - a) Babu amekunywa uji asubuhi.
 - b) Darasa limefagiliwa likawa safi.
 - c) Mila potovu zimepingwa na kila mmoja.
 - d) Maria amepangusa meza yao.
 - e) Wao wamepiga pasi sare zao.

Maswali ya marudio

1. mjanja kama sungura, mlafi kama fisi
2. kinyonga – kigeugeu, simba – ukali
3. mpole kama njiwa, mwoga kama kunguru
4. Sentensi zilizotungwa ziwe sahihi na kutumia tashbihi alizopewa.
5. Kuandika mambo yasiyofaa kufanywa wakati wa kutumia mtandao kama vile kuwasiliana na mtu usiyemjua, kutoa habari za kibinafsi kwa watu mtandaoni, kutumia mtandao bila kuomba idhini kwa mzazi, mlezi au mwalimu na kadhalika.

6. Kutoa habari kutakusaidia ili usijipate katika mtego wa wahalifu wa mtandaoni.
7. Kusakura na kusoma vifungu mtandaoni
8. Kutafuta maana za maneno mapya
9. Sentensi iliyotungwa iwe sahihi na katika hali ya mazoea.
10. Sentensi iliyotungwa iwe sahihi na katika hali timilifu.
11. **Hu**tembea.
12. **Ame**tembea.
13. Ng'ombe hufungwa karibu na mti.
14. Bakari amesoma kwa bidii.
15. Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya masimulizi.

UWEKEZAJI

Zoezi 1

1. Alianzisha kilimo katika shamba lake.
2. Kilimwezesha kupata pesa za kufanyia biashara.
3. Benki ilimsaidia kuweka akiba na kumpa mkopo alipouhitaji.
4. Aliiwekea biashara bima ili alipwe fidia pakitokea hasara yoyote.
5. Uzalendo wa Mzee Mateso unaonekana kwa kulipa ushuru kutokana na mapato daima.
6. Kumtolea mzazi au mlezi muhtasari wa kifungu.

Zoezi 2

1. Kupigia mistari viambishi vya wakati kwenye sentensi
 - a) Nyumba hii **ita**pakwa rangi.
 - b) Mwalimu **ana**mfundisha kusoma.
 - c) Wageni **wali**kula wakashiba.
2. Kukanusha sentensi
 - a) Hukulipwa fidia.
 - b) Hasomi kwa bidii.
 - c) Sitawalipia watoto wote karo.
 - d) Hawatapinga matumizi ya dawa za kulevyu.
 - e) Hamwekezi katika kilimo.
 - f) Hatukupata faida katika biashara.

Zoezi 3

Kujaza jedwali

	Wastani	Ukubwa	Udogo
a)	<i>mlango</i>	<i>lango</i>	<i>kilango</i>
b)	<i>mkate</i>	<i>kate</i>	<i>kikate</i>
c)	<i>mtoto</i>	<i>toto</i>	<i>kitoto</i>
d)	<i>mlima</i>	<i>lima</i>	<i>kilima</i>
e)	<i>mguu</i>	<i>guu</i>	<i>kiguu</i>
f)	<i>mkuki</i>	<i>kuki</i>	<i>kikuki</i>

Zoezi 4

Kujaza jedwali

	Wastani	Ukubwa	Udogo
a)	<i>ndoo</i>	<i>doo</i>	<i>kidoo</i>
b)	<i>ndama</i>	<i>dama</i>	<i>kidama</i>
c)	<i>ngoma</i>	<i>goma</i>	<i>kigoma</i>
d)	<i>ndege</i>	<i>dege</i>	<i>kidege</i>
e)	<i>nyoka</i>	<i>joka</i>	<i>kijoka</i>
f)	<i>nyumba</i>	<i>jumba</i>	<i>kijumba</i>

Maswali ya marudio

1. Kusikiliza masimulizi
2. Kutoa masimulizi kwa mzazi au mlezi
3. Kutumia kamusi kueleza maana za maneno
 - a) deni – kitu kama vile pesa anazodaiwa mtu
 - b) bajeti – makadirio ya mapato na matumizi
4. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
5. Kupigia mistari viambishi vya nafsi
 - a) Wamepanda miti mingi.
 - b) Tulisafisha mazingira yetu.
6. Kupigia mistari viambishi vya wakati
 - a) Gari lilioshwa na vijana wale.
 - b) Nyanya anaandaa chajio.
7. Kukanusha sentensi
 - a) Juma hajui kusoma.
 - b) Sitampelekea ng'ombe maji.
8. Kupigia mistari viambishi vya hali kanushi Hawakumwona akitembea.
9. Kuandika ukubwa
 - a) mkebe – kebe
 - b) mtoto – toto
10. Kuandika udogo
 - a) mlima – kilima
 - b) mlango – kilango
11. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.

12. Kuandika ukubwa
 - a) ndovu – dovu
 - b) nguo – guo
13. Kuandika udogo
 - a) nyoka – kijoka
 - b) nyumba – kijumba
14. Sentensi zilizotungwa ziwe sahihi na kutumia maneno aliyopewa.
15. Baruapepe iandikwe kwa kuzingatia kanuni za baruapepe.

MASWALIYA MAJARIBIO

Jaribio la kwanza

1. yeyote
2. mengi
3. pekee
4. adabu
5. huyo
6. shikamoo
7. kwao
8. jema
9. kukaanga
10. mbuzi
11. zake
12. wote
13. katika
14. muhimu
15. siha
16. safari njema
17. Mgaagaa na upwa hali wali mkavu.
18. Ngeli ya I – ZI
19. mtandio
20. kipini, hazama, shemere, kikero
21. Nyumba hizi zina meza kubwa.
22. binuru
23. Methali yoyote ya bidii kama vile achanikaye kwenye mpini hafi njaa
24. matunda, mkate, ndizi, pilau, wali
25. Kijana mwenye mafua amepenga kamasi akitumia hanchifu.
26. Nomino zozote zinazopatikana katika Ngeli ya U – ZI kama vile ukuta, wimbo, ulimi, ubao
27. Kuandika kisawe cha kila neno
 - a) nyumbani – chengoni, kitendeni, kiamboni
 - b) barabara – tariki, baraste, gurufa
 - c) huzuni – simanzi, jitimai, kihoro
28. Sentensi zilizotungwa ziwe sahihi na kwa kutumia tashbihi zilizopeanwa
29. Kuandika nomino katika ukubwa
 - a) mlango – lango
 - b) ndizi – dizi

30. Kunyambua vitenzi katika kauli zilizo kwenye mabano
 - a) cheza (tendewa) – chezewa
 - b) ruka (tendeka) – rukika
 - c) penda (tendana) – pendana
31. Kuandika majina ya vitu vilivyo kwenye picha katika umoja na wingi.
 - a) saa – saa
 - b) meza – meza
 - c) televisheni/runinga – televisheni/ runinga
32. Ngeli ya I - ZI
33. Sentensi iliyotungwa iwe sahihi na kutumia nomino inayofaa
34. Kuandika wingi wa sentensi ya nambari 33
35. Kupigia mistari viambishi vya ngeli (I – ZI)
36. Kumkariria mzazi au mlezi shairi kwa mahadhi mbalimbali
37. Kuandika visawe vya maneno
 - a) Mola – Mungu, Jalali n.k.
 - b) mtu – mja, mahuluku n.k.
38. Kutumia kamusi ya mtandaoni kutafuta maana za maneno
39. Vina vya kati vya ubeti wa kwanza – **mu**
40. Vina vya mwisho vya ubeti wa pili – **ma**
41. 64
42. Mambo ya kujiepusha nayo kama vile uchokozi, kupigana, wizi, unafiki, mchezo kazini na kadhalika
43. Mambo ya kuzingatia kama vile heshima, wema, urafiki na kadhalika
44. Funzo lolote lililo katika shairi likubalike
45. Kufungua mtandao salama na kusoma shairi lolote kuhusu maadili kisha kueleza aina ya shairi hilo
46. Hatua za kiusalama zinazofaa kuzingatiwa katika matumizi ya mtandao kama vile kuomba idhini kwa mwalimu, mzazi au mlezi kabla ya kutumia mtandao
47. Kutoa habari humsaidia mwanafunzi kujiepusha na uhalifu wa mtandaoni
48. Kuandika funzo la shairi la mtandaoni
49. Mambo ya kutofanya kama vile kutowasiliana na watu usiowajua
50. Insha iandikwe kwa urefu unaofaa na kwa kuzingatia kanuni za insha ya maelezo.

Jaribio la pili

1. Kumsomea mwalimu, mzazi au mlezi sentensi
2. Achanikaye kwenye mpini hafi njaa.

3. Kuandika tashbihi mbili za tabia kama vile 'mwenye hasira kama mkizi' na 'mkali kama simba'
4. Nyakati za maamkuzi au maagano
 - a) alamsiki – usiku
 - b) umeshindaje – jioni
 - c) sabalheri – asubuhi
5. Kuandika nomino za kawaida kama vile kiti, chaki, meza n.k.
6. Nomino za wingi au fungamano
7. Sentensi zilizotungwa ziwe sahihi na kutumia nomino zilizopeanwa.
8. Kuakifisha sentensi
 - a) Maria alinunua nguo, unga, kalamu na vitabu.
 - b) Mwanafunzi aliyezuru Mombasa na Nairobi ni nani?
9. Kuandika sentensi katika umoja
 - a) Ua uliozungushiwa waya ni wangu.
 - b) Ufunguo huu umewekwa kwenye meza.
10. Mapishi ya akina mama wale **ya**napendeza.
11. Kuandika wingi wa nomino
 - a) kucheza – kucheza
 - b) karatasi – karatasi
 - c) ukuti – makuti
12. Kuchora wembe, uzi na ubao
13. Kuandika wingi wa nomino (wembe – nyembe, uzi – nyuzi, ubao – mbao)
14. Sentensi iliyotungwa iwe sahihi na kutumia nomino inayofaa
15. Kuandika sentensi upya kwa kutumia visawe vya maneno yaliyopigiwa mistari
 - a) msichana – banati, ajaza – bikizee
 - b) mjomba – hau, zaraa – kilimo
16. Kueleza maana ya 'mchezo wa kuigiza'
17. Babu amesomewa gazeti na Nuru.
18. Sentensi iliyotungwa iwe sahihi na kutumia kinyume cha neno lililopeanwa
19. Majina ya viungo vya upishi kama vile kitunguu, chumvi na dania
20. Majina ya vifaa vya upishi kama vile kinu, mchi na kikaango
21. Njia ya upishi iliyotajwa katika kifungu kama vile kukaanga
22. Kuandika maana ya maneno
 - a) seredani – jiko la makaa
 - b) chamcha – chakula cha mchana
23. Kuandika mambo mawili yanayoweza kufanywa wakati wa kula kuonyesha nidhamu mezani
24. **INSHA:** Barua pepe iliyoandikwa izingatie kanuni za kuandika barua pepe, iwe ya mwaliko wa sherehe na itumie msamiati wa saa na majira.

Jaribio la tatu

Kujaza fumbo maneno

Kuelekea kulig

1. fungua
2. sahibu
3. dawa
4. kucheza
5. mkizi

Kuelekea chini

- | | |
|--|-------------|
| 6. hucheza | 7. dovu |
| 8. kilango | 9. marahaba |
| 10. picha | 11. A |
| 12. D | 13. B |
| 14. C | 15. A |
| 16. A | 17. D |
| 18. B | 19. C |
| 20. B | 21. A |
| 22. D | 23. D |
| 24. B | |
| 25. C | |
| 26. umaskini au visawe vyake | |
| 27. minane (8) | |
| 28. tarbia, lina mishororo minne kwenye kila ubeti | |
| 29. kijijini na mijini | |
| 30. kufanya juhudi au bidii | |
| 31. ubeti wa pili, mshororo wa tatu | |
| 32. Watu wote tujikaze, Kenya yetu iinuke , mizani kumi na sita (16) | |
| 33. Mizani sitini na minne (64) | |
| 34. ja, ni | |
| 35. Kina (vina) – ni silabi zinazotokea katikati na mwishoni pa kila mshororo wa ubeti. | |
| 36. Mizani – idadi ya silabi katika mshororo au ubeti | |
| 37. Kuandika maana ya maneno jinsi yalivyotumika katika shairi <ol style="list-style-type: none"> a) juhudi – hali ya kutumia nguvu na uwezo wa mtu katika kukamilisha jambo b) ufisadi – upokeaji au utoaji wa hongo c) uzembe – hali ya kufanya jambo bila ya makini, kwa ulegevu | |
| 38. uzembe au uvivu | |
| 39. Kuandika ujumbe wa shairi | |
| 40. Kuandika maneno yanayoonyesha adabu na heshima kama vile tafadhali, samahani n.k. | |
| 41. Majina ya wahusika kama vile Mbuni, Mtu, Kasuku n.k. | |
| 42. Chiriku – mwenye kelele nyingi, Kasuku – anayependa kuiga | |

43. Maelekezo katika kifungu kama vile (Akiwaashiria kwa mguu.), (Anatulia.) na kadhalika.
44. Uamuzi wa kutokata miti na kupanda miti kabla ya kukata mti wowote iwapo wanalazimika kukata.
45. Kuandika maana na matumizi ya 'subira huvuta heri.'
46. Kasuku, chiriku, mbuni na kadhalika.
47. Majina ya ndege ambao hawakutajwa katika mazungumzo kama vile sigi, keremkerem na bundi
48. Teknolojia imechangia katika mawasiliano, matumizi ya baruapepe
49. Kuandika ujumbe ambao umepatikana katika mazungumzo
50. Insha iliyoandikwa izingatie kanuni za kuandika wasifu, iwe kwa urefu unaofaa na hati nadhifu.

Jaribio la nne

Kusikiliza na kuzungumza

1. Kumsomea mzazi au mlezi jozi za maneno na kutamka vizuri sauti zinazokaribiana
2. Kuandika kitanzandimi
3. Kuandika majibu ya maamkuzi
 - a) shikamoo – marahaba
 - b) umeshindaje – vyema/vizuri
 - c) chewa – chewa
 - d) cheichei – ewaa
4. buriani
5. Kitendawili kama vile 'dhahabu yangu ya thamani haisimami'
6. ndugu, ami, baba mdogo, mjomba na kadhalika
7. Kuandika mianzo ya methali
 - a) Ukiona vyaelea jua vimeundwa.
 - b) Anajejitahidi hufaidi.
8. Kuandika nahau za usafi na mazingira kama vile penga kamasi, piga deki na futa vumbi.
9. Sentensi iliyotungwa iwe sahihi na kutumia nahau inayofaa
10. heroe
11. Sentensi iliyotungwa iwe sahihi na kutumia kisawe cha 'ndovu'.
12. Kupigia mistari miktadha rasmi kunakotumika lugha rasmi (ofisini, shambani, njiani, gwarideni)
13. Kutumia kifaa cha kidijitali kutazama mazungumzo yoyote rasmi
14. Kutambua nidhamu ya lugha inayotumika katika mazungumzo yaliyotazamwa katika

nambari ya kumi na tatu

15. Kumsimulia rafiki au ndugu matukio ya kile kilichotazamwa katika swali la nambari ya kumi na tatu.

Sarufi

16. Mifano ya nomino za pekee kama vile Januari, Jumanne, Kenya na Kisumu.
17. Sentensi zilizotungwa ziwe sahihi na kutumia nomino zinazofaa
18. nomino za kawaida
19. Kuunda nomino za vitenzijina
 - a) imba – kuimba
 - b) soma – kusoma
 - c) andika – kuandika
20. Sentensi zilizotungwa ziwe sahihi na kutumia nomino zinazofaa.
21. Kueleza maana ya 'nomino za makundi'
22. Mifano ya nomino za makundi kama vile 'umati wa watu, safu ya milima, bumba la nyuki'.
23. Sentensi iliyotungwa iwe sahihi na kutumia nomino ya makundi
24. Kukamilisha nomino za makundi
 - a) mkungu wa ndizi
 - b) kicha cha sukumawiki
 - c) kikonyo cha zabibu
25. Kuambatanisha neno kwenye sehemu 'A' na 'B' ili kuunda nominoambata sahihi

	Nomino 1	Nomino 2	Nomino-ambata
a.	kidaka	hewa	kidakatonge
b.	mwana	dodo	mwanahewa
c.	mjusi	tonge	mjusikafiri
d.	mwana	kafiri	mwanasoka
e.	embe	soka	embedodo

26. nomino za dhahania
27. Sentensi zilizotungwa ziwe sahihi na kutumia nomino zilizopeanwa
28. Kutambua majina ya alama za kuakifisha
 - a) , – koma , kipumuo, mkato
 - b) . – kitone, kikomo, nukta
 - c) ? – kiulizi
29. Kalamu zetu zimewekwa karibu na runinga.
30. Mtoto amenyolewa na kukatwa ukucha wake.
31. Sentensi zilizotungwa ziwe sahihi na kutumia nomino zilizopeanwa
32. Kuandika sentensi za nambari ya thelathini

na moja kwa wingi.

33. Kupigia mistari viambishi vya ngeli katika sentensi za nambari ya thelathini na mbili.
34. Nomino zinazopatikana kwenye ngeli ya KU–KU katika umoja na wingi kama vile kufagia – kufagia, kufungua – kufungua
35. Sentensi iliyotungwa iwe sahihi na kutumia nomino inayofaa
36. Kujaza jedwali

	kutenda	kutendewa	kutendeka
a)	saidia	saidiwa	saidika
b)	chungu	chunguwa	chungika
c)	funga	fungiwa	fungika

37. Sentensi iliyotungwa iwe sahihi na kutumia kitenzi kinachofaa
38. Sentensi iliyotungwa iwe sahihi na kutumia kitenzi kinachofaa
39. Sentensi iliyotungwa iwe sahihi na kutumia kitenzi kinachofaa
40. Kuandika kinyume cha vitenzi
- a) enda – kuja
b) laki – sindikiza
c) anika – anua
41. Sentensi zilizotungwa ziwe sahihi na kutumia vinyume vya vitenzi vilivyopeanwa
42. Sentensi iliyotungwa iwe sahihi na katika hali ya mazoea
43. Sentensi iliyotungwa iwe sahihi na katika hali timilifu
44. Kubadilisha nomino katika hali ya ukubwa na udogo

	Nomino	Ukubwa	Udogo
a)	mguu	guu	kiguu
b)	ndizi	dizi	kidizi
c)	nyumba	jumba	kijumba

45. Sentensi zilizotungwa ziwe sahihi na kutumia nomino zilizoanwa

Maswali mseto

46. Mifano ya vyakula ambavyo hupikwa kwa kutokoswa kama vile viazi, mihogo na mayai
47. Mapambo na sehemu za mwili ambako huvaliwa
- d) pete – kidoleni
e) ushanga – shingoni
f) bangili – mkononi
48. saa tisa kasorobo

49. Musa asikubali kutazama filamu hiyo.
50. Insha iliyoandikwa izingatie kanuni za insha ya masimulizi na kuhusisha msamiati wa ndege.

Jaribio la tano

1. Kukisoma kifungu na kutamka maneno yote kwa usahihi.
2. Kusoma tena kifungu na kuyajibu maswali.
- a) Kueleza maana za maneno yaliyotumika, mwanafunzi anaweza akatumia kamusi kueleza maneno hayo.
- b) Kuandika haki za watoto kama vile kupata elimu, chakula bora na matibabu
- c) Kuandika itikadi ambazo hazifai kama vile ukeketaji na ndoa za mapema
- d) Ushauri kwa rafiki uhusu kukataa kukeketwa na kuozwa kwa kuomba msaada wa mwalimu ama kiongozi yeyote
3. Kusoma kifungu kisha kujibu maswali
- a) Kuandika nomino za dhahania kutoka katika kifungu kama vile urafiki, wema na ukarimu.
- b) Sentensi iliyotungwa iwe sahihi na kwa kutumia nomino inayofaa
- c) Kuandika nomino za pekee kama vile Luka, Dhahabu na Mungu
- d) kasuku
- e) mwenye bidii kama mchwa
- f) Sentensi iliyotungwa iwe sahihi na kwa kutumia tashbihi 'mwenye bidii kama mchwa'.
- g) Kuandika mambo yanayofanyiwa pamoja kama vile kupanda miti, kudumisha usafi, kuenda maabadini
- h) Jinsia yao haibainiki katika kifungu
4. Mchoro sahihi wa vitu kama vile sahani, redio, runinga, saa na nguo
5. Mchoro sahihi wa vitu kama vile uzi, ukuta, ubao, uso na ulimi
6. Mchoro sahihi wa vitu kama vile ukuti, ubua, wano na kadhalika
7. Ngeli ya KU – KU
8. Sentensi iliyotungwa iwe sahihi na kwa kutumia nomino inayofaa
9. Insha iwe kwa hati nadhifu, urefu unaofaa na kwa kuzingatia kanuni za kuandika insha ya wasifu.

SCIENCE

Living things classification of plants Pg. 209

Activity 1 pg. 209

1.

Moss	Banana
pine	kales
Fern	Sorghum

- Any applicable plant
- Flowering and non flowering

Activity 2 pg. 209

1.

Beans	cedar
maize	acacia

- Beans, maize, acacia
- Non- flowering plants
- Flowering plants
- Flowering and non flowering

Activity 3

- Presence of flowers
- Ohanga's list has flowering plants
Jubalis list has non flowering plants
- Ohanga's list - any flowering plants eg
grass, peas, and green grams
Jabali list any non flowering plants eg cedar,
cypress and fir.

Activity 4

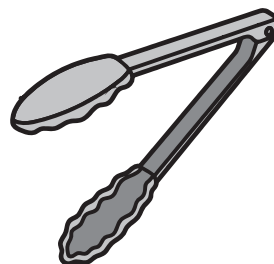
- Flowering and non flowering
- Flowering
- Non - flowering
- Beans, maize, wheat, mango etc
- Classification

Activity 5

Any correct answer

Activity 6

- Tong/ tongs
goggles
gumboots
- Dust coat, safety boots
-



Activity 7

- Any correct response
- Beauty in the first picture
Production of fruit for food and
reproduction
- Beauty
food
- Firewood
Charcoal
Timber
Attract rainfall
Cleans the air

They provide

Activity 8

- Fruit
- decorate/ beauty
- To seed on nector
- Mango, pawpaw, tomatoes, beans etc
- a) Human beings - provide food, timber
charcoal etc
b) Birds - Provide food and shelter
c) Insects - provide food and shelter

Activity 9

- Flowering plants to circle are acacia, pear,
grass, bean, mango, sugarcane, cactus,
maize, flowers
- Non flowering plants to colour are algae,
cypress, pine, spruce, moss

Activity 10

Flowering- oranges, grass, pawpaw, beans
pigweed, maize, sugarcane, kales
Non- flowering- algae, pine, moss, fern
cypress, liverwort, cedar.

FUNGI PG. 212

Activity

1.

mould	puffball
mushroom	toadstool
brackets tree	

- Any correct answer
- Non green plants or fungi
- Draw neat diagrams and colour
- No

Act 2

- Non- green
- Fungi
- Mould
- Mushroom puffball
 - mould yeast
 - Toadstool penicillium
 - bracket tree

Activity 3

Follow the procedure given

Activity 4

- Illustrate
- mushroom
 - toad stool
 - moulds
 - brackets tree

Activity 5

- Bread and cake
- in a bakery
- yeast
- yeast, help to raise the dough during baking

Activity 6

- Mushroom
- used as food
- used as food
can be sold to earn money

Answer to questions on page 213 under home activity

- food
- pencilium
- yeast

Activity 7

- cloves, goggles
- wearing protective clothes while handling plants
- Holding them with tongs and forceps
Cleaning hands after handling fungi
- Any correct safety measures

Activity 8

- Wearing protective clothings
Cleaning hands after handling
- and 3- refer number 1
- To dispose the bread responsibly

Animals - vertebrates Pg. 214

Activity 1

1.

cow	fish
toad	dove/ bird
Lizard	

- Any found in the locality
- they have a backbone
- Vertebrates
- Any animals with a backbone eg a lizard, tortoise, chicken, duck, rabbits, frog, newt, tilapia etc

Activity 2

- A rabbits and a boy
- Handling the rabbit
- Gloves
- wear gloves, goggles, dust coat and gumboots
- Using forceps or tongs to hold small animals
A lot handling poisonous and dangerous animals
Washing hands after handling animals

Activity 3

Fish	tortoise
Turtle	cow
bat	whale
ostrich	crocodile
lion	turkey
dove	chameleon
toad	kasuku
goat	shark
dog	lizard
salamander	hen

2. a) Tilapia, shark → fish
b) Turtle, tortoise, crocodile, chameleon, lizard → Reptile
c) Cow, bat, whale, lion, goat, dog → mammals
d) ostrich, turkey, dove, kasuku, hen → birds
e) toad, salamander → Amphibians
3. Fish - trout, sardine etc
Reptiles- alligator, gecko and snake
Mammals - flying fox, donkey, elephant etc
Birds- weaver birds, guinea fowl, duck etc
Amphibians - frog and newt
4. Some by walking, swimming, crawling, flying etc
5. A fish breath through gills
The other vertebrates breath through lungs
6. Fish- scales
Mammals- hair or fur
birds - feathers
Amphibians - moist skin
7. Mammals feed their young ones by suckling them.
Birds put food in the mouth of the young ones using their beak while some allow the young ones to gather food.
To other vertebrates do not take care of the young ones ie reptiles, fish and amphibians.
8. Mammals live on dry land apart from whale, seal and dolphine which live in water
All fish live in water
Most reptiles live on land except a turtle and crocodile which party live on land and partly in water.
Amphibians live partly on land and partly in water

9. Mammals give birth except a duck-billed platypus and spiny ant eater which lay eggs
All the other animals reproduce by laying eggs.

Activity 4 Pg 216

1. Refer to activity 3 number 2 and 3
2. Mammals
 - Give birth apart from spiny ant eater and a duckbilled platypus which lay eggs
 - Have mammary glands
 - Bodies covered with hair or fur
 - Most live on land apart from whales, dolphins and seal which lives in water.
 - Most walk apart from bat and a flying fox that fly
 - Mammals are warm shaded
 - Their body temperature do not change

Birds

- Have wings for flying
- Have beaks
- Bodies covered with feathers (do not change)
- Lay eggs
- Have claws on their feet

Amphibians

- Lay eggs
- Have cold blooded
- Have moist skin
- Live on land and in water
- Body temperatures keeps on changing

Reptiles

- Bodies covered with scales
- Are cold blooded
- Are cold blooded
- Body temperatures keeps on changing

Fish

- Have fins
- Move by swimming
- Body covered with scales
- lay eggs
- Breath through gills
- Body temperature keeps on changing
- Are cold blooded

Human body - sense organs Pg. 216

Activity pg. 216

1. Body parts involves in receiving information from the environment (sensing)
2. Smell - nose
Sound - ears
Taste- tongue
touch- skin

Activity 2 PG. 216

1. A- ear
B- eye
C- nose
D - tongue
2. Observe
3. Draw neatly
4. Skin
5. Sense organs

Activity 3 Pg. 216

E	N	T	W	R	I
S	O	O	N	O	G
K	I	N	O	S	E
I	N	G	I	E	A
N	Y	U	M	A	R
K	K	E	Y	E	A

Activity Pg. 216

- a)
- i) Eyes - seeing (sight)
 - ii) Nose - Smelling
 - iii) skin - sense touch or feeling
 - iv) Ear - hearing
 - v) Tongue - Tasting

	² T					
¹ N	O	S	³ E			
	N		Y			
	G		E			
	U		⁴ S	K	I	N
	⁵ E	A	R			

Activity 5 Pg 217

1. Blowing/wiping the nose
2. Nose
3. Cleaning it
Not putting foreign objects in the house

Activity 6 Pg .217

1. A girl cleaning the ears
2. Ears
3. Cleaning, avoiding to much noise, not putting sharp objects in the ears.

Activity 7 Pg. 217

1. Welding shield
2. Wearing goggles to prevent direct sunlight and dust
- Cleaning with water
- Avoiding to much or dim light

Activity 8 Pg. 217

1. Bathing
2. The skin
3. - Applying oil
- bathing with soap

Activity 9 218

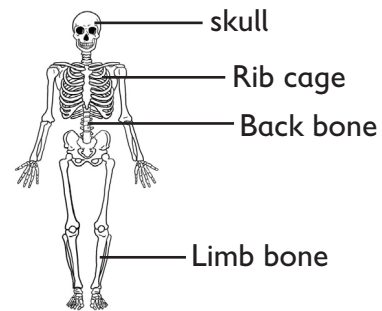
1. Brushing
2. Tongue
3. Cleaning the tongue daily

Activity 10 pg. 218

1. Any correct response

Skeleton and muscles PG. 218

Activity 218



Act 2 Pg 218

1. A- Rib cage B- skull
C- Backbone D- Limb bone
2. Human skeleton
3. A- Ribcage 1. Protect the heart and the lungs
2. Support the shoulder, chest and upper abdomen
3. Allow movement during breathing
B. Skills 1. Protect the brain
2. Support the social muscle
3. Allow body movement

- C. Backbone
1. Protect the spinal muscle
 2. Support the body weight
 3. Allow body movement
- D. Limb cage
1. Support over all body weight
 2. Provide surface for attachment of joints
 3. Allow movement

Activity 3 PG. 219

1. Any correct response
2. A- neck muscles
B- Biceps muscles
C- abdominal muscle
D. Thigh muscles
3. Human skeletal muscles

Activity 4 Pg . 220

1. Exercise makes muscles and bones stronger
2. Sunlight give the body vitamin D which strengthen the bones
3. Eating healthy diets
- Wearing safety gears to prevents injures

The breathing system Pg. 220

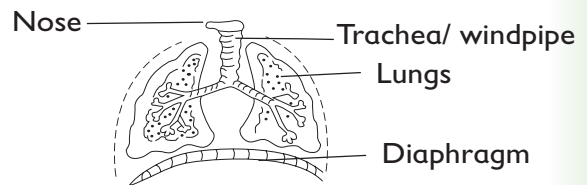
Activity 1 pg. 220

- i) Nose
- ii) Trachea. wind pipe
- iv) lungs
- v) diaphragm

Activity 2 Pg. 220

- Nose
- Warms
 - Moistens air
 - Cleans the air
- Trachea
- Warm the air
 - Moistens the air
 - Cleans the air
- Lungs
- Exchange of gases
 - Expand and contract to allow air in and out of the body
- Diaphragm
- Separate the chest and the abdomen
 - Helps the lungs to expand and contract during breathing.

Activity 3 PG. 221



Activity 4 221

Amy correct response

Activity 5 221

- a- colds - virus
- b- influenza - virus
- c- tuberculosis - bacteria
- d- pneumonia - bacteria , virus or fungi
- e- Asthma - substances that cause allergy
- f- coughs - virus

Activity 6 222

- 1 The breathing/ respiratory system.
2. Balloons, straws, transparent plastic bottle, rubber, rubber sheet, cork.
3. Balloons- lungs
Straws - trachea
Plastic bottle- chest libcage
Rubber sheet- diaphragm

Activity 7 222

- Plastic bottles - chest
Straw - trachea
Balloons - lungs
Rubber sheet - diaphragm

Activity 8 222

1. a) Any correct answer
b) Dust mask - To protect the breathing system
2. - Wearing a mask
- Avoiding dusty places
- Breathing through the nose

HEALTH EDUCATION

Waterborne diseases page 223

Activity 1 223

1. A- A grid is drinking water from the river
B- The girl is vomiting
C- The girl is receiving medical attention from a doctor
D- The girl has been discharged from the hospital
2. The water was contaminated
3. No

- Water borne diseases
- Cholera, Bilharzia, Typhoid, Dysentery
- Observing signs like vomiting & diarrhoeing or getting tested in a hospital.
- The best preventive measure is by observing proper hygiene and sanitation. (For more check the summary on page 224 and 225)

Activity 2 Page 223 No. 4

- Disease caused taking contaminated water.
- Typhoid, bilharzia, dysentery, cholera
- Typhoid, bilharzia, dysentery, cholera
-

p	t	n	w	o	r	m	t	t
d	y	s	e	n	t	e	r	y
l	p	i	g	g	e	r	r	p
c	h	o	l	e	r	a	h	h
a	o	r	o	l	a	m	o	o
b	i	l	h	a	r	z	i	a
s	d	a	b	l	e	s	d	d

External body parasites Page 226

Activity 1

- External parasites are small animals that live on the body of a human being which fully depend on the person
- Observe
 - A- mite
B- louse
C- jigger
 - A-
B-
C-
 - External parasites
 - (For signs refer to the table on page 227)
 - (For prevention of mites) lice and jigger, refer to page 226 and 227
 - Mites - Treatment
- killing mites and their eggs with medication
- Cleaning clothes with hot water
Louse - Using shampoo
- Combing lice and their eggs off the hair
Jigger - Killing jigger with chemicals
- Removing jigger from the skin

Internal body parasites- Page 227

- Internal body parasites are small animals inside the body of a human being
- Observe
 - | | |
|----------|-----------|
| Hookworm | Roundworm |
| Tapeworm | pin worm |
 - Inside our body
 - Internal body parasites
 - (for signs, refer to the table on Page 229 of the encyclopedia)
 - The main way is observing hygiene (from more preventive refer to page 228 and 229)
 - Taking medicines that kill the parasites (deworming)

ENVIRONMENT

Solid waste management page 230

Activity 1 Pg. 230

- | | |
|---------------|------------------|
| Food remains | plastic waste |
| Plants waste | broken glass |
| animals waste | electronic waste |
- Any in the locality
- Fruit feelings, human waste etc

Activity 2 Pg. 230

- In our environment (at home and in school)
- Banana peels, animals waste, vegetable waste
- Plastic bottles, ink bottles, broken glasses
- Food remains, plant leaves, dead animals etc
- Metals, cables, old radio casing, rubbers etc

Activity 3 PG 230

- Those that can decompose and those that cannot decompose
- Sorb the waste
-

Waste that can decompose	waste that cannot decompose
cowdung, ugali, fruit peels, food waste, small pieces of wood	broken glass, plastic cup, plastic pieces of basins, old metallic cups, scrap metals, cables, old radio casing, rubbers.

4 and 5- follow the given procedure

Activity 4 pg 231

1. Solid waste
2. Putting the waste in a dust bin
3. Making compost manure
 - Food remains can be used as food for animals like pigs.
 - Waste from dead animals can be buried
 - Plants leaves and grass can be used for mulching.
 - Plants leaves and grass can be used for mulching

Activity 5 231

1. Any correct answer
2. Jua kali artisans are making new items from solid wastes
3. They gather solid wastes
4. Any correct answer
5. Recycling

Activity 6 231

1. Any correct answer
2. Cleaning a plastic container
3. To store sugar
4. Reusing

Activity 7 231

1. To prevent pilling shopping bags in his house reducing
2.
 - Using a reusable bottles to carry water instead of a new bottle every time
 - Using one clean container every time you buying milk

Activity 8 231

1. Cleaning solid waste from the compounds
2. A spade, a rake, a wheelbarrow
3. Glooves, mask, gumboots
4. Cleaning hands with soap and water after handling waste.

Activity 9 232

1. Any correct answer
2. The boy is mulching the farm while the girls are depositing waste in a compost pit
3. Making compost manure
4. Reusing
 - Reducing
 - Recycling
 - Making toys
 - Depositing in a dust bin

Activity 10. 232

1. Any correct answer
2. Collecting and disposing waste.
3. Wearing gumboots, dust coats, masks and gloves.

Activity 11

Make a dustbin by following the steps given

Activity 12

- Make toys of your choice.

Computing devices Page 233

Activity 1 pg 232 (handling data - ward processing page. 233

follow the steps to create and to edit word documents

Activity 2 Pg. 233

Follow the steps to save a word document

Activity 3 pg. 233

Follow the steps to retrieve a word documents

Activity 233

Follow the steps given to create a personal journal

Activity 5 Pg. 234

1. They are using their computing devices
2. On a desk/ computer lab
3. Yes
4.
 - Working in a safe environment
 - Using safe bag to carry a laptop
 - Proper connection of computing devices
 - handling devices with dry hands
 - proper storage of devices when not in use

Activity 6 Pg. 234

1. To invite friends to a birth day party
 - to show the meals available and their cost
2. Using word documents on a computer
3. Creating official documents
 - Writing application letters
 - Making birthday cards
 - Creating journals
 - Making menus

Activity 7 pg 234

				m					
				e					
c	a	l	e	n	d	a	r		
a		e		u					
r		t	e	x	t	b	o	o	k
d		t							
s		e							
		r							

Coding PG. 235

Activity 1 pg. 232

1. Scratch
2. W- palette
X- Sprite
Y - Stage
Z- Scrips area

Activity 2 235

- Follow the procedure given in the encyclopedia

Activity 3 235

Use a digital device that is internet enabled

Activity 4 PG. 235

- Follow the steps given

Activity 5 PG. 236

Follow the steps given

Activity 6 PG. 236

Follow the steps given to create a story

Activity 7 237

1. Pupils are learning
2. In a classroom
3. Scratch program
4. - Educating people
- Advertisements
- Creating and playing games

MATTER Page 238

Activity 1 Pg. 238

- Follow the steps given

Activity 2 238

1. They melt, the temperature increase
2. liquid

3. not all
4. Moth ball (naphthalene)
- Cooking fat
- Wax
- Ice

Activity 3 PG. 238

- 1-3 follow the procedure
4. vapour
5. it evaporates
6. gas

Activity 4 Pg. 239

- 1-4- follow the procedure
5. the amount reduce
6. the bottle top with petrol
7. petrol and spirit are highly flammable

Activity 5 Pg. 239

1. It is evaporating
2. Vapour/ stream
3. Drops of water
4. To cool the vapour
5. Condensation

Activity 6 Pg. 240

- 1-3 Follow the steps
4. Steam / vapour
5. water droplets
6. water

Activity 7 Pg. 240

1. Any correct response
2. Melting
3. Freezing
4. The temperature lowered

Activity 8 Pg. 240

1. discuss
2. W- melting
X- evaporation
Y- condensation
Z- Freezing

Activity 9 Pg. 214

1. Liquids
2. Melting
3. Gaseous
4. Evaporation
5. Condensation
6. Freeze
7. Cools
8. Matter

Activity 10 Pg. 241

1. Clothes on the on the clothline drying
2. a) True
b) True
c) True

Activity 11 pg. 241

1. i) Evaporation
ii) Condensation and freezing
iii) Melting

Activity 12 Pg. 242

Follow the procedure to make candles

Acids and bases Page 242

Activity 1 Pg. 242

1. A -B- Confirm the colours
2. To test whether a substance is an acid or base

Activity 2 pg. 243

Answer to the questions

1. Remain red
2. It turns red
- 3.

Fruits	Colour of litmus paper
lemons	red
Mangoes	red
Guavas	red
unripe tomatoes	red

Activity 3 Pg. 243

-Follow the steps to perform the activity

Activity 4 Pg. 243

- Follow the steps to classify substances into acids and bases

Activity 5 pg. 244

- Use paper cut outs with names of acids and bases

Activity 6 and 7 Pg. 244

- Follow the procedure to identify the properties of acids

Activity 8 245

1.

Car battery	Disinfectants
Fertilizer	fruit juice
Glocuse	

2. - Fruits are used as food
- use in a car battery
- Making soft drinks

Activity 9 PG. 245

1. Soda ash, stain remover, soap, baking powder, tooth paste, bleaching agents
2. Making “ (above)
3. Any correct answer

Activity 10 PG. 245

1.

googles	cement
acid	gloves

2. Google - to protect the eyes
Cement- in building
Acid - in a car batteries
Gloves - to protect the hands
3. - Wearing protective gears
- Closing bottles with acids and bases tightly
- Changing clothes when acids and bases splash on them
- Keeping acids and bases separately
- Reading the safety precaution notice on a acids and bases

FORCES AND ENERGY

Activity Page 246

1. Falling down
2. A force is pulling it downward
3. Gravity

Activity 2 Pg. 246

1. It will move upto a point and start falling down
2. No
3. Force of gravity

Activity 3 Pg. 247

1. Throwing a tennis ball
2. It will fall down Gravity will pull it downward
- 3 and 4 follow the instruction given

Activity 247

1. None
2. None
3. The two stones will fall at the same time

Activity 5 Pg. 247

1. Downward
2. Observe

Activity 6 PG. 247

- Follow the steps to perform the activity

Activity 7

1. Children are harvesting fruits in the first picture
Children are sliding in the second picture
2. Metals and plastics
3. The force of gravity pulls the children down the slopes
4. Making the mangoes to fall from the tree
Making it easy for the children to slide down the slope

Activity 8 Pg. 248

Follow the procedure to make a liquid siphoning equipments

SOUND ENERGY Pg. 248

Activity 1 248

1.

Whistle	guitar
ruler	shakers

2. Whistle - blowing
Guitar - plucking
Ruler - tapping
Shakers - shaking
- 3 and 4 - produce the sound

Activity 2 Pg. 249

1. Alex produced a soft sound while Liz produced a loud sound
2. Alex's books hit the ground gently while Liz's book hit the ground hard

Activity 3 Pg. 249

1. The sound was too loud
2. Noise
3. Industries, quarries, workshop, disco halls
4. Sound pollution is exposure to loud sound or noise

Activity 4 Pg. 249

1. Parents covering the ears and the girl dancing
2. Dancing to music
3. Sound pollution
4. - Hearing loss
- Sleep disturbances
- Irritation
- Lack of concentration
- Interference with communication
- 5.

Effects of loud sound on behaviour	Effects of loud sound on health
irritation sleep disturbance	hearing loss (deafness) Headache

Activity 5 250

1. The man is milling flour in a posh mill
2. Ear protective devices
3. Using ear protective devices like ear muffs, earplugs and ear defenders.
- Avoid noisy places
- Turning down loud music
4. People working in industries, quarries, music studios, workshop etc

Activity 6 Pg. 250

Follow the procedure to make a sound cone

Activity 6 Pg. 250

- Follow the given procedure to make an ear muff

HEAT TRANSFER Page. 251

Activity 8 Pg. 251

1. Glass jar, water, flour, stand, sources of heat
2. i) Put water in a glass jar
ii) Deposit flour at the bottom of the jar carefully
iii) Place jar and the flour on a stand above the source of heat
iv) Observe what happens after heating
- 3 and 4 follow the steps
5. The flour is seen moving from bottom to top of the jar and then back to the bottom

Activity 9 pg. 251

1. Releasing piece of paper above the fire
2. Do not experiment
3. The papers do not fall on the fires. they do not get burnt

Activity 10 Pg. 251

1. To allow fresh air in. To cool the house
2. Warm air gets out through the ventilations and cold fresh air gets in through the window
3. Formation of wind
 - heating water
4. The water at the bottom of the container gets heated, becomes lighter and rises. Cold water which is heavier sinks to replace the risen water.

Activity 11 252

1. Basking in the sun
2. Heat and light
3. From the sun above them
4. Through radiation

Activity 12 PG. 252 and 253

1. Family members warming themselves as they cook food
2. (not clear)
3. Through radiation
4. Basking in the sun
 - warming our legs using a jiko
 - warming a house with a heater placed at a corner of the house
 - Drying grains in the sun

Activity 13 PG. 253

- Use a digital device that is internet enabled

Activity 14 PG. 253

1. A solar water heater
2. To warm bathing water using the sun
3. Black colour helps to absorb more heat from the sun
4. The coils on the tube help to increase the area for the heating water.

Activity 15 Pg. 253

1. An improvised charcoal cooler
2. Charcoal increases the surface area for evaporation of water.
3. The price of cloth helps to increase the rate of evaporation of the water. The water evaporation has a cooling effect on the preserved food
4. Milk, meat, cooked food

EARTH AND SPACE Pg 254

Activity 1 Pg. 254

1. Different phases of the moon
2. Any correct response
3.
 - new moon
 - crescent
 - first quarter
 - gibbous
 - full moon
4. Phases of the moon

Activity 2 Pg. 255

- 1 to 5 follow the instructions given
6.
 - A- waxing crescent
 - B- first quarter
 - C- Waxing gibbous
 - D- Full moon
 - E- Waning gibbous
 - F- Last quarter
 - G- Waning crescent

Activity 3 Pg. 255

Follow the procedure given

Activity 4 255

1. Water is moving
2. Tides
3. The moon causes a clean tide because of gravity.
4. Muslim mark Ramadan festival by appearance of the new moon

Assessment Task 1

1. Accept any correct answer
2. Flowering
3. Flowering plants are those that produce flowers. Examples maize, beans, grass, cabbage, bananas, kales, tomato, rice among others (assess)

4.

Flowering plants	Non- flowering of plants
Maize, mango, beans, sunflower, rice, cabbage, kales, bananas, carrot etc	mould, cedar, mushroom, algae, toadstools, fern, moss, pine, cypress etc

5. Assess any correct answer
 1. use protective gloves and clothing when handling plants that may be irritating to the skin
 2. Use forceps and tongs to turn over the plants
 3. Wash hands after handling plants

6. Assess
7. i) We should take care of the plants because:
They
 - a) Provide us with food and clean the air
 - b) Give us wood, medicines, cotton and many other things
 - c) Maintain carbon dioxide- oxygen balance in air
8.
 - a) So that they can dry
 - b) The liquid water on the wet clothes changes to vapour when the evaporation takes place
9. Matter
10. Flowering plants are those that produce flowers while non- flowering plants do not produce any flowers
11.
 - a) sleep disturbances
 - b) make people less alert
 - c) people less alert
 - d) deafness
12.
 - a) a source of food, medicine, beauty, clothing
 - b) food, shelter
 - c) nectar
13.
 - a) mould, mushroom, puffball, toadstools
 - b) Fungi, non- green, non flowering plants, bracket tree, lichens
14. They can cause chemical burning
15. Liquids
16.
 - a) an cooling naphthalene vapour solidify to form needle like crystals
 - b) on cooling water vapour, changes to a liquid
 - c) on cooling liquids wax changes to a solid
17. They are poisonous
18.
 - a) Raising dough when baking mandazi and bread
 - b) eaten as food
 - c) used to make penciling (medicine) that destroys disease causing germs
19. Moistened foods left for some days eg ugali, fish, bread cut, cassava, arrowroot etc
20.
 - i) provide food to human beings and animals
 - ii) Shelter animals
 - iii) Beauty
 - iv) Provide medicine to human beings
21. Radiation
22.
 - a) To reduce wastage when food is in excess
 - b) To provide food from going bad
 - c) For easy transportation
 - d) To maintain taste and flavour of food
23. Mushroom, yeast
24. Phases of the moon
25. Once a month ($29\frac{1}{2}$ days)
26. Pouring a liquid in a container with a identified volume or size
27. The bread had moulds which could cause food poisoning volume or size
28. hands, water
29.
 - i) melt wax in a container from a heat source
 - ii) pour molten wax into a paper tube with a closed end and a tight string at the centre
 - iv) peel off the paper cast after the wax cools
30. blue, alkaline (base)

Assessment tasks 2

1. Vertebrates are animals with backbone while invertebrates are animals without a back bone
2.
 - i) Covering food when serving
 - ii) Cover foods you want to stay moist with a plastic wrap
 - iii) Empty open cans of perishable food and place them into clean storage containers with a cover
 - iv) Keep the food cold in a cooler
3.
 - a) Hen, goat
 - b) Feeling along the centre of the back of the animals using fingers
4. Goat, rabbits, chicken, cat, cow, dog, fish, frog, toad, crocodile etc
5. Assess
6. Empty space in which there is no water present
7. Radiation
8. Assess
9. Birds
 - breath by means of lungs
 - Body covered with feathers
 - have scales on the legs
 - warm blooded
 - are vertebrates
 - Most of birds fly with the exception of ostrich
 - have beak instead of mouth
 - lay eggs
 - have wings
 - have claws on their feet
- b) Mammals
 - body covered with hair or fur
 - warm blooded
 - give birth to young ones with the exception duckbilled platypus and spiny anteater which lay eggs
 - Have mammary glands

- Use their limbs to walk except the bat that flies
 - Breath though lungs
 - Mostly live on land except whale, seal and dolphin which live in water
- c) Fish
- Have scales
 - live in water
 - Lay unfertilized eggs
 - Breath by means of internal gills
 - Cold blooded
 - Have fins
- d) Reptiles
- Breaths through lungs
 - have internal fertilization
 - cold blooded
 - lay fertilized eggs
 - Have dry scales
 - Have four limbs except the snake

10. Assess

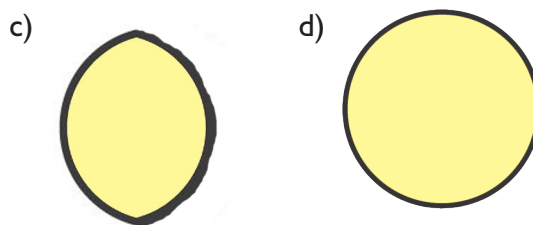
11. a) Commonly used acids
- Citrus fruits (oranges, lemons, lime)
 - Apples
 - Pineapples
 - mangoes
 - Stomach acids
 - Vineager
 - Bee stings
- b) Commonly used bases
- Wood ash
 - Baking soda
 - soap
 - Oven cleaner
 - Tooth paste
 - Washing powder

12.

vertebrates	invertebrates
Rat	Snail
Rabbit	Butterfly
Cow	House fly
Goat	Flea
Sheep	Grasshopper
Crocodile	Bee
Frog	White ant
Toad	Spider
Chicken	Tick
Fish	Scorpion
Turkey	Tick
	Mosquito

13. The skull, back bone, ribcage, rib bone
14. A- skull , B- Rib cage, C- Limb bones, D- Back bone
15. 3, skeletal, smooth, cardiac

16. Bean - Flowering, acacia - flowering, fern - non flowering, Tomato - flowering.
17. Enables human to move and perform daily activities protect the vital organs in the body
- help in maintaining posture and balance
18. Formation of sea and land breeze
- Boiling water
 - Blood circulation in warm blooded mammals
 - Used in air containers
 - Melting ice
19. Red, acid
20. Solid
21. a) new moon
b) crescent
c) 1st quarter
d) Gibbons
b) Gibbons



22.

f	t	e	y	e	s
u	e	a	r	s	y
r	e	t	u	k	n
s	t	e	n	i	o
i	h	h	e	n	s
t	o	n	g	u	e

23. a) nose (b) trachea (wind pipe) (c) lungs (d) diaphragm
- b) nose - clean, warm and moisten air
Trachea (wind pipe) - passage of air from nose to the lungs
- Trap dust and germs
Lungs - Gaseous exchange
Diaphragm - separate chest from the abdomen
- Allows the lungs to expand and relax
24. Asthma, influenza, colds, tuberculosis, Pneumonia and coughs

25. a) Cold - Corona viruses
b) Pneumonia - bacteria, viruses and fungi
c) Asthma - cold and flue infections, allergies such as pollen, dust mites, animal fur or feathers, smoke, fumes and pollution
d) Influenza - Viruses
26. Diarrhoea and vomiting, blood in urine, fever, skin rashes, itching of the bowels, dehydration.
27. - Hearing loss
- Sleep disturbances
- Interference with communication
- Feeling uncomfortable (irritation)
- Lack of concentration
28. a) Lice, jigger
b) (i) Lice - head to head contact, sharing of personal items such as combs, brushes, towels, hats
(ii) Jiggers- poor hygiene
c) external - they are found on the body of human beings
29. Itching on the infected parts, skin inflammation, infested parts may look like blisters
30. Fungi

Assessment Task 3

1. a)

Pin worm	Tape worm
Round worm	Hook worm
- b) By observing proper hygiene and sanitation
2. - Food remaining
- Plastic waste
- Plants waste
- Broken glass
- animal waste
- electronic waste
- Vegetable remains
- Potato and fruit peelings
- Non- woven bags
- etc
3. Waste that decompose easily is any waste that can easily rot while waste that can not decompose is waste that can not rot
4. Food, plants waste, animal waste, vegetable remains, potato peelings etc

5.

waste that decompose	waste that can not decompose
- Banana peels - Ugali with moulds - leaves - cow dung	- leaking metallic cups - electronic cables - Broken glasses - Used plastic bottles - scrap metals

6. Recycling, reusing, reducing
7. Plastic, glasses, metal
8. Reducing is minimising the amount of waste by having one durable item to use instead of several that can be disposed
Recycling means taking waste to a factory to be used to make new items
9. Recycling
10.
 1. Using protective gears while handling waste
 12.

gloves	gumboots
mask	dust coat
 13. Rake, spade, dust pan etc
 14. To avoid polluting the environment
 15. -Phones
-Desk tops
- Laptops
- Cameras
- Television
- Radio, etc
 16. a) a desk top computer
b) a- monitor/ screen
b- mouse
c- keyboard
d- CPU/ processor
c) (i) A mouse is used to highlight or select items on the screen
(ii) A key board enters alpha numeric data into the computer
(iii)Used to display information (A monitor)
(iv) A CPU process, save and retrieve information
 17. Follow the steps learnt earlier to create, save, edit and retrieve word document
 18. Follow the procedure learnt earlier to make journal
 19. Carry laptops with a safety bag
- avoid using wet hands
-connect the digital devices well

20. Starting a computer
 - Power on the main power switch at the socket
 - power on the main power switch at the socket
 - press the power button on the screen
 - Press the power button on the CPU
 - wait for the computer to load

How to start down a computer

- Click the start button
 - Selective power with the mouse
 - Select short down
 - Select shot down
 - Wait for the computer to turn off
21. - Making cards
 - Making textbooks
 - Writing letters
 - Creating menu, etc
 22. a) scratch
b) sprite, block palatte, scriptarea, stage
 - 23.
 24. Search the link and watch the video
 25. Follow the steps to animate the sprite
 26. - Advertisement
 - Education
 27. use the steps learnt earlier to create simple animation using scratch technique
 28. Help to warm our bodies in the sun
 - Drying grains and clothes
 - Warming all corners of a house using a heater
 29. New moon- waxing crescent- first quarter- waxing gibbions - full moon- waxing gabbions - last quarter- waxing crescent
 - 30.

Effects of heat on solid	Effects of heat on liquids
melting	Evaporation

Assessment Task 4

1. Solids, liquids, gases
2. Gravity is the force that pulls things towards the centre of the earth
3. Making an earmuff using locally available materials
 - Head band
 - Glue
 - A circular lid
 - sponge
 - A hand paper

Procedure

1. Use the circular lid to trace and cut the sponge into two equal circles
 2. Cut the hard paper into two equal circles to the sponge
 3. Use glue to stick the sponge to the hard paper
 4. Stick the sponge and the paper to the inner side of the headband to make an ear muff
 5. Use the earmuff to protect yourself while in noise places
4. a) w- melting z - freezing
b) X- Gas
c) water from the source get heated by the sun, it evaporate to form water vapour. The water vapour set cooled at high altitude, clouds are formed and later fall inform of rain. The change of state involved can be summarized as follow.
melting- evaporation - freezing- condensation
 5. Gravity makes things fall down towards the earth it makes ripe fruits to fall down the tree. It acts on all the objects by pulling them down wards. Rain drops reach the ground due to gravity.
 6. Some fungi such as yeast is used to raise dough when making breads and cakes. Yeast is also used in fermentation in breweries penicillin
 7. Gas does not have a fixed volume
 8. a) - Identify acids
 - Using a clean knife to cut a fruit such as lemon into two halves. Squeeze the juice from the fruit on your tongue and taste.
 - raise your mouth with clean water and repeat the experiment with other fruit juices one of a time, rising your mouth after each tasting. You will notice that many substance with sour our bitter tastes are called acids
 - You can also identify acids by squeezing juice from a lemon and putting it in a container. Dip one end of litmus paper in it. Observe the colour of the litmus before and after dipping it in lemon juice. You will notice a blue litmus paper forms red in lemon juice(acid) while a red litmus paper remains red in a lemon juice.
 - b) Identify bases
 - Grind an actal table to form powder squeeze on drop of lemon juice in your

tongue, then add a pinch of actual powder to the same spot on your tongue. You will notice that the sour taste of the lemon juice is called substances that cancel the sour taste of acids are called bases.

- Repeat the experiment by dipping one end litmus paper into a solution of wood ash and note the colour of the litmus paper before and after dipping the litmus paper into the solution.

- You will notice that red litmus paper turns blue on ash solution and blue litmus paper remains blue when dipped in ash solution

9. Baking bread and mandazi, fermentation of flour to prepare porridge and brewing

11. Newmoon, crescent, gibbons, fullmoon

11. a) making tooth paste

Making soap and bath products

Manufacture of cement

Making agriculture lime

Making breads and cakes

b) Making car batteries

Manufacturing of toilet cleaners

Making fertilizers

Making fruit juices

Helps in the digestion of food

Helps in preserving foods

12. - wear a face shield, an apron, gloves

- Avoid tasting acids and bases with your tongue

- Wear long-sleeved clothes

- Do not allow acids or bases to come into contact with

- Skin or eyes

- Avoid buying acids and bases in large quantities

13. Acids feel sticky, taste sour, turn blue litmus red, do not change the colour of the red-litmus, they frequently burn the nose when smelt.

Bases are slippery when felt between finger, turn red litmus paper blue, taste bitter and do not change the colour of blue litmus paper

14. Loud sound can be produced by;

(i) Dropping objects such as a stone to fall on a tin placed upside down against the wall from a greater height

(ii) Using a sound cone or folded paper to speak to a friend at a distance

15. Quarter phase

16.

Loud sound	soft sound
1. Dropping a book from a height of 2 metres from the ground	Dropping a book from a height of 30cm from the ground
2. Tyre burst	A cat purring
3. A barking dog	A child snoring
4. a fire gunshot	Pupils whispering
5. Hit a metal sheet with another metal	
6. Hitting a corrugated iron sheet roof with a stone	

17. A litmus paper is used to test whether a substance is an acid or base

18. Convection is the method of heat transfer in liquid and gases.

19. Plants can be taken care by:

- Watering

- Weeding

- pruning

- Shading

- Controlling pests

- Manuring

20.

Vertebrates	Invertebrates
Cow, goat, sheep, rabbit, dog, cat, fish, snake, tortoise, chameleon, mole, lizard, crocodile, rat	Butterfly, housefly, centipede, millipede
chicken, turkey, dove, duck among others	earth worm, bee, wasp, spider, tick
	mosquito, white ant
	termite, weevil, among other

21. Liquids and gases decrease in volume (contract) when cooled.

22. Earmuffs, earplugs, ear defenders

23. Using sound proof walls, avoiding noisy areas, turning down loud music placing heavy fines to those who produce loud sounds

24. Plastics, broken glasses, rubber, scrap metals, polythene bags electric cables.

25. Ribcage - protects the heart and the lungs
- Supports the shoulder, the chest and the upper abdomen
- Allow movement during breathing

- Backbone- protects the spinal cord
 - Support the body weight
 - Allows movement of the body
- Limbs bones - Support the overall weight of the body
 - Provide surface for attachment of joints to allow movement
- 26. Gloves - protect hand
 - Over coat - keep body and clothes clean
 - Gumboots - protects eggs
 - Goggles - protect the eggs
- 27. Do not look at the moon directly
 - use a telescope to observe the moon
- 28. Signs symptoms of a cough
 - A runny or stuffy nose
 - A feeling of liquid running down the throat
 - Frequent throat clearing and sore throat
 - Hoarseness
 - Wheezing and shortness of breath
 - Heartburn or a soap taste in the mouth
 - Rarely, coughing up blood
 Signs and symptoms of tuberculosis
 - Chronic cough especially after waking up
 - Mild fever in the afternoon
 - Sweating at night
 - Pain in the chest or upper back
 - Continuous loss of weight and and increasing weakness
 - Cough of blood
 - Pale waxy skin
 - Horse voice
- 29. - Do not smoke
 - Avoid exposure to indoor pollutants that can damage the lungs
 - Minimize exposure to outdoor air pollution
 - Get regular check- ups
 - Exercise
 - Do breathing exercises
- 30. - Try to avoid close contact with sick people
 - Avoid touching your eyes, nose or mouth
 - Stay home if you are sick
 - Cover your and mouth with a tissue
 - When you cough or sneeze Wash your hand often with soap and water especially after you cough or sneeze
 - Eat a lot of fruits and vegetables
- 31. Liquids and gases

Assessment Task 5

1. It is very important to have the three states of matter liquid, solid and gas. Without liquid that is water we cannot live as it contains a mixture of hydrogen and oxygen. Without oxygen that is a gas we cannot live as it helps breathing. Food is a solid and cannot live without food.
 - our clothes get dry on a line when water evaporates
 - Clouds are formed when the water vapour condenses we need rain to grow plants
2. Solids- Food, stone, paper, flour
Gases- oxygen, carbon dioxide, nitrogen
Liquids- water, juice, soda
3. Solids
4. Water borne disease are diseases that are transmitted through contaminated water. Examples of water borne disease- cholera, typhoid, bilharzia
5. Importance of gravity in real life
 - Helps to bring fruit down a tree for easy collection
 - Helps a person using a parachute or a hot air balloon to land easily
 - The force of gravity from the sun keeps the earth in position in its position as it moves round.
 - Rain drops reach the ground due to gravity
 - Water flows down a river because of gravity
6. a) Physical properties of bases
 - Turn red litmus paper blue
 - Blue litmus paper remains blue in bases
 - tastes bitter
 - Slippery when felt between fingers
 b) Physical properties of acid
 - Feels sticky
 - Tastes sour
 - Turns blue litmus per red
 - Red litmus paper remains red in acids
7. Ice, cooking fat, wax, tar
8. - water flowing through canals
- raindrops reaching the ground
- Fruits falling down a tree for easy collection
- 9.

Acids	bases
Lemon juice	Bar soap
Orange juice	Wood ash
Grape juice	Baking powder
Sour milk	Ati- acid

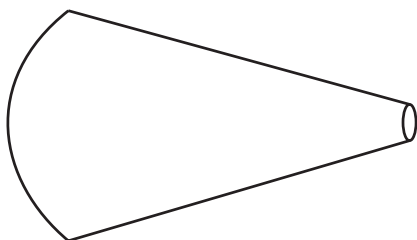
10. An object dropped from a greater height produced loud sound while when dropped from a low height it produces a soft sound. An object hit gently produces a soft sound while an object hit hard produces a loud sound
11. Sound pollution is exposure to loud sound or noise
12. Some animals particularly birds migrate to other areas for their reproduction.
 - Human observe the please to do no when remains are to come and prepare their lands
 - Phases of the moon brings ocean tides
 - muslims mark the beginning of ramadhan festivals by the appearance of the new moon.
13. Temperature
14. - Avoid noisy areas, activities
 - Turning down loud music- use heaving protection
 - Avoid hitting objects hard
15. Bus station
 - carpenter, blacksmith work shops
 - factories
16. a) making a sound cone or amplifier

Materials needed

 - A manila paper
 - A pair of scissors
 - a clear sellotape

Procedure

 1. Roll the manilla paper into a cone shape leaving one end narrow and the other wider
 2. Tape the edge into a position
 3. Use the pair of scissors to cut the cone into shape
 4. Use the sellotape to join the cone

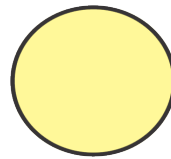


- (b) Making earmuffs
- materials needed
- Head band
 - Glue
 - A circular lid
 - Sponge

procedure

1. Use the circular lid to trace and cut the sponge into two equal circles
2. Cut the hard paper into two equal circles equal to the sponge
3. Use give to stick to sponge to the hard paper
4. Stick the sponge and the paper to the inner side of the headband to make an earmuff
5. Use the earmuff to protect yourself while in noisy places

17.



Full moon



New moon

18. - Keep the food covered and in a refrigerator
 - When you're not eating it
 - Store the food properly
 - Eat the leftovers
19. Disposing waste in a dustbins
20.

Solid	$\xrightarrow{\text{melting}}$ $\xleftarrow{\text{freezing}}$	Liquids	$\xrightarrow{\text{evaporation}}$ $\xleftarrow{\text{condensation}}$	gas
-------	--	---------	--	-----
21. Convection in gases
 - Convection works by areas of a gas heating or cooling greater than their surroundings, causing difference in temperature difference causing the areas to move as the hotter, less dense areas rise and the cooler more dense areas sink.

Convection in liquids

- When cold water is heated in a container the water at the bottom get heated first, it becomes less dense, then raises to the top and cold liquid move down and the cycle continues until all the water get heated and start boiling.
22.
 1. Remove jiggers with a sterile needle
 2. Disinfect the affected area
 3. Keep the environmental clean
 4. Keep domestic animals outside the house
 5. Keep fingers and toe nails short
 6. Wash hands and legs regularly
 7. Wear shoes all the time
 23. Freezing

24. 1. Do not touch fungi such as puffballs using bare hands
 2. Fungi such as moulds should not be eaten
 3. Wash hands with soap and clean water after handling fungi
 4. Dispose food that has mould responsibly
 5. Use gloves and a pair of tongs when handling fungi
25. It is important to have the three states of matter liquid, solid and gas. Without liquid that is water we cannot live as it contains a mixture of hydrogen and oxygen. Without oxygen that is a gas we cannot live as it helps in breathing. Food is a solid and we cannot live without food
 Our clothes get dry on a line when water evaporates
 Clouds are formed when water vapour condenses we need rain to grow plants
26. a) Eye, nose, ear
 b) Eye -sight
 nose - smelling
 ear - hearing
 Tongue - tasting
 skin - touching or feeling
27. Care of the skin
 - It helps the skin stay in good condition
 - To keep the skin glowing
 - To prevent acne
 - Help in treating wrinkles
 - helps the skin looking its best
 Care of tongue
 - Helps prevent gum disease and tooth decay
 - Keep the mouth feeling and smelling fresh and clean
 - Prevent bad breath
28. a) Benefits of mushroom
 - Source of food
 - Source of income
 - Create employment opportunities
 b) Benefit of yeast
 - used in bakeries to make breads and cakes which is used as food
 - Create employment opportunities in bakeries
 - Source of income
29. Care of sense organs of the body
 Nose - Use a clean handkerchief to remove mucus from the nose
 - Never put foreign materials in the nose

- Ear - Never insert objects in the ears
 - Always visit a doctor in case of infections
 - Avoid listening to loud music
 - Use earplugs or earmuffs for loud music
 - Keep the sound as low as possible on the T.V and radio.
 - Do not use cotton buds to remove earwax
 - Keep your ears dry after washing
 - Regular exercise
- Eye- Eat a healthy balanced diet
 - get regular exercises
 - Wear sun glasses
 - Wear protective eye wear
 - Avoid smoking
 - Limit your exposure to digital screens
 - Wash hands before touching your eyes
 - Avoid looking at bright lights
 - Do not look at the sun directly
- Skin - Bath daily using clean water and soap
 - Apply body oil to keep your skin soft
 - Avoid substances that are not recommended on the skin
- Tongue- Brush the tongue regularly
 - Quit smoking
 - Drink more water
 - Keep on a health diet
 - Visit the dentist every six months
30. (a) rain
 b) water is heated it evaporates and forms water vapour. After rising it reaches a height where it is very cold. The vapour condenses after cooling and forms clouds the cloud fall in form of rain
 c) i) Evaporation
 ii) Condensation
 iii) Rainfall and precipitation

Agriculture
ANSWERS
Soil Conservation

Assessment Exercise 1.1 (page. 270)

1. Is the washing away of loose, fertile top soil by rain water.
2. Making eroded soil or wind.
3. Valleys, on the plains, in areas with vegetation.
4. (i) Contour farming
(ii) Planting cover crops
(iii) Constructing gabions
5. (i) mulching
(ii) planting cover crops (cover cropping)
6. (i) To avoid wasting land/
environmental conservation
(ii) Making use of wasted soil
7. Organic manure
8. (i) Select suitable site.
(ii) Level the ground.
(iii) Spread the dry matter and add animal waste on top.
(iv) Then add leaves.
(v) Add a small layer of ash.
9. Helps to balance the tendency of compost to be more acidic. It also creates better conditions for composting worms, which speeds up decomposition
10. rot
11. (i) It is cheap
(ii) It makes use of locally available materials.
(iii) It does not pollute the soil
12. A soil
B dry leaves
C plant remains
D animal waste
E ash
F soil

Water conservation

Assessment exercise 1.2 (Page. 272)

1. Mulching, shading, watering, weeding.
2. Conserving water in the soil for plants by covering the soil with plant remains.
3. Crops that grow, cover and protect the soil from erosion and water loss.
4. Soil dries up, making crops to dry up.
5. Both plants and animals die.
a) Dry up and produce low yields
b) They die due to thirst

Living better with wild animals

Assessment exercise 1.3 (Page. 275)

1.

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

2. Using scare crows, using repellants, using pets like dogs and cats to scare or chase them away, fencing, making sounds.
3. They are important in the environment.
4. Infected cats, dogs, rats and mice
5. Mice, rats.
6. They are important in farming practices, such as eating weeds and they are a source of manure.
7. Something that keeps away an animal
8. Fencing, using scare crows, making noises, chasing them away, using repellants.

Growing fruits

Assessment exercise 1.4 (PG. 276)

1. These are fruit plants with weak stems that require support to grow upwards or in a certain direction.
2. Passion fruits, grapes, blackberries, kiwi, raspberries. Assess
3. (a) Picking from the plants
(b) Plucking from stems
(c) picking those that naturally fall on the ground.
4. By cutting a ripe fruit into half then using a spoon to scoop out the seeds
5. (a) nursery beds
(b) natural environment
(c) markets or agrovets
(d) from the fruits of the climbing pants

Conservation project

Assessment exercise 1.5 (PG 279)

1. Kiwi, grapes, goose berries, blue berries
2. Applying manure, weeding, watering, thinning.

3. To make the plants grow with space in order to bear many fruits.
4. (a) purple (violet)
(b) red
5. (a) Avoiding dropping on hard ground.
(b) Harvesting when mature or ripe.
6. To get vitamins that help us fight diseases.
7. (a) to prevent them from getting damaged
(b) to get nutrients needed by the plants to grow healthy
(c) to provide enough water needed in fruiting
8. Not to cause damage, to avoid wastage.

Domestic animals

Assessment exercise 2.1 (PG. 281)

1. Animals kept at home
2. Rabbit
3. Cats, dogs, rabbits, parrots, peacocks
4. Donkeys – transport; bees – honey; cats – pet, dogs- security/pests.
5. Pork and manure
6. Carmel
7. Veterinary services, butchers, poultry keepers, dairy farmers, milk sellers.
8. Dowry payment and performing of burial rituals.

Innovative gardening practices

Assessment exercise 3.1 (PG. 284)

1. Indigenous food crops are those that grow on their own in some places.
2. (a) Pigweed, black night shade
(b) millet, sorghum
(c) yams, cassava
3. (a) they give us vitamins which helps us prevent diseases
(b) gives us energy and some minerals
4. Vegetables provide us with vitamins that help us prevent diseases.
5. (a) They are a source of food.
(b) We earn income after selling locally.

Vegetable gardening practices

Assessment exercise 3.2 (PG. 288)

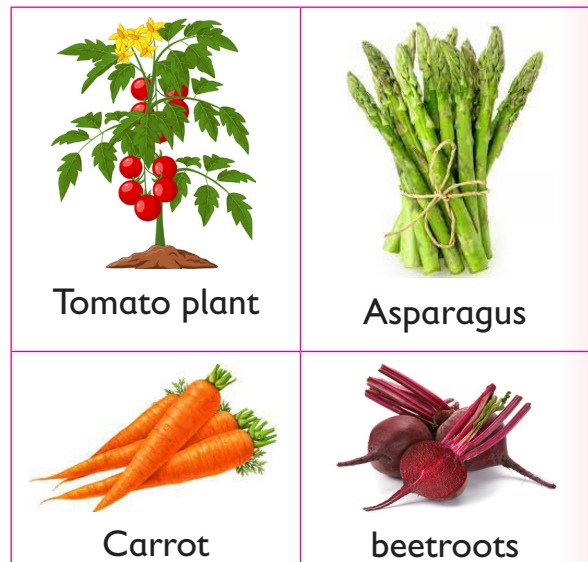
1. Weeding, applying manure, watering, removal of parts affected by diseases.
2. To maintain the healthy plants (avoid overcrowding of plants).
3. To prevent animals from destroying them.

4. a) Weeding: To remove unwanted plants that compete for water with crops
b) Mulching: To conserve water in the soil
c) Shading: To protect crops from excessive heat and light.
5. Transferring young seedlings from a nursery to the farm.
6. The leaves become broad and mature to be harvested.
7. - Give us fibres
- Helps our bodies to prevent diseases
- provide roughage.

Innovative gardening

Assessment exercise 3.3 (PG. 290)

1. Growing and cultivating crops in recyclable items such as used containers, sacks or large pipes.
2. Pipes, pots, plastic and metallic containers, tyres, sacks etc
3. Makes use of waste materials. saves on space
4. (a) tomatoes/cucumber/pepper
(b) onions/dhania/asparagus
(c) carrots/beetroots



5. To drain excess water and ensure that the correct amount of water is retained in the soil
6. By selling the products of the crops grown on the horizontal and vertical gardens.

Assessment Task 1

1. Washing away of top, fertile soil by rainwater or wind.
2. Moving water, wind, overgrazing of animals

3. a) Soil recovery: Putting to use eroded soil.
b) Deposition: Process of leaving the soil carried by agents of erosion on the ground.
4. humus
5. Modelling, farming, construction, decoration
6. farming
7. Planting cover crops, contour farming, building gabions
8. Food remains, fruit peels
9. compost manure
10. loam soil
11. Drinking, cleaning, watering crops
12. germs
13. By mulching, shading
14. Drip irrigation, mulching
15. Cover cropping
16. Conserving water in soil by covering the soil with plant remains
17. mulching
18. animals, plants
19. moist
20. Water plants
21. Drip irrigation
22. Watering plants, washing tools, watering animals, diluting chemicals
23. Watering animals, mixing water with manure, washing farm tools
24. using pipes to drop water at the base of a plant without wastage
25. water
26. Moles
27. Maize, peas, beans, potatoes, watermelons, carrots, bananas, sugarcane
28. Farming, construction, habitat for some wild animals
29. Sandy soil
30. animal waste, plant remains after harvesting and leaves

Assesment Task 2

1. Cows, goats, sheep, camels, donkeys, chicken
2. wild
3. Elephant, lion, zebra, warthog, snake, monkeys.
4. roots
5. By use of sounds
6. Repellant crops, sound, scarecrows, use of domestic animals, fencing
7. rake
8. Removal of unwanted plants which grow along crops

9. fibre
10. transplanting
11. yellow
12. forests
13. care
14. nutrients
15. an unwanted
16. scarecrows
17. Rake, hoe, spade, wheelbarrow.
18. vitamins, roughage.
19. clean
20. scare
21. Lemon plants, eucalyptus, castor beans
22. rats
23. vegetables
24. barley
25. Passion, grapes plants, strawberries plants
26. A place prepared for seeds to germinate into seedlings before transplanting
27. Kales, spinach, cabbage
28. root
29. Watering, applying manure, mulching, thinning
30. Removal of excess plants on the farm.

Assessment paper 3

1. From fruit of its kind, from agro-vets
2. ripe
3. the sun
4. manure
5. pigs
6. A mouse
7. mongoose
8. panga
9. uproot
10. dairy
11. Leaves
12. Using waste materials such as tyres and containers to grow crops
13. Pipes, old pots, buckets, plastic containers, sacks.
14. Putting supporters, weeding, watering
15. Plucking, snipping, picking from the ground those that naturally fall from trees.
16. natural forest, local nurseries
17. birds
18. Provide vitamins
19. A container or other waste materials where crops are grown.
20. innovative gardening
21. Kales, beans, spinach, dhania
22. Vegetables
23. Sheep

24. Wheelbarrow
25. morning and evening
26. To plant seedlings before transplanting
27. Provide manure, transport, meat, eggs, security
28. innovative gardening
29. To drain excess water
30. hardening off

Assessment paper 4

1. Irrigation
2. wild
3. security
4. Killing moles and snakes
5. panga
6. Rake, hoe, spade, trowel, wheelbarrow
7. machete
8. cutting,
9. Do not kill them
10. Make use of something without destroying or misusing it
11. Growing and cultivating of crops
12. Pigweed, black night shade, pumpkin, Amaranthus
13. horizontal gardening
14. tomatoes
15. vegetable gardening
16. wet
17. carrots
18. cereals
19. Barley and wheat
20. Mulch
21. Thinning
22. an indigenous
23. buying farm tools and equipment or saving for future use or buying more seedlings.
24. pruning
25. eggs
26. Spraying, pruning or uprooting the affected plants
27. carrying heavy loads
28. Unripe
29. fruit
30. mature or ripe

Assessment paper 5

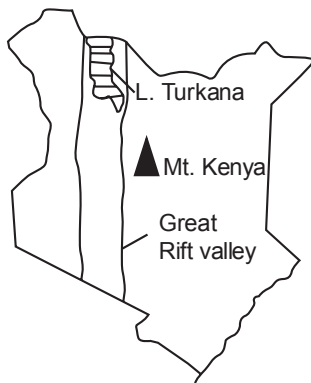
1. blood pressure
2. Cucumber and dhanian
3. mulching, thinning, weeding
4. children's
5. nursery bed
6. Cat, dog
7. loved

8. Dog
9. digestion
10. Orange, mango
11. Fruits
12. Wheelbarrow, watering can
13. container
14. yams
15. Pigweed, black night shade, pumpkin
16. They provide us with energy
17. cassava
18. Provides vitamins
19. 'managu'
20. Rake
21. Smart phones, laptops, computers, tablets
22. Hose pipe, watering can
23. planting
24. (a) tomato, cucumber
(b) onions, dhanian
25. Plants that have seeds in pods such as beans and peas
26. A. sorghum, B. sunflower
27. Watering, applying manure, mulching, removing of excess plants(thinning)
28. (a) Occupy little space hence good for people living in urban areas
(b) Saves time and labour
29. Plastic and metallic containers, used tyres, pots, sacks
30. Carrots

SST Grade 5 Encyclopedia Answers

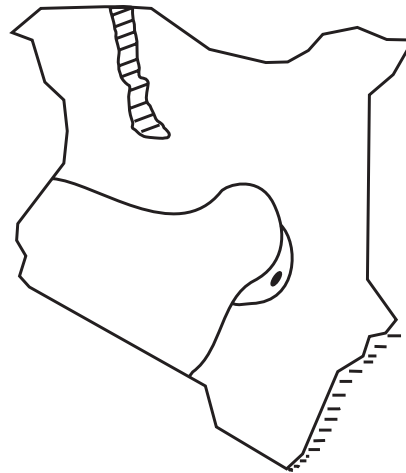
Assessment Exercise 1.1

1. Frame, key, compass, scale, title
2. North, east, west and south
3. Relief features such as the rift valley, plains, plateaus, hills and mountains; and Drainage features such as lakes, rivers swamps and the ocean
4. Map of Kenya showing R. Tana, Mt Kenya, the Great Rift Valley, Lorian Swamp and Lake Turkana



5. Indian Ocean
6. Somalia
7. Modified equatorial climate of the lake region
8. Elgon
9. Weather is the condition within our environment. It is described using elements such as rainfall, wind, humidity, air pressure and temperature. Climate is the average weather conditions of a place recorded over a long time.
10. Elements of weather include rainfall, cloud cover, sunshine, humidity, winds, temperature
11. Modified equatorial climate of the coast region
12. Semi-desert climate
13. Major climatic zones of Kenya:
 - a) Modified equatorial climatic zone found around the lake basin.
 - b) Modified equatorial climatic zone found along the coastal region.
 - c) Semi desert and desert climatic zone in the north and north eastern regions.
 - d) Modified tropical climatic zone within the western highland regions.
 - e) High mountain climatic zone found around the mountainous regions.
14. a) Nyeri, Kisii – Modified tropical climate

- b) Kisumu - Modified equatorial climate of the lake region
 - c) Mombasa - Modified equatorial climate of the coast region
 - d) Kitale – Mountain climate (near Mount Elgon)
 - e) Moyale – Semi desert climate
15. Mountain climate
 16. Modified tropical climate
 17. Main climatic regions of Kenya.



18. Desert and semi-desert climate
19. Museums in Kenya include Fort Jesus Museum, Nairobi National Museum, Lamu Fort Building, Malindi Museum, Kisumu Museum, Kitale Museum and Narok Museum. Mark other correct answers.
20. Caring for historical built environments:
 - a) Maintaining cleanliness by avoiding littering.
 - b) Repairing areas that seem to be falling apart.
 - c) Fencing or protecting them.
 - d) Educating the public on their importance.
21. Dedan Kimathi, Jomo Kenyatta and Tom Mboya monuments in Nairobi City County. Mark other correct answers.
22. Historic building
23. Artefacts
24. Archeological site
25. Historical building

Assessment Exercise 2.1

1. Through apprenticeship, demonstrations, songs, poems
2. Learner to write proverbs in their community and their meanings.
3. Traditional education took place all the time, anywhere, while system of education is planned, that it follows a timetable and a

- curriculum.
- 4. Traditional ceremonies such as birth, initiation, marriage and burial, festivals such as harvest, thanksgiving, offering sacrifices to the gods
- 5. Apprenticeship
- 6. The Headteacher
- 7. The Deputy Headteacher
- 8. Teacher's Service Commission
- 9. Elections
- 10. The Deputy Headteacher

Assessment Exercise 2.2

1. Nilotic, Cushitic, Bantu, Asians and Europeans
2. Bantus
3. Education
4. Benefits of interdependence among Kenyan communities:
 - a) Different communities get what they do not produce
 - b) It promotes unity and harmony in the society
 - c) It promotes activities such as businesses operations and learning.
 - d) It promotes tolerance among different communities
5. Trade, education, games and sports, ceremonies (such as weddings, marriages and birthdays)

Assessment Exercise 2.3

1. Nairobi, Mombasa, Vihiga, Kakamega, Nakuru, Kisumu, Trans Nzoia, Kiambu, Kirinyaga, Embu, Nyamira, Kisii, Siaya, Migori, Uasin Gishu (and any other densely populated county the learner will mention)
2. sparsely
3. sparsely
4. Availability of rainfall and fertile soils for farming
Availability of food (fish and food crops) for the people
A peaceful environment
Developed infrastructure such as roads and electricity
Availability of social amenities such as hospitals and schools
5. Nairobi City
6. Nairobi City
7. Northern parts (such as Marsabit and Mandera), Eastern parts (such as Makueni and Tana River) and coastal parts such as

- Kilifi
- 8. rainfall

Assessment Exercise 3.1

1. A resource is an item required to create wealth.
2. People, land, minerals, water, rocks and forests.
3. We care for resources by:
 - a) ensuring that they are used well, without wastage or destruction.
 - b) Cleaning the environment and proper disposal of waste.
 - c) Educating people on the importance of caring for resources.
 - d) Organising and participating in environmental conservation activities such as soil conservation, tree planting and garbage collection and disposal.

Assessment Exercise 3.2

1. Utilises land, provides food, is a source of employment for the farmers
2. Friesian, Guernsey, Ayrshire and Jersey
3. Factors favouring dairy farming in the highlands:
 - a) Good climatic conditions in highland areas.
 - b) Availability of veterinary services.
 - c) A ready market for milk and other dairy products.
 - d) Availability of fresh water for dairy animals.
 - e) Farming areas that are free from pests and diseases due to low temperatures.
 - f) The low temperatures favour storage of dairy products for long.
4. Fresh milk, yoghurt, cheese, ice cream, butter and ghee
5. High temperatures that encourage quick spread of diseases and breeding of disease causing insects such as tse tse flies
6. Challenges facing dairy farming:
 - a) Pests and diseases to the dairy animals that are expensive to treat or manage.
 - b) Mismanagement of dairy co-operatives which sell milk from farmers. This leads to low payments to dairy farmers.
 - c) Prolonged drought which reduces availability of fresh water and pasture for dairy animals.
 - d) High cost of animal feeds and other

- dairy inputs during the dry season.
- e) Poor means of transport that affect milk delivery to the market.
- f) Expensive milk storage facilities that farmers cannot afford.
- g) Milk imports reduce the price and demand for local milk and dairy products.

7. Horticulture is the growing of fruits, vegetables and flowers for sale.
8. Horticultural farming is important because:
 - a) It is a source of foreign exchange when exported.
 - b) Some horticultural products are raw materials in some manufacturing industries.
 - c) Horticultural farming has created employment to many people.
 - d) It has led to development of means of transport in horticultural farming areas.
 - e) It has led to growth and development of urban centres.
 - f) It has increased food production in the country.
 - g) It is a source of income to horticultural farmers.

9.

Horticultural crop	Category	Place grown
Roses	Flowers	Naivasha and Nakuru
Lemons	Fruits	Mombasa, Machakos, Nakuru
Avocado	Fruits	Bungoma, Kisii, Nakuru, Nandi, Bomet, Uasin Gishu, Trans Nzoia, Bungoma and Siaya
Chilies	Vegetables	Nakuru, Naivasha, Nairobi, Kiambu
Watermelons	Fruits	Machakos, Garissa,

10. Ready market
11. Highly perishable

Assessment Exercise 3.3

1. Victoria, Turkana, Baringo, Naivasha, Elementaita, Jipe, Chala and Kanyaboli.
2. Economic benefits of fishing:

- a) Fish caught in large quantities is exported to earn foreign exchange.
 - b) Fishing is a major source of food.
 - c) It creates employment.
 - d) Fish is processed as a raw material in industries.
 - e) Fishing is a source of income to fish farmers and fishermen.
 - f) Fishing provides market for items such as fishing nets, hooks, baits and boats.
 - g) Fishing has led to improved means of transport in fishing areas.
3. Size of the water body and type of fish
 4. Types of fishing in Kenya:
 - a) Purse seining: It uses gill nets spread out on the surface of the lake with floaters that immerses it vertically in the water. The ends are attached on fishing vessels and pulled along. After trapping enough fish in the mesh, it is then pulled into the fishing vessel. The method is suitable for fishing in shallow waters of the lake. It catches fish near the surface of the water.
 - b) Line fishing and long lining: These methods involve the use of strong hooks and cords attached to the boats. The hooks have fish baits that the fish swallow. When many hooks are used, it is referred to as long lining. It is suitable in calm waters near the shores.
 - c) Net drifting: The net is used to catch fish in shallow water like ponds. Boats and other small water vessels are used to drag the net in water to catch fish.
 - d) Baskets: This is used in shallow waters in the swamps, ponds and small rivers. The basket traps the fish inside.
 - e) Handlines: This is done by use of a baited hook attached on a fishing rod. Only one fish is caught at a time. It is used in shallow water on the shores of rivers, lakes and ponds.
 - f) Use of herbs: In this method of fishing, fishermen pour herbs in flowing water. The fish become unconscious and is then easily caught downstream.

Assessment Exercise 3.4

1. Left
2. Learner to draw 3 road signs
3. Modern forms of transport include;
 - a) Road transport (use of vehicles, bicycles, motorcycles)

- b) Rail transport (use of trains)
 - c) Water transport (use of ships, boats, rafts)
 - d) Air transport (use of aircrafts)
4. Road transport
 5. Water transport
 6. Human error arising from careless drivers and road users

Assessment Exercise 3.5

1. Radio, mobile phones, television, internet, newspapers, magazines, postal and courier services.
2. Sending letters and parcels.
3. Radio.
4. Text messages/chats on mobile phones, postal and courier services for letters, hand delivery of letters and written notes.

Assessment Exercise 3.6

1. Economic benefits of wildlife:
 - a) A source of foreign exchange
 - b) A source of employment to many people
 - c) Provides a market to farmers' produce
2. Terrorism
 - Inadequate facilities for tourists
 - Competition from other tourist destinations
 - Inadequate marketing overseas
3. The national government
4. Sandy beaches, warm weather, culture and traditions of the people
5. Advertising, subsidising rates at tourist destination sites, offering promotion packages to local tourists.

Assessment Exercise 3.7

1. Economic benefits of minerals:
 - i) Leads to development of means of transport in areas where they are mined.
 - ii) Minerals are a major source of foreign exchange when exported.
 - iii) Mining has created employment opportunities in industries.
 - iv) Some of the mining companies have built social amenities such as schools and hospitals which serve the people living nearby.
 - v) Mining leads to development of urban areas in places where mining is taking place, for example, Magadi town.
 - vi) Mining leads to establishment of industries to process and make use of the minerals as raw materials.

vii) Mining reduces loss of foreign exchange that would have been used to import the minerals.

2. Limestone
- 3.

Mineral	Use
Soda ash	Making glass
Limestone	Making cement
Fluorspar	Making toothpaste
Diatomite	Making water purifiers

4. Problems associated with mining in Kenya:
 - a) Displacement of people living where mineral deposits are discovered.
 - b) Lack of modern equipment needed to exploit the minerals.
 - c) Poor mining methods which sometimes result in collapse of mines leading to loss of lives.
 - d) Exploitation of the local communities through poor pay by foreign investors.
 - e) Inadequate mineral deposits
5. How mining affects the environment:
 - a) Inappropriate disposal of waste from mining pollutes the environment.
 - b) Open pits on the land that are left uncovered after mining are dangerous to people and animals.
 - c) The land where mining takes place limits agricultural activities.

Assessment Exercise 3

1. Subsistence farming
2. Grows crops and keeps animals on a small piece of land for home use.

Their farming activities are meant to support their families. Such farmers sell their surplus produce to supplement their incomes. They mainly use family labour to work on their farms. Domestic animals provide manure for the crops they grow
3. Friesian, Guernsey, Ayrshire and Jersey
4. Horticulture
5. Purse seining
6. Shallow ends on a lake
7. Road transport
8. Air transport
9. Caution or drive carefully
10. Radio
11. Wildlife

12. Examples of game reserves include Maasai Mara, Losai, Boni, Samburu, Rahole, Shimba Hills, L. Bogoria and Kitui.
13. Soda ash
14. Fluorspar
15. Problem facing mining in Kenya:
 - a) Displacement of people living where mineral deposits are discovered.
 - b) Lack of modern equipment needed to exploit the minerals.
 - c) Poor mining methods which sometimes result in collapse of mines leading to loss of lives.
 - d) Exploitation of the local communities through poor pay by foreign investors.
 - e) Inadequate mineral deposits

Assessment Exercise 4.1

1. Kamba
2. Ludwig Krapf and Johannes Rebman
3. Kisii
4.
 - a) They took away their traditional land.
 - a) They disrespect their culture.
 - b) They were opposed to providing forced labour on sisal farms.
 - c) They disrespected their places of worship (Kayas).
 - d) unfair treatment of Africans by native chiefs.
 - e) They recruited Giriama men to fight in the First World War.
5. They were traditional leaders of their community.
6.
 - a) Mekatilili was a prophetess while Kivoi was a chief.
 - b) Mekatilili was a spiritual leader while Kivoi was a long distance trader.
 - c) Mekatilili died of natural cause while Kivoi was killed by robbers.
 - d) Kivoi was friend to the European missionaries and even guided them to see Mt. Kenya while Mekatilili was not friendly to the British colonialists.
7. Njuri Ncheke
8. 4
9. Ilmuran
10. Mugambi
11.
 - a) Similarities between the early forms of government among the Maasai and the Ameru:
 - i) They maintained law and order in the community.
 - ii) The council of elders settled disputes in their communities.
 - iii) Both used decentralised forms of government to rule their people.
 - iv) Each age-group had a specific role to play in the governance of the people.
 - v) The decision of the council was respected by all.
- b) Differences between early forms of government among the Maasai and the Ameru:
 - i) Their economic activities were different. The Ameru led a settled life while the Maasai were nomadic pastoralists.
 - ii) Living a settled life enabled the Ameru to make a decision faster because they were readily available than the Maasai.
 - iii) Among the Maasai, the decisions of the elders were enforced by the Moran while among the Ameru, the elders enforced the decisions themselves.

12. Kiama

Assessment Exercise 4.2

1. A legally recognized person staying in a country.
2. By birth, by registration or by acquiring dual citizenship.
3. How to become a citizen by birth:
 - i) If born by a Kenyan parent or both parents are Kenyans.
 - ii) A child less than 8 years found in Kenya whose nationality and that of his or her parents are not known.
 - iii) Any Kenyan who had lost citizenship because of acquiring citizenship of another country can regain Kenyan citizenship by birth.
4. By birth, by registration or by acquiring dual citizenship
5. Conditions for becoming a dual citizen:
 - 2 passport size photographs
 - A copy of birth certificate
 - A copy of Kenyan passport
 - A copy of Kenyan identity card
 - A copy of the other country's passport
 - A copy of the other country's citizenship certificate
6. National Identity Card or Passport
7. The national anthem, the coat of arms, the national flag and the public seal.
8. 2 (English and Kiswahili)
9. Green – Agriculture is the main economic activity
White – Peace
Red – The armed struggle used to get independence
Black – The people
10. Factors that promote national unity:
 - a) The national language
 - b) The national education curriculum
 - c) The constitution
 - d) Equal distribution of national resources
 - e) The national philosophies
 - f) Games and sports through national teams
 - g) Economic and social interactions
 - h) Intermarriages
 - i) The parliament (senate and national assembly)
 - j) The presidency.
11. National celebrations, international competitions, state functions
12. Some of the Human Rights in the Constitution of Kenya:
 - a) Right to life
 - b) Right to equality

- c) Right to human dignity
 - d) Right to privacy
 - e) Right to security
 - f) Right to access to information
 - g) Freedom from slavery, servitude and forced labour
 - h) Freedom from discrimination
 - i) Freedom of conscience, religious belief and opinion
 - j) Freedom of expression
 - k) Freedom of association, assembly, demonstration, picketing and petition
13. Chapter 4
 14. Importance of respecting Human Rights:
 - a) They allow citizens to express their views without fear.
 - b) They promote economic, social and political development in Kenya.
 - c) They eliminate social evils like tribalism, racism, nepotism and regionalism. They make citizens to be patriotic to their country.
 - d) They enhance co-operation among citizen as they are subjected to equal opportunities.
 - e) They promote national security as citizen co-operate with organs of state security.
 - f) They promote integrity among all leaders because they can account for their actions.
 - g) They discourage discrimination in public places and opportunities.
 15. Movement, association

Assessment Exercise 4.3

1. Direct and indirect
2. Direct democracy
3. Benefits of democracy:
 - a) It helps to promote national unity.
 - b) It allows for peaceful transition to a new elected government.
 - c) People are given equal chances to compete for available opportunities to elect their leaders.
 - d) Citizens are free to air their grievances through their leaders.
 - e) Unfit leaders are voted out during elections.
 - f) National resources are shared equitably through allocation made in parliament.
4. The electoral process in Kenya:
 - a) Go to the polling station where you registered as a voter.

- b) The first step is to be identified as a voter. This is done by a voting clerk with the help of biometric machines.
 - c) You will then be issued with stamped ballot papers from which you select preferred candidates.
 - d) Proceed to a booth where you will mark on each ballot paper against the candidate you wish to choose among others.
 - e) After marking the ballot papers, you will proceed to cast the vote in respective ballot boxes for each candidate.
 - f) A clerk at the exit will immerse your small finger into indelible ink. This is the end of the process.
5. Arms of government: Executive, Legislature and Judiciary
 6. Functions of the National Assembly:
 - a) To make and amend national laws.
 - b) Vets presidential nominees for appointment in different public offices.
 - c) Vets government revenue and expenditure as proposed in the national budget.
 - d) Establishes government institutions and holds their respective officials to account.
 - e) Approves the declaration of war and state of emergency by the president.
 - f) Discusses matters of national importance.
 7. Executive
 8. a) Chief Justice
 - b) Functions of the judiciary:
 - i) Ensures that justice is served and the rule of law is observed.
 - ii) Interprets the constitution.
 - iii) Settles disputes among citizens.
 - iv) Punishes law breakers.
 - v) Swears in senior government officials.
 9. The president
 10. The President
 11. 350 (290 elected members, 12 nominated members, 47 women representatives and a speaker)
 12. Senator

Assessment Tasks

Assessment Task 1

1. North East
2. Delta
3. Hot and dry

4. Nucleated
5. Fishing, source of water, transport
6. Road
7. Christianity
8. Dry climate
9. Magadi
10. Lakes
11. a) Somalia
b) Uganda
c) Ethiopia and South Sudan
d) Indian Ocean
12. 50km/h speed limit road sign:



13. Fluorspar
14. Modified equatorial climatic zone found along the coastal region.
15. Trade
16. Red
17. Chapter 4
18. Ward
19. Remand/cell
20. Elgon
21. Aberdare Ranges
22. Somalia
23. 340E
24. Limestone – Bamburi
Fluorspar – Kimwarer
Diatomite – Kariandusi
Soda ash – Lake Magadi
25. Luhya, Kikuyu, Embu, Taita, Kisii, Meru and Mijikenda (Mark other correct answers)

Assessment Task 2

1. Location
2. South
3. Mosque
4. Cool and wet
5. Road transport, railway transport
6. Mark the correct measurement
7. North
8. Gede Ruins
9. Apprenticeship
10. Governor
11. North, East, West and South
12. Deputy Headteacher
13. Slowly as he was nearing bumps

14. a) Cotton
b) Rice
c) Flowers (Carnations)
d) Maize
15. Road transport
16. The President
17. Legislature, Executive and Judiciary
18. Voting and Employment
19. Constituency
20. Supreme Court
21. Initiation ceremony
22. Root
23. Fishing, transport (using boats)
24. (iii)
25. South

Assessment Task 3

1. South
2. Hati Sub-county
3. Scrub
4. Agriculture
5. Tea
6. North
7. Mountain, slopy land
8. Dishonest
9. Nearest health centre such as a dispensary, clinic or hospital
10. Learner to draw a maize plant.



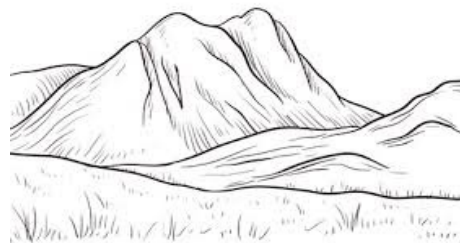
11. Clustered, nucleated
12. South Sudan, Ethiopia
13. Friesian, Guernsey, Ayrshire and Jersey
14. Teacher
15. Flag of Kenya



16. a) 350 (290 MPs, 12 nominated MPs, 47 women representatives and a speaker)
b) 47 women representatives
17. Kisumu
18. Lorian Swamp
19. Lake Turkana
20. Salt
21. A – Radio (Modern form of communication)
B – Drum (Traditional form of communication)
C – Newspaper (Modern form of communication)
D – Horn (Traditional form of communication)
22. Functions of the county assembly:
 - a) To vet and approve nominees for appointment to county public offices
 - b) The county assembly can make any laws that enable the county governments to perform effectively.
 - c) To approve the Budget and expenditure of the County Government.
 - d) To approve the Borrowing by the County Government.
 - e) To approve County Development Planning.
 - f) To perform any other role as may be set out in the Constitution or legislation.
23. 12 nominated members.
24. Fresh water lakes, rivers and rain water
25. 2

Assessment Task 4

1. Compass, scale, key
2. Dam
3. Railway, road
4. Linear
5. Learner to draw a hill



6. Games and sports
7. Failure to observe road signs, poor judgement, careless driving
8. 47
9. Radio

10. Wildlife
11. Registration
12. Let all with one accord
13. Direct democracy
14. Executive
15. Chief Justice
16. Purse seining
17. Chilies – Vegetables
Avocado – Fruits
Orchids – Flowers
Carnations – Flowers
18. High rainfall and low temperatures.
19. Mombasa
20. Shelter in the church
21. Soil (Mark any other correct answer)
22. Headteacher
23. Mondays and Fridays
24. East
25. Learner to name their favourite game at school

Assessment Task 5

1. Learner to measure the length of the road
2. 2
3. Tea
4. Presence of a quarry
5. Favourable climate, fertile soils
6. Cleaning them
Fencing them
Educating school members on their benefits
7. River Turkwel
8. The fastest
9. Refuse and choose education instead
Report the matter to her teacher or nearest police or chief office
10. Importance of tourism:
 - a) It is a major source of foreign exchange to the government. It is referred to as an invisible export.
 - b) It is a source of employment.
 - c) It provides a market for local craft industries dealing with curios, textiles, pottery and basketry.
 - d) It promotes agriculture through buying food in hotels for tourists.
 - e) It is a source of revenue for the county and national government through taxes and fees charged the tourist.
11. Nearest police station
12. Relief – Mountains, valleys, plateaus
Drainage – Lakes, oceans
13. Birthday celebration
14. Wisdom, obedience, tolerance, respect

15. Subsistence farming
16. Sack, soil, fertilizer, water, space to position their sack garden
17. COVID-19
18. Madaraka Day
19. 5 days
20. Patriotic
21. Dairy
22. Rainy or sunny
23. Benefits of minerals:
 - a) Leads to development of means of transport in areas where they are mined.
 - b) Minerals are a major source of foreign exchange when exported.
 - c) Mining has created employment opportunities in industries.
 - d) Some of the mining companies have built social amenities such as schools and hospitals which serve the people living nearby.
 - e) Mining leads to development of urban areas in places where mining is taking place, for example, Magadi town.
 - f) Mining leads to establishment of industries to process and make use of the minerals as raw materials.
 - g) Mining reduces loss of foreign exchange that would have been used to import the minerals.
24. To make laws
25. How a person can lose citizenship by registration:
 - a) Presenting false information during application.
 - b) Working with Kenya's enemies during war.
 - c) The person, within five years after registration, has been convicted of an offense and sentenced to imprisonment for a term of three years or longer. Engaging in illegal business after registration.
 - d) If convicted of treason.

HOMESCIENCE SUGGESTED ANSWERS

1. HEALTHY LIVING

ASSESSMENT EXERCISE 1 (PG. 349)

1. A young person aged between nine and twelve years.
2. a) Increase in height and weight.
b) Growth of breasts, broadening of hips for girls and broadening of shoulders for boys.
c) Start of menstrual cycle for girls and onset of wet dreams for boys.
d) Growth of hair on chin for boys and in the armpits and groin for both boys and girls.
e) Mood swings
f) Adjustments in school life which may include: change of friends and seriousness towards studies.
3. It is the art of cleaning and maintaining our bodies.
4. A) Eat a balanced diet.
b) Eat healthy foods and snacks.
c) Increase in intake of whole grains, vegetables and fruits.
d) Enjoy snacks in between meals.
e) Always include protein foods in their meals and snacks.
f) Drink enough water
g) Eat three meals every day.
5. a) Avoiding people who take alcohol or use substances.
b) Resisting peer pressure to engage in alcohol or substance abuse.
c) Avoiding walking at night.

Dressing self

ASSESSMENT EXERCISE 2(PG. 351)

1. Teens prefer clothes that make them feel admired, smart and that suit the weather.
2. Age, comfort, shape, size, colour, occasion and amount of money to buy them.
3. a) During the cold weather - sweaters, jumpers, trench coats, coats.
b) During rainy seasons - rain coats, gumboots.
c) Sunny weather - T-shirts and clothes made of light materials.
4. By dressing appropriate, smart and comfortable clothes.

Time management

ASSESSMENT EXERCISE 3(PG. 353)

1. Time when one is not working or occupied.
2. Accept answers from learners that tell how to spend leisure time positively.
3. a) Goals are not achieved.
b) A lot of work piles up.
c) You end of regretting because you have not met your goals.
d) You waste time that you will never recover.

Surface found in the home

ASSESSMENT EXERCISE 4(PG. 357)

1. a) Wood- chairs, tables, cupboards, closets, wardrobes etc.
b) Cement- walls, floors,
c) Glass- tables, cupboard doors, mirrors,
d) Tiles- floor surfaces, wall surfaces,
e) Mud- wall surfaces.
2. a) Sweep- brooms.
b) Wipe- wiping cloths, sponges.
c) Scrub- scrubbing brushes.
d) Dust- dusters, dusting cloths.
e) Dispose litter- dustbins, dustpans
3. a) Broom- long grasses, makuti leaves, banana leaves.
b) Dustbin- old plastic or metallic containers, cartons.
c) Rug for dusting- old clothes.
4. a) Protect our hands from things that may hurts us.
b) Protect our skin from some of the detergents that may harm us.
c) Handle with care things that may break and cause injuries such as cuts.
5. a) Bucket- wash after use, disinfecting, put it in a place and in the right position where it will dry up before the next use.
b) Scrubbing brush – cleaning it after use, disinfecting and drying it up in the correct position and place.
c) Broom- cleaning it after use and drying it up in the right position and place.

Common communicable disease

ASSESSMENT EXERCISE 5(PG. 358)

1. A disease that is spread from one person to another.
2. Ringworms, coughs, colds, chicken pox,

scabies, measles.

3. a) Dirty environment.
b) Poor hygiene and nutrition.
c) Use of unsterilized appliances and sharing of personal items with an infected person.
4. a) Use our handkerchiefs to cover our mouths when coughing or blowing our noses.
b) Use latrines, toilets or urinals well.
c) Wash hands after visiting the toilet or latrine.
d) Avoid sharing personal items such as, combs, toothbrushes, face masks and towels.
e) Always observe personal hygiene.
5. a) Measles and chickenpox.
b) Covid -19, coughs and colds.
c) Ringworms and scabies.

2. CONSUMER EDUCATION

ASSESSMENT EXERCISE 1(PG. 360)

1. a) A method of informing the public about certain goods or services in the market.
b) A person who buys goods and services for personal use.
2. Print and electronic media.
3. a) Help consumers in knowing the goods and services available in the market.
b) Help customers understand how to use the product or service.
c) Help the customers know the price of a product or service.
d) Help the customers to know where to get a certain product or service.
e) Helps the customers know the benefits of using the product or service.
4. a) Be careful on advertisements that promote alcohol and substance use such as cigarettes.
b) Verifying some of the information to avoid being misled.
c) Ensuring an advertisement has the correct information about usage of a certain product.

Wise buying

ASSESSMENT EXERCISE 2 (PG. 361)

1. It refers to buying the right type of products or services at the right place, time and at the right price.
2. a) Saves money.
b) Protects you from being cheated/ tricked into buying things you had not planned to.
c) Helps one to live within their means.
d) Helps one use their money wisely.
e) It ensures suppliers and sellers provide quality products.
3. a) Avoids impulse buying.
b) Avoids overspending.
c) Avoids buying things that one does not need.
d) Avoids overspending or being tricked on prices since they can compare prices.
4. a) Always stick to the shopping list to avoid overspending.
b) Always check the expiry date to avoid buying spoilt items.
c) Avoid buying things they do not need so that you do not overspend.
d) Compare prices of things to avoid being cheated or overspending.

3. FOOD AND NUTRITION

ASSESSMENT EXERCISE 1(PG. 365)

1. a) Food is what people and animals eat to survive.
b) Nutrients- substances used by the body needs to grow and be healthy.
c) Macro-nutrients are nutrients the body needs in larger amounts.
d) Micro-nutrients are nutrients that the body needs in smaller amounts.
2. a) Macro-nutrients include carbohydrates, proteins and lipids.
b) Micro- nutrients include vitamins and minerals.
3. Balanced diet is one that contains all the nutrients required for normal body functions.
4. Chapati, green grams and greens (Ensure your meal that has all the nutrients, both macro-nutrients and micronutrients.)

Nutritional deficiency and disorders

ASSESSMENT EXERCISE 2 (PG. 367)

1. Nutritional deficiencies and disorders refer to lack of certain food nutrients in

the body that are required for growth and development.

2. a) Rickets are caused by lack of vitamin D.
b) Goitre is caused by consumption of too much salt.
3. Paleness on the lips, eyelids, fingernails, hands, tongue and gums.
4. Including roughage and fibre in your diet.

Food preservation

ASSESSMENT EXERCISE 3 (PG. 369)

1. Cereals - rice, wheat, sorghum, maize, barley. Etc.
Pulses - beans, green grams, peas. Etc
2. a) Cereals- carbohydrates
b) Pulses – proteins.
3. Preservation is the storing or keeping safely and properly for future use to avoid wastage.
4. a) To avoid wastage.
b) To have them when not in season.
c) To keep and sell them when the prices are high.
d) To cut down the expenditure of buying them later.
e) To prevent them from spoiling or going bad.
5. Drying, smoking, use of ashes, refrigeration, salting, dipping in honey, dipping in fat or oil, adding chemicals and canning.
6. Sacks, granaries, pots, buckets, cartons and cereal tanks.
7. a) Have a good circulation of air.
b) Be dry and cool to prevent dampness.
c) Not having a leaking roof.
d) Be easy to clean.
e) Be lockable.
f) Have enough light and ventilation.
g) Be easy to arrange and rearrange.
h) Be free from rodents.
8. a) Use clean tools and equipment to pack and store the cereals and pulses.
b) Keep the store rooms clean.
c) Spray walls, cracks and wooden pallets with insecticides before using the storage facility.
d) Place rodent traps and barriers in drying and storage areas.
e) Inspect the storage rooms regularly to check and maintain its condition.
f) Inspect the stored grains regularly for signs of insect infestation.

Kitchen tools equipment

ASSESSMENT EXERCISE 4 (PG. 372)

1. a) Plastic- spoons, plates, bowls, tables, cups.
b) Glass- plates, water glasses, cups.
c) Wood- cooking sticks, tables, spoons, tray, chopping board, knife handle.
d) Metal- cooking pots, plates, sufuria, kettles, pans, graters.
e) Clay- pots, jiko.
f) Aluminum- sufurias, pots, plates.
2. a) Artificial cleaning materials- detergents, soap or washing powder, scouring pads, steel wool, scrubbing brush, sponges and wiping clothes.
b) Locally available materials which can be improvised- sisal fibres, fine ash, coarse leaves, pieces of cloth and crashed charcoal.
3. Sisal fibres.
4. a) Sort and group utensils according to their dirt and use.
b) Never mix oily plates with cups and glasses.
c) Clothes used to dry dishes should be clean. Wash and boil them regularly.
d) Utensils should be washed immediately after use with soap and warm water.

Cooking foods

ASSESSMENT EXERCISE 5 (PG. 375)

1. Dry fat frying is a method of cooking foods that are high in fat while deep frying is a method where food is fully immersed in hot or boiling oil while cooking.
- 2.

Dry fat frying	Deep frying
Bacon	Chips
Pork	Fish
Mutton	Chicken

3. a) Never cook in loose clothes or while wearing dangling jewellery.
b) Use the appropriate cooking tools and equipment.
c) Keep long hair tied back.
d) Wipe off spills immediately.
e) Wash hands before and after handling food.
f) Keep potholders nearby for ease access and use.

- g) Get a fire extinguisher for the kitchen.
 - h) Turn pot handles away from the front of the stove.
 - i) Store knives in a wooden block or in a drawer.
 - j) Separate raw meat and poultry from other items whenever you use or store them.
4. Frying pan, slotted spoon, a bowl with some kitchen paper where you will drain the excess oil.
 5.
 - a) Store in covered containers.
 - b) Store in a ventilated place.
 - c) Always keep it covered.
 6.
 - a) Using clean utensils.
 - b) Accompany it with vegetables and any carbohydrate.
 - c) Serve it while still hot.

4. CLOTHING

ASSESSMENT EXERCISE 1(PG. 377)

1. Stitches used to join two pieces of materials together permanently.
2.
 - a) Stem stitches, chain stitches and satin stitches.
 - b) Hemming stitches and loop stitches.
 - c) Back stitches and over sewing stitches.
3. It is a cushion used for safe storage of pins at home.
4. For safe storage of pins at home.
5.
 - a) Keep your eyes on the needle.
 - b) Observe safety while ironing.
 - c) Use cutting tools as intended.
 - d) Use the scissors with caution.
 - e) Work slowly and carefully.
 - f) Do not work when tired or sleepy.
 - g) Make sure your nails are trimmed.

Repair and maintenance of cloth

ASSESSMENT EXERCISE 2(PG. 378)

1. Gaping seam and hanging hem.
2.
 - a) The type of fabric.
 - b) The size of repair.
 - c) The colour of the fabric.
 - d) The type and colour of thread to use.
 - e) The type of stitch to use on each repair.
3.
 - a) Keep your eyes on the needle.
 - b) Work slowly and carefully.
4. Permanent stitches.
5. Hemming stitches.

Laundry work

ASSESSMENT EXERCISE 3(PG. 381)

1. Laundry work makes our clothes stay clean, prevents damage and preserves them for long.
2. Natural refers to fibre made from plant or animal products while synthetic textile fibres are manufactured.
3.
 - i. Repair your white cotton shirt or blouse if necessary.
 - ii. Sort them according to their use or how dirty they may be.
 - iii. Soak for a short time.
 - iv. Wring the clothes out of the soaking water. Lightly rub them to wash in water with detergent.
 - v. Rinse in warm water to remove all the dirt soap and soap. To make them even brighter, add a bluing agent or vinegar.
 - vi. Wring out the water then turn them inside out.
 - vii. Put them out to dry.
 - viii. Use a moderate hot iron on them while still damp. Iron until when dry.
 - ix. Fold and store appropriately in a clean place.
4.
 - i. Repair your coloured cotton shirt or blouse.
 - ii. Sort them according to their colour and degree of dirt.
 - iii. Soak for a short time depending on how dirty they are.
 - iv. Wring the clothes out of the soaking water. Lightly rub them to wash in water with detergent.
 - v. Rinse in warm water to remove all the dirt and soap.
 - vi. Wring out the water then turn them inside out. Put them out to dry under a shade.
 - vii. Use a moderate hot iron on them while still damp. Iron until when dry.
 - viii. Air them to ensure they dry completely.
 - ix. Fold and store appropriately in a clean place.
5.
 - i. Re-use the water you have used to wash clothes. Use it to mop the floor or clean the toilet. Dispose the excess water properly to avoid other people from slipping or falling.

- ii. Read all manuals, care tags, and cleaning product labels. This is to ensure that you use them correctly.
 - iii. Mark all the detergent containers clearly. This is to guide the person who may want to use them later.
 - iv. Ensure all the products are tightly sealed to avoid spillages, accidents or misuse by children.
 - v. Never leave pre-treated garments unattended.
 - vi. Ensure you complete your washing or keep your soaked clothes safely.
6. To make them durable.

ASSESSMENT TASKS

ASSESSMENT TASK 1 (PG. 381)

1. Pre- adolescents
2. Spurt
3. Pre-teens
4. Time
5. Leisure
6. Cleaning
7.
 - i. Eat three meals per day
 - ii. Eat snacks in between their meals
 - iii. Increase intake of whole grains, vegetables and fruits.
8.
 - i. Occasion
 - ii. Size
 - iii. Amount of money she wants to spend
 - iv. Comfort
 - v. Colour- depending on the theme colour of the birthday party.
9.
 - i. Start of menstrual cycle
 - ii. Growth of breasts
 - iii. Broadening of hips
10.
 - i. Onset of wet dreams
 - ii. Growth of hair on the chin
 - iii. Voice deepens
11.
 - i. Lack of a plan so as to assist you in time management during your day.
 - ii. Keeping bad company.
 - iii. Failing to plan ahead.
12. Table surfaces, wall surfaces
13. Glass.
14. Scrubbing, moping, sweeping.
15. Water, soap and sponges.
16.
 - i. Joining in community service programs.
 - ii. Spending time with family members.
 - iii. Participating in church programs.

- iv. Reading our favourite reading materials.
 - v. Practicing our talents and abilities like singing, drawing, painting etc.
17.
 - i. Handle glass surfaces with care to avoid breakages and damages.
 - ii. As you clean be careful not to hurt yourself since some surfaces may have sharp edges that may harm you.
 - iii. Clean every surface according to the material used to make it.
 18. Scrubbing brush
 19.
 - i. To scrub surfaces
 - ii. To scrap off mud in shoes before cleaning them.
 - iii. To clean hard surfaces.
 20. To maintain the material used to make it durable, to be able to experience maximum and good lighting from it.
 21. False
 22. True
 23. False
 24. False
 25. Wiping cloth
 26. Scabies, measles.
 27. Insect, female anopheles mosquitoes
 28. Personal
 29.
 - A) Print media.
 - B) Electronic media.
 - C) Poster.
 31.
 - i) Saves time - prevents impulse buying
 - ii) Saves funds

ASSESSMENT TASK 2 (PG. 383)

1.
 - A. Scrubbing brush
 - B. Cleaning gloves
 - C. Litter bin
 - D. Broom
2.

Scrubbing brush- used to scrub floors and hard surfaces.

Cleaning gloves- worn on hands during cleaning of places such as toilets and bathrooms.

Litter bin- used to put in waste paper before disposal.

Broom- used to sweep dirt.
3. Detergents, basins, vaccum cleaners, dustpans, mops, dusters.
4. Mud wall, mud floor.
5. Mud wall- broom.
Mud floor- broom.
6.
 - i. Collect all the materials you will need before you start the cleaning.

- ii. Clear anything from the surface before you start cleaning.
 - iii. Dust the surface before cleaning it.
 - iv. Clean every surface according to the material used to make it. Use the right cleaning material.
 - v. Clean the cleaning tools and equipment after using them.
7. C
8. A) A mop- an old piece of cloth
B) A dustpan- a carton
C) A dustbin – old plastic or metallic containers
D) A broom- long grasses, makuti leaves, banana leaves.
9. Washing them and drying them appropriately.
10. Etiquette, caring for their clothes, having enough rest, maintaining a good relationship with others, decent and appropriate dressing, having enough rest and exercising.
11. a) Help consumers in knowing the goods and services available in the market.
b) Help customers understand how to use the product or service.
c) Help the customers know the price of a product or service.
d) Help the customers to know where to get a certain product or service.
e) Helps the customers know the benefits of using the product or service.

12.

Type	Example of communicable disease
Skin diseases	Scabies
Respiratory diseases	Covid 19
Immunisable diseases	Measles

13.

- i. Being exposed to blood or other body fluids of an infected person
- ii. Breathing contaminated air that has disease causing organisms.
- iii. Sharing personal items that spread skin diseases.

14.

- i. Avoid sharing personal items.
- ii. Always observing personal hygiene.
- iii. Use of handkerchiefs to cover our

mouths when coughing or blowing our noses.

15. It refers to buying the right type of products or services at the right place, time and at the right price.
16. Macro
17. Chapati, ugali, rice, yams, potatoes.
- 18.

Nutritional deficiency	Causes
Marasmus	Starvation due to famine or severe illness.
Goitre	Lack of iodine
Rickets	Lack of vitamin D and calcium
Scurvy	Lack of vitamin C

19. Teacher to assess
20. Teacher to assess
21. Sacks, granaries
22. A. Kettle
B. Cup
C. Micro- wave
23. A. Used for serving tea and coffee
B. Used to take tea and coffee
C. Used to warm food
24. Bacon, pork, mutton.
25. a) Wipe off spills immediately.
b) Wash hands before and after handling food.
c) Keep potholders nearby for ease access and use.
26. Store in covered containers, store in a ventilated place, always keep it covered.
27. A method where food is fully immersed in hot or boiling oil while cooking.
28. Hemming stitch
29. At the bottom of skirts, trousers, blouses, shirts. Around the arms of short sleeved shirts and blouses.
30. Teacher to assess.

ASSESSMENT TASK 3 (PG. 384)

- 1. Carbohydrates, proteins
- 2.

Cereals	Pulses
Wheat	Beans
Sorghum	Green grams
Maize	Peas

13. Avoid sharing personal items, always observing personal hygiene, use of handkerchiefs to cover our mouths when coughing or blowing our noses.
14. a) Help consumers in knowing the goods and services available in the market.
b) Help customers understand how to use the product or service.
c) Help the customers know the price of a product or service.
d) Help the customers to know where to get a certain product or service.
e) Helps the customers know the benefits of using the product or service.
15. Print media, online media, electronic media.
16. a) Avoids impulse buying.
b) Avoids overspending.
c) Avoids buying things that one does not need.
d) Avoids overspending or being tricked on prices since they can compare prices.
17. Pencil, exercise book, sweet, ruler, eraser.
18. Pencil, exercise book, ruler, school bag, eraser.
19. Size of the bag.
20. Impulse buying.
21. A. Carbohydrates
B. Vitamins
C. Vitamins
D. Proteins
22. Diseases that are easily spread from one person to another.
23. Teacher to assess.
24. Teacher to assess.
25. Water, detergent, soft scrubber.
26. Helps maintain our clothes clean, durable and presentable.
27. Long grasses to sweep the floor, a used piece of cloth to mop the floor.
28. Helps save the cost of buying new ones.
29. Synthetic textile fibres are manufactured while natural refer to fibre made from plant or animal products.
30. To maintain a healthy life style, it is a healthy routine to spend their leisure time well, keeps them fit.

ASSESSMENT TASK 5 (PG. 387)

1. Wood, glass, aluminum, plastic.
2. a) Steel wire/wool

- b) A soft scrubber
- c) Steel wire/wool
3. i. Repair your clothes before washing.
ii. Sort them according to their colour and degree of dirt.
iii. Soak for a short time depending on how dirty they are.
iv. Wring the clothes out of the soaking water. Lightly rub them to wash in water with detergent.
v. Rinse in warm water to remove all the dirt and soap.
4. a) A method of cooking foods that are high in fat.
b) A method where food is fully immersed in hot or boiling oil while cooking.
5. a) Bacon, pork, mutton.
b) Chips, chicken, fish.

6.

Type	Example
Joining stitches	Back stitches, oversewing stitches
Embroidery stitches	Stem stitches, chain stitches, satin stitches.
Neatening stitches	Hemming stitches, loop stitches.

- A. Hanging hems
- B. Open seams
8. A. Heming stitches
B. Joining stitches
9. Colour thread to use, size of the repair.
10. A. Iron
B. Do not bleach
11. Acrylics and polyester.
12. a) To hold and store pins
b) To help push the needle during sewing and protect the finger from being pricked.
13. a) Dry frying
b) Deep frying
c) Dry frying
d) Deep frying
14. A) Wood
B) Plastic
C) Alminum
D) Melamine
15. Rickets
16. Lack of vitamin D.
17. Bow shaped- legs
18. By ensuring one takes food rich in vitamin D

19. Balanced diet is one that contains all the nutrients required for normal body functions.

20. **Foods rich in proteins**

Animal products	Plant products
Eggs	Beans
Milk	Green grams
Meat	Green peas
Cheese	Cow peas

21. Macro-nutrients are nutrients the body needs in larger amounts.

22. Carbohydrates, proteins, vitamins.

23. a) Always check the expiry date to avoid buying spoilt items.

b) Instructions on its usage.

c) Check for prices and compare prices of things to avoid being cheated or overspending.

24. a) Avoid buying things they do not need so that you do not overspend.

b) Cost of the item to see if it fits within their budget.

c) Importance of each item so that they can prioritize them and get them in order of necessity.

25. i. Being exposed to blood or other body fluids of an infected person

ii. Breathing contaminated air that has disease causing organisms.

iii. Sharing personal items that spread skin diseases.

26. i. Avoid sharing personal items.

ii. Always observing personal hygiene.

iii. Use of handkerchiefs to cover our mouths when coughing or blowing our noses.

27. Teacher to assess.

28. Sweeping, wiping, dusting, scrubbing mopping.

29. a) Broom

b) Dust pan

c) Bucket

30. a) To avoid contracting diseases that result from a dirty environment.

b) To avoid contaminating our sources of water.

c) To ensure safety of the people around us.

PHE Grade 5 (Answers)

Strand 2: Optional Games and Sports

Frisbee

Quick Assessment – Two handed rim catch (Page 435)

1. With arms outstretched, anticipate the path of travel of the disc and secure it with an overhand grip along the rim, with the thumbs on the underside and the rest of the fingers on the topside of the disc.
2. a) The pancake catch
b) The two-hand grab

Quick Assessment – Cutting in frisbee (Page 435)

1. Cutting is an attempt to get free (when you don't have a disc) to receive the pass.
2. Drill for practising the skill of cutting:
 - i) Start with two lines of players facing each other, about 20 feet apart, with the first person in one of the lines (Player 1) holding the disc.
 - ii) Player 1 throws it straight across to the first person in the opposing line (Player 2), then cuts diagonally toward (but not straight at) Player 2.
 - iii) As soon as the first pass is caught by Player 2, they immediately pop the disc back to Player 1 (who is in mid cut, so make sure to lead them).
 - iv) Player 1 catches the disc and, without stopping, pops the disc back to Player 2. This is allowed as long as the disc is released within 3 strides.
 - v) Player 2 throws straight across to the next person in the opposing line (Player 3) and simultaneously starts to cut. Player 1 returns to the end of Player 2's line. This is how the drill cycles through all players in both lines.

Quick Assessment – Marking in frisbee (Page 436)

1. Marking in frisbee means you force your opponent to throw to the side of the field your team agreed upon beforehand.
2. Skills required in frisbee: Catching, cutting, marking and pivoting

Quick Assessment – Pivoting in frisbee (Page 437)

1. Pivot foot is that on which the body turns to get a clear view for a throw.
2. Basketball

Quick Assessment – Spirit of the game (Page 439)

1. Spirit of the game in frisbee relies upon a spirit of sportsmanship that places the responsibility for fair play on the player. Highly competitive play is encouraged, but not at the expense of the respect among competitors, following the agreed upon rules, or the basic fun of play.
2. Directly after a game, players rate the other team, as well as their own team, on the five fundamentals of the sport:
 - a) Did they know and abide by the rules?
 - b) Did they avoid body contact?
 - c) Were they fair-minded?
 - d) Did they show self-control and a positive attitude?
 - e) Did they communicate properly and respectfully?

Spirit Scoring is especially recommended for leagues and larger tournaments. In these events, a team's Spirit Captain should be responsible for collecting Spirit Scores and giving them to the Spirit Director. The Spirit Director reviews the scores for possible issues and determines what team has the highest score to be awarded the Spirit of the Game prize.

Strand 3: Gymnastics Individual Balances

Assessment - Hand balance into splits and hand walk (Page 443)

1. Hand walk is when a person moves using hands in a vertically inverted position with all body weight resting on the hands.
2. How to perform hand balance into splits and hand walk:
 - i) Stand in an upright position.
 - ii) While facing forward, place your hands in front, shoulder width apart with fingers spread.
 - iii) Using momentum, move one leg up followed by the other one.
 - iv) Keep the arms straight and maintain

your balance.

- v) Start taking small steps with your hands.
 - vi) Bring down one leg after the other and finish in an upright position.
3. When performing hand balance into splits and hand walk, ensure the following:
- a) Dress appropriately.
 - b) Use a recommended surface such as a mat or a field that is free from objects that can cause injuries.
 - c) Ask your gymnastics instructor for guidance or have a partner to help you in performing new or difficult stands. Do not train alone.
 - d) Observe the rules of the game.
 - e) Do not wear jewelry as you perform.
 - f) Do not chew gum as you perform.
 - g) Stop training if you get hurt or feel pain.

Assessment – Shoulder roll (Page 444)

1. A shoulder roll is a type of roll performed over one shoulder.
2. A shoulder roll is performed by standing with feet shoulder width apart and arms to the sides. One then rotates the shoulders in a forward direction making big circles with them and then rotating them backwards. He or she should keep the back straight and breath normally.
3. Safety when performing a shoulder roll:
 - a) Dress appropriately.
 - b) Use a recommended surface such as a mat or a field that is free from objects that can cause injuries.
 - c) Ask your gymnastics instructor for guidance or have a partner to help you in performing new or difficult stunts. Do not train alone.
 - d) Observe the rules of the game.
 - e) Do not wear jewelry as you perform.
 - f) Do not chew gum as you perform.
 - g) Stop training if you get hurt or feel pain.

Assessment - Through vault into forward roll in gymnastics (page 445)

1. Basic steps in performing the through vault into forward roll:
 - a) Stand upright facing the vaulting box
 - b) Run forward to place hands, a shoulder width apart, on the vaulting box.
 - c) Keeping legs extended and the hips high pass the feet inside of hands.
 - d) Land on surface in flexed position.
 - e) Bend your knees into a squatting

position to start the roll.

- f) Tuck in head.
 - g) Roll forward.
2. When jumping over obstacles and in gymnastic competitions.
 3. For safety:
 - a) Ensure the surface for practice is free from any objects that can cause injuries.
 - b) Dress appropriately.
 - c) Ask your gymnastics instructor for guidance or have a partner to help you in performing new moves.

Assessment - Side vault in gymnastics (page 446)

1. Run up to obstacle, place both hands on the obstacle, jump over the obstacle with the legs to one side then release the arm that is closest to the legs.
2. Assess learner's responses
3. For safety:
 - a) Ensure the surface for practice is free from any objects that can cause injuries.
 - b) Dress appropriately.
 - c) Ask your gymnastics instructor for guidance or have a partner to help you in performing new moves.

Assessment – Cartwheel in gymnastics (page 447)

1. It is a sideways rotational movement of the body, performed by bringing the hands to the floor one at a time while the body inverts. The legs then move over the body while one or both hands are on the floor. Return the feet to the floor one at a time then end by standing upright.
2. Assess learner's responses.

Assessment – Round-off in gymnastics (page 447)

1. Cartwheel is performed by a sideways rotational movement of the body, while bringing the hands to the floor one at a time while the body inverts. Round-off on the other hand is when the gymnast uses both hands and lands with two feet placed together on the ground instead of one foot at a time, facing the direction of arrival.
2. Assess learner's responses.
3. For safety:
 - a) Ensure the surface for practice is free from any objects that can cause injuries.

- b) Dress appropriately.
- c) Ask your gymnastics instructor for guidance or have a partner to help you in performing new moves.

Assessment – Five action sequence in gymnastics (page 448)

1. This is a step by step movement involving different gymnastic skills to form a pattern.
2. Gymnastic skills that can be combined to form a five sequence in gymnastics: Through vault – Cartwheel – Round-off – Forward roll – T balance.
3. Importance of participating in gymnastics:
 - a) It helps build self-morale, determination, and better communication skills.
 - b) It improves quality of sleep, fights depression, and aids weight loss in the most effective way.
 - c) Gymnasts practice flexibility, muscular strength, and muscular endurance.
 - d) It is a good way of keeping fit.
 - e) It helps the youth spend their leisure time well.
 - f) Gymnastic skills improve bone health and delay the development of high blood pressure.

Strand 4: Health and fitness

Skill related fitness

Assessment - Balance (Page 449)

1. To balance is to maintain a certain body posture while in control of your movement.
2. Importance of balance:
 - a) It develops coordination in daily life.
 - b) It is necessary for functional life, for example, when playing different sports such as athletics and football.
 - c) It helps us perform daily tasks such as walking or running, carrying luggage and playing.
 - d) It reduces the risk of injury by preventing a person from falling all the time when doing different activities.
 - e) It ensures fluid body movement for physical skill performance.
 - f) It builds core body muscles.
3. Activities that require balance to be performed include walking or running, carrying luggage and playing games such as football and athletics.

Assessment - Agility (Page 450)

1. Agility is the ability to move or change position quickly.
2. Assess learner's responses
3. Some of the exercises that can improve agility are lateral running, side-to-side drills, dot drills, L-drills and shuttle runs.

Assessment – Reaction time (Page 451)

1. Reaction time is the time taken for a person to respond to a situation or event.
2. Learner to mention sporting activities that require good reaction time such as soccer, rounders, basketball and starting races.
3. Walking, cooking, running, and doing the laundry are all examples of activities that require good reaction time.

Assessment – Sit and reach test (Page 453)

1. The test involves sitting on the floor with legs stretched out straight ahead with shoes removed, the soles of the feet being placed flat against the sit and reach box.
2. Flexibility
3. A ruler or yardstick, a box or at the base of a staircase
4. Benefits of a sit and reach test:
 - a) It provides a reliable flexibility test for most people.
 - b) It relieves muscle pain and stiffness.
 - c) It may help determine a person's risk for future pain and injury.

Strand 5: First Aid in Sports

Sports injuries

Assessment – Closed wounds (Page 454)

1. Closed wounds are injuries that occur under the skin, which does not show by bleeding.
2. Safety when handling closed wounds:
 - a) Avoid touching the wound with fingers while treating it. If necessary, use disposable, latex gloves.
 - b) Remove jewelry and clothing that can prevent safe access of the injured part.
 - c) Use suitable ways to control internal bleeding if it occurs.
 - d) Clean the wound area after bleeding has stopped.
 - e) Advise the injured person to seek

- medical assistance if the pain persists.
3. How to stop or reduce bleeding or pain in a closed wound:
 - a) Apply petroleum jelly after cleaning. The jelly acts as an antibiotic ointment for non-infected wounds.
 - b) Use cold treatment, for example by using an ice pack or a cold moist cloth to the area to decrease bleeding beneath the skin. This also helps to control both pain and swelling.

Assessment – Sprains (Page 456)

1. A sprain is a twist of the internal parts of an ankle, wrist, or a joint.
2. Some of the causes of sprains are falling, twisting or getting hit.
3. Safety measures when handling sprains:
 - a) Put ice on the affected part to help reduce swelling and inflammation immediately the sprain occurs.
 - b) Take a rest.
 - c) Avoid using the affected joint while it heals.
 - d) Compress the affected part by bandaging to help reduce the swelling.
 - e) Try to keep the affected joint elevated above the level of your heart to reduce swelling.
4. A piece of cloth dipped in cold water, old clothes to use as bandages, any item that can be used to raise and hold the affected part up above the heart.

Assessment – Strains (Page 457)

1. A strain is an injury to a muscle or a tissue that connects a muscle to a bone (also called a tendon).
2. Falling, slipping, missing a step when climbing stairs (Assess other learner's responses).
3. Symptoms of a strain are pain, swelling, and having a problem moving or using the injured area.
4. How to manage a strain:
 - a) Take a rest.
 - b) Use an ice pack or a cold, wet cloth to reduce swelling and inflammation.
 - c) Compress the strained area by bandaging it to help reduce the swelling.
 - d) Elevate the affected area by lifting it above the level of your heart to reduce swelling.

- e) In severe cases, a doctor can recommend the use a splint, cast, cane, crutch, brace or walking boot to keep the injured area still for it to heal properly.
- f) Do not put weight on a strained knee or ankle.

Assessment – Tow person support method (Page 458)

1. The two person-support method requires the injured or ill person to be conscious. It is done by two rescuers.
2. Two
3. An injured leg, due to strain, sprain or even wound
4. Safety when carrying an injured person using the two person support method
 - a) Understand the cause of injury part
 - b) Identify the injured part
 - c) Find out if the victim is conscious or not
 - d) Apply First Aid steps before moving the victim
 - e) Know the place the victim should be moved to, and how safe it is.

Strand 6: Outdoor and Recreation Facilities

Outdoor Activities

Assessment – Planning an outdoor activity (Page 460)

1. An outdoor activity refers to recreation engaged in out of doors, most commonly in natural settings.
2. Outdoor activities are important in the following ways:
 - a) They help us to relax
 - b) They enable us use or showcase our talents
 - c) It is a way of utilising our free time well.
 - d) They help us interact with others
 - e) It is a way of visiting, discovering or enjoying new places.
3. Examples of outdoor activities:
 - a) Hiking
 - b) Biking
 - c) Trekking
 - d) Mountaineering
4. Factors to consider when planning an outdoor activity:
 - a) The type of activities to carry out.
 - b) The number of people to participate in

- the outdoor activity.
 - c) The most interesting places to visit.
 - d) Health and safety measures to be observed before and during the outdoor activity.
 - e) Relevant authorities to be informed before the outdoor activity.
 - f) Need for permission and assistance during the activity.
5. Seeking for permission is important because:
- a) It can help in getting additional information about the place to visit.
 - b) It is a way of informing caregivers where we plan to be.
 - c) It helps us get information about the activities to be involved in.
 - d) It allows us to know if the proposed places are available for our use.

Assessment – Tracking signs for an outdoor activity (Page 461)

1. These are signs or symbols made from natural material on a trail, route or course for others to follow.
2. Tracking signs help participants in the outdoor activity to follow the correct route from one feature or point to another.
3. Materials that can be used in tracking include small stones, tree branches, twigs, sticks and grasses.
4. Making signs that are easy to interpret and follow by other participants.

Assessment – Roles and responsibilities of members during an outdoor activity (Page 462)

1. Assess learner's responses, which should include team leading, being in charge of snacks, first aid and items or equipment to use during a field activity
2. Qualities of a good team leader:
 - a) Focuses on the activities planned for the day.
 - b) Handles the and needs of the team.
 - c) Sets clear goals for the team.
 - d) Communicates clearly to the team.
 - e) Encourages team members to perform their roles.
 - f) Leads by example.

Assessment - Conflict resolution in an outdoor activity (Page 463)

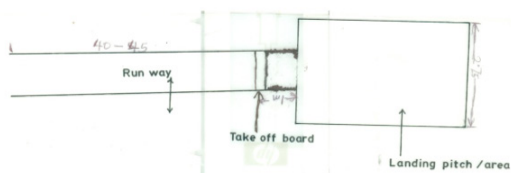
1. Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them.
2. Importance of conflict resolution:
 - a) Makes it easy to accomplish the tasks planned for.
 - b) Makes it easy and fast to make decisions about some of the activities to be performed.
 - c) Creates a good relationship among members of a group.
3. Consequences of conflicts in a group during an outdoor activity:
 - a) Taking too long to accomplish the tasks planned for.
 - b) Delaying in making decisions about some of the activities to be performed.
 - c) Poor relationship among members of a group.
4. Ways of resolving conflicts during an outdoor activity:
 - a) Negotiation
 - b) Dialogue
 - c) Mediation

Assessment – Food Preservation (Page 464)

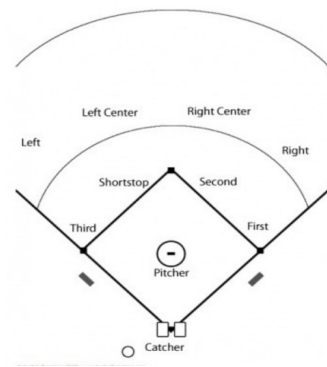
1. Food preservation, any of a number of methods by which food is kept from spoilage after harvest or slaughter.
2. Reasons for preserving food:
 - a) Remove or reduce microorganisms that can make the food to go bad.
 - b) Make the food edible over a long period of time.
 - c) Make seasonal foods available throughout the year.
 - d) Add variety to the diet.
 - e) Save time and energy in obtaining different types of foods.
 - f) Improve the nutritional value of the foods.
3. Methods of preserving food: drying (under the sun or using fire), smoking, use of honey, use of ashes and fermentation.
4. Assess learner's responses

Assessment Task 1

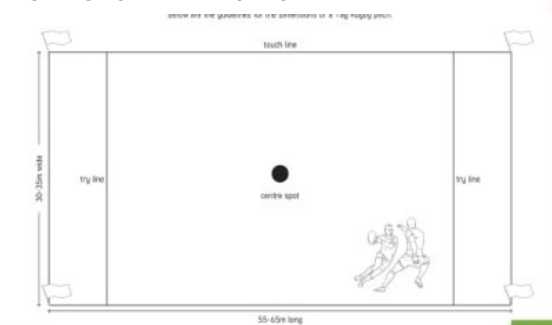
- Types of races:
 - Sprints (100m, 200m, 400m)
 - Middle distance (800m, 1500m)
 - Long distance (3000m Steeplechase, 5000m, 10,000m)
 - Hurdles (110/100m, 400m)
 - Relays (4x100m, 4x400m, mixed 4x400m)
- It is a short, smooth stick or hollow tube that is circular in section, passed from runner to runner in a relay race.
- Safety when using a long jump facility:
 - Ensure that the run way is free of objects and is not slippery.
 - The material in the jumping pit should be levelled and free of objects.
 - Take turns to perform. Only start when there is nobody on the runaway and in the jumping pit.
- Sketch of a long jump facility



- Standing discus is a standing throw of a discus disc that involves a coordinated movement and application of power at the right time.
- To hold a discus properly, place it on the palm of the throwing hand and spread fingers around it.
- Assess learner's list of improvised items for a discus
- Rules when performing the standing discus: Ensure that you throw in turns, your sector is clear while throwing and you carry the discus to the circle and not by throwing it back.
- Skipping of the rope side by side
- Feet apart and feet crossed as you jump
- Handstand
- Softball field of play



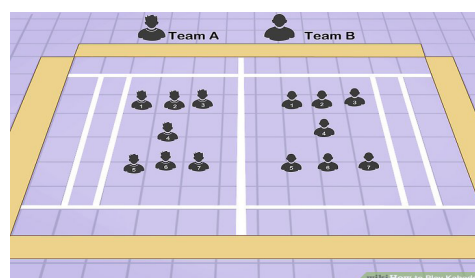
- Infielders in baseball or softball are players who play any one of these four positions: first base, second base, third base, or shortstop. Outfielders are players positioned outside the area marked by the four bases (infield square), with the right one standing closest to first base, their jobs being to catch and throw balls that fly out of the infield and backing up their teammates at the bases.
- For safety, the playing surface should be free from any objects that may cause injuries. It should not be slippery. Always dress appropriately.
- The perfect size and weight that fits a player.
- Observe and comment on learners he or she performs the dig pass and the underarm pass.
- Legal touches in the game of Kabaddi include hand touches, toe touches and kicks.
- The raider uses their toes and hand touches to score points. When there are around four or fewer defenders on the court, the raiders maintain a safe distance and plan their attack on the cover defenders by initiating a back or front kick in order to gain a point.
- Kicks include the Back kick, Scorpion kick, Side kick, Roundhouse kick and the Turning kick.
- Tag rugby field of play.



21. How to handle the balls in tag rugby:
 - a) To handle the ball after a lateral pass in tag rugby, spread fingers on receiving the ball to avoid being hurt.
 - b) Always keep the eyes on the oncoming ball.
 - c) A lateral pass does not involve passing the ball forwards.
 - d) To secure the ball, use both hands.
22. Gliders, floaters, inflated tyre tubes
23. Breaststroke is a swimming style in which the swimmer is on their chest and the torso does not rotate.
In Backstroke swimming, the body position is flat and horizontal, with ears slightly below the water surface.
In side stroke swimming, the swimmer lies on one's side with asymmetric arm and leg motion.
24. Side stroke
25. Two-handed rim catch (thumbs under) is used when a disc comes above shoulder height, with the thumbs pointing towards each other and the index fingers forming the shape of a pyramid. Thumbs should be pointing directly towards the disc and the fingers towards the ground and angled inwards towards the other hand. It is the preferred choice for scooping up discs, which are close to the ground.
26. Two handed rim catch, one handed rim catch, pancake catch and crocodile catch
27. Marking in frisbee is an active process, aimed at trying to prevent the thrower from getting an easy pass away by make it hard for the opponent.
28. Safety when handling closed wounds:
 - a) Avoid touching the wound with fingers while treating it. If necessary, use disposable, latex gloves.
 - b) Remove jewelry and clothing that can prevent safe access of the injured part.
 - c) Use suitable ways to control internal bleeding if it occurs.
 - d) Clean the wound area after bleeding has stopped.
 - e) Advise the injured person to seek medical assistance if the pain persists.
29. Back, thumb, wrist, knee, ankle
30. Signs and symptoms of sprains:
 - a) Pain in the affected area.
 - b) Swelling of the affected area.
 - c) Inability to move the affected joint.
 - d) Immediate pain in the joint at the time of injury.

Assessment Task 2

1. For a Medium Sprint start, an athlete kneels with the back leg close to the heel of the front foot.
In Elongated Start in races, an athlete kneels with the back leg slightly behind the heel of the front foot, though the foot should be slightly out further than in the Medium Start.
2. Health benefits of participating in running:
 - a) Helps to build strong bones, as it is a weight bearing exercise.
 - b) Strengthens body muscles.
 - c) Improves cardiovascular fitness.
 - d) Promotes psychological wellbeing.
 - e) Helps maintain a healthy weight.
3.
 - a) Visual baton exchange in relays
 - b) relays
4. Clean and dispose of the waste
5. Boards, galvanised steel box, pair of batten axis indicators, sand boxes, galvanized steel rakes and steel trowels.
6. About 2 kgs
7. For safety, ensure there is enough working space, the rope is smooth and the jumping surface is flat, free of objects and not slippery as well.
8. Heel taps is a rope skipping technique which involves swinging the skipping rope and jumping and tapping the left and right heels on the surface in turns, alternately.
9. Tag belt
10. Wrist
11. Wood, stone or metal with a metallic rim
12. Toe touch, hand touch, kicks
A bat, rounders
13. Wall pass
14. Inside of the foot
15. Triangle position
16. Soccer
17.
 - a) The volleyball.
 - b) The net
 - c) Uprights (posts)
18. Dig pass
19. Kabaddi field of play.



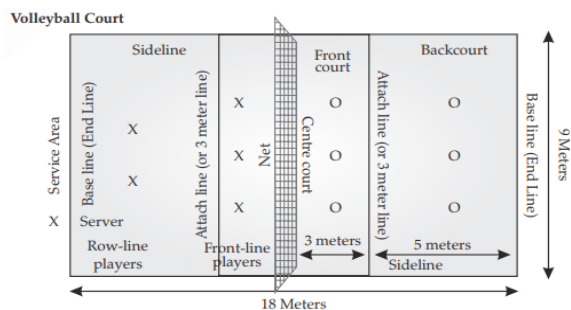
20. Football, netball, basketball
21. The raider aims to tag the members of the opposite team and run back into his or her team side and each person the raider touches earn his or her team one point. It is only one raider who should attack at a time.
22. They measure performance of a player or team
23. an artistic gymnastics apparatus which gymnasts perform on
24. To avoid sprains:
 - a) Perform warm up and cool down exercise before playing or a physical activity.
 - b) Schedule days off between different sporting activities or physical exercises for your body to rest and heal.
 - c) Understand your work or play environment, that is, whether wet, uneven or slippery.
 - d) Using proper, well-functioning equipment when performing tasks or playing.
25. Back, thumb, wrist, knees, ankle, knees.
26. Listening to an injured person is important because any unnecessary movement can cause additional injury and pain to the person, resulting in complications for their recovery.
It also helps to establish the injured parts, which helps in determining the suitable ways of helping.
27. Safety during an outdoor activity:
 - a) Observe the rules.
 - b) Use the equipment for the purpose they are designed for.
 - c) Play as a team.
28. Physical features (such as hills, valleys and rivers); vegetation; human features.
29. Drying (under the sun or using fire), smoking, use of honey, use of ashes and fermentation.
30. Causes of conflicts:
 - a) Time wastage
 - b) Change of activities that had earlier been agreed on without informing other members
 - c) Misuse of the resources meant for the whole group
 - d) Some members assuming roles and responsibilities they have not been assigned.
 - e) Going against the set rules and regulations.

Assessment Task 3

1. In the Medium Sprint start, the body should be aligned in such a way that the knee of the back leg is placed close to the heel of the front foot for each of the three commands, which are, 'On your marks', 'Set' and 'Go'.
In Elongated Start in races, an athlete kneels with the back leg slightly behind the heel of the front foot. However, the foot should be slightly out further than in the Medium Start.
2. For safety, the surface for practice should be free from any materials that can cause injuries.
3. Batons can be made of wood, metal or any other rigid material in one piece.
4. Hurdles
 - a) Approach: Sprint towards the hurdle.
 - b) The take-off: As you near the hurdle, push the back leg (hind) forward over the hurdle. Take off from the ball of foot, by lifting up the thigh of the take-off foot (leading leg) to the chest as the upper body dips forward at the waist.
 - c) Flight and hurdle clearance: Lift the lead leg and extend it over the hurdle leaning forward. Pull the back leg sideways and clear the hurdle quickly.
5. Saw dust, sand
6. Assess learner's response
7. Assess learner's list of improvised items for a discus
8. Straddle is the skill of jumping the rope by spreading the feet and bringing them together.
Straddle cross on the other hand is the technique in rope skipping involving jumping the rope with feet apart and crossing each other.
9. How to perform a straddle:
 - a) on the same spot
 - b) backwards
 - c) forwards
 - d) with eyes closed
10. Ropes made from sisal or banana fibre or old pieces of clothes.
11. Bats, practice apparel, equipment bags, balls, cleats and helmets, sliding shorts and sliders
12. Outfielders are players positioned outside the area marked by the four bases (infield square), with the right one standing closest to first base, their jobs being to catch and

throw balls that fly out of the infield and backing up their teammates at the bases.

13. For safety, teamwork, enjoyment and harmony during play.
14. a) Instep
b) Inside of the foot along the arch
15. Volleyball field of play:



16. 2 - team volleyball and beach volleyball
17. Hand gloves and games kit
18. Six players in each team.
19. Assess learner's responses
20. Underarm serve
21. Game of tag, wrestling and rugby
22. Drills in footwork, physical fitness
23. Shoulder roll is a type of roll is performed over one shoulder rather than pushing with the arms and rolling over the head.
24. Forward roll and side vault
25. Cartwheel in gymnastics refers to a series of performances where a gymnast's arms and legs move in a fashion similar to the spokes of a turning (cart) wheel. It is a sideways rotary movement of the body, performed by bringing the hands to the floor one at a time while the body inverts.
26. Agility helps in performing activities that require a quick change in direction while keeping balance, strength, speed and body control.
27. Food preservation is meant to prevent it from going bad.
28. Balancing is required when playing different sports such as athletics and football. It is also important because it helps us perform daily tasks such as walking or running, carrying luggage and playing.
29. Reaction time is the time taken for a person to respond to a situation or event, which can save a person from danger or act quickly to avoid damage, injury or a risky situation.
30. Starting a race, running away from danger

Assessment Task 4

1. Assess learner's demonstration of the 'Run Through Finish' technique
2. a) Be careful when using sharp objects
b) Ask for help when collecting and improvising the baton from an adult
c) Avoid poisonous or harmful materials during improvisation
3. Safety during visual baton exchange:
a) Stand in your lane facing forward.
b) Look back from the side to receive the baton with your hand stretched backwards.
c) Receive the baton while moving.
d) When handing over the baton, place the baton in the hand. Do not throw it to them.
e) When you are the one to finish the race, ensure that the finish line is clear.
4. Choose a bat with the correct size and weight, according to age and affordability.
5. a) A catcher's mitts (gloves) is a type of a glove used in softball that extends over the hand partially (or partly) covering the fingers. It should be of hand-size. It should feel comfortable and not too tight. Fielding gloves are worn by outfielders in softball. The gloves come in different sizes. When choosing softball gloves, it is important to consider the age of the player and his or her position in the field.
b) The thrower who is in the middle is referred to as the pitcher while the one hitting the ball is the batter.
6. a) Long jump area/field/facility.
b) the runway, take-off board and the jumping pit.
7. It is a point from which correct take off is done, and measurement for the jump is measured.
8. Assess learner's drawing
9. To keep the working area clean and safe for the next activity.
10. 4
11. Ten players per team.
12. The catcher, positioned in a crouch behind the home plate, plays a crucial role in helping to gain points. The catcher throws balls ahead of the batter before he or she can reach the bases, and also catches balls fielded from third base. The pitcher throws the softball from the center of the diamond known as the

- pitcher's mound to the catcher. The pitcher's goal is to throw balls within the strike zone of the batter.
13. Tactical and technical approaches in rounders include:
 - a) The batting team should ensure there is a runner on every post.
 - b) The batting team should move a runner into a scoring position.
 - c) The batting team should try to score on every batted ball.
 - d) Bat the ball into empty spaces always.
 - e) The fielding team should spread out evenly.
 - f) Observe carefully when the batter is about to hit the ball.
 - g) All fielders should be ready to field any batted ball.
 - h) Fielders who are not handling the ball at any one time should back up (support) the player on the ball.
 14. Learner to demonstrate the C-Grip and stance in softball.
 15. Safety during play:
 - a) Observe the rules of the game.
 - b) Use the equipment for the purpose they are designed for.
 - c) Play as a team.
 - d) Observe honesty and fair play.
 - e) Always apply the acronym B.E.C.A.L.M. in handling members of the opposite team.
 16. Learner to demonstrate how to catch aerial and ground balls in softball.
 17. 3
 18. With the foot
 19. Learner to demonstrate the stance.
 20. Seven players on each side
 21. Techniques used for entry while playing Kabaddi:
 - a) Pre-planning how to raid.
 - b) Acting quickly during a raid.
 - c) Touching the opponent and returning to your side as quickly as possible.
 22. Rules of entry in Kabaddi game:
 - a) The raiders should take a breath and entone 'kabaddi kabaddi' without any break.
 - b) The raider should tag a member of the opposite team and return back to his half.
 - c) He/she is 'out' when a player breaks the breath or fails in tagging the opponent team member.
 - d) 30 seconds are available for each raid.
 - e) If the raider fails to reach his half within time, he is out and the opposite team gets one point.
 - f) If the raider crosses the check line with one foot with the other one in the air, when the defending team has 6 or 7 defenders, he or she gets a bonus point.
 23. A roundoff is a move in gymnastics similar to a cartwheel.
 24. Qualities of a good team leader:
 - a) Focuses on the activities planned for the day.
 - b) Handles the and needs of the team.
 - c) Sets clear goals for the team.
 - d) Communicates clearly to the team.
 - e) Encourages team members to perform their roles.
 - f) Leads by example.
 25. Assigning different members different roles helps in ensuring that all the activities planned for the day are accomplished. It also ensures that suitable people are picked for specific roles or responsibilities.
 26. Food storage packs, gaming equipment, maps, compass, safety clothing, camping equipment
 27. Authorities to inform during an outdoor activity:
 - a) Parents or guardians.
 - b) School administrators
 - b) The authorities that manage the places we plan to visit.
 28. Open fields for activities such as racing and biking, mountain slopes for mountain climbing, forested areas, water catchment areas
 29. The two person-support method requires the injured or ill person to be conscious. It is done by two rescuers.
 30. Signs and symptoms of a strain:
 - a) Swelling, bruising, or redness at the affected area.
 - b) Muscle cramping at the affected area at rest.
 - c) Pain when the muscle or joint is used.
 - d) Weakness of the affected muscle or tendons.
 - e) Inability to use the affected muscle completely due to inflammation.

Assessment Task 5

1. Run through finish, sprint finish
2. Relay baton
3. Importance of improvisation:
 - a) Improvisation is making of an item or equipment using locally available
 - b) materials. Improvisation has several benefits. For example:
 - c) It provides us with a variety of equipment and tools to use.
 - d) It saves us time and money that we could use to acquire the readymade
 - e) tools or equipment.
 - f) It enhances interest in the subject.
 - g) It promotes creativity.
 - h) It promotes communication, team work and collaboration.
 - i) It improves self-confidence.
4. 60-meter (indoors only), 100-meter, 110-meter, and 400-meter races. Youth competitions can also include a 300-meter event.
5. Heel taps, single bounce and bell. Accept other correct answers
6. The fair territory is divided into infield, outfield, and territory beyond outfield fence. The field that meets at a right angle at home plate is defined as foul territory.
7. A ball, a bat (composite, metal or wooden), gloves, uniforms and protective gear.
8. Infielders in baseball or softball are players who play any one of these four positions: first base, second base, third base, or shortstop. Outfielders are players positioned outside the area marked by the four bases (infield square), with the right one standing closest to first base, their jobs being to catch and throw balls that fly out of the infield and backing up their teammates at the bases.
9. Right fielder, centre fielder, and left fielder.
10. Skills in playing rounders:
 - a) Fielding
 - i) Watch the flight of the ball as it leaves the bat.
 - ii) Move into position to prepare to meet the ball.
 - iii) Catch a high ball with palms out and thumbs together, above.
 - iv) Catch a low ball with palms up, little fingers together, between waist and shoulders
 - v) As fingers contact the ball, hold it firmly while bringing it to the body.
 - b) Throwing
 - i) Place one foot head of the other.
 - ii) Hold the ball firmly between the fingers and the thumb.
 - iii) Stretch the hands out in front of the chest.
 - iv) Ensure that the thumbs point at each other.
 - c) Catching
 - i) Hold hands out in front of the chest and fingers pointing at each other.
 - ii) When the ball arrives, close the fingers over it and pull it towards the body.
 - iii) Catch the ball with fingers, not the palms of the hands.
 - d) Stumping
This is when the fielder touches the post being run to with a ball (ahead of the batter).
11. Some of the rules in rounders
 - a) Rounders games are played between two teams.
 - b) One team bats while the other team fields and bowls.
 - c) The bowler bowls the ball to the batter who hits the ball forward on the Rounders Pitch.
 - d) If the batter reaches the 2nd or 3rd post in one hit, the batting team scores $\frac{1}{2}$ a Rounder.
 - e) Games are usually played over 2 innings with the aim of the game to score the most Rounders.
 - f) Accompanying Scoresheet and Score Key can be downloaded.
12. When using the wall pass, the player who is running with the ball avoids a tackle from an opponent. He or she passes the ball to a stationary or running team mate, who acts as a wall by bouncing the ball back to the player who has now run.
13. Legs, head, knee/thigh, shoulder
14. Entry: A raider can use right, left, or central zone for his entry into the court.
15. Some of the exercises that can improve agility are lateral running, side-to-side drills, dot drills, L-drills and shuttle runs.
16. Activities that can develop balance include sports such as athletics and football, daily tasks such as walking or running, carrying luggage and playing.

17. Exercises that develop balance for healthy living:
 - a) Balancing on both feet
 - b) Balancing on one foot
 - c) Balancing on both hands
 - d) Balancing on one hand
18. Activities that help develop balance:
 - a) Shifting your weight from side to side.
 - b) Standing on one foot.
 - c) Walking heel to toe.
 - d) Using a balance board or stability ball.
 - e) Performing standing matches.
 - f) Performing sit-to-stands.
 - g) Practising over-the-shoulder walks.
19. An example of a five-action-gymnastic sequence: Through vault – Cartwheel – Round-off – Forward roll – T balance
20. Assess learner's responses.
21. A sprain is a twist of the internal parts of an ankle, wrist, or a joint while a strain is an injury to a muscle or a tissue that connects a muscle to a bone (also called a tendon).
22. Reaction time
23. An exercise used to test flexibility.
24. A ruler or yardstick, a box or at the base of a staircase.
25. 'On your marks', 'Set', and 'Go'
26. Conflict resolution is a way for two or more parties to find a peaceful solution to a disagreement among them.
27. Negotiation, dialogue, arbitration and mediation.
28. Importance of conflict resolution:
 - a) Makes it easy to accomplish the tasks planned for.
 - b) Makes it easy and fast to make decisions about some of the activities to be performed.
 - c) Creates a good relationship among members of a group.
29. Assess learner's responses
30. Sun drying, drying near the fire, smoking, use of honey and ash

C.R.E GRADE 5

ENCYCLOPAEDIA

ANSWERS

CREATION

Assessment Exercise 1 (Page. 472)

1. Plans to make us prosper, plans to bring prosperity, plans to have a good future plans not to bring disaster to us.
2. The master was unhappy with last servant because he did not invest with what he gave him/ He did not use his talent well/ He was lazy.
3. Assess according to the learners abilities and talents.
4. Assess (I can improve my talents and abilities by: Using them to serve others, seeking advice from teachers and other knowledgeable people, reading about people who have used their abilities, emulating the example of those who use their abilities well at school and home, reading nooks that explain how we can improve our abilities in various subjects and skills like, singing and athletics, constant practice, praying that God helps me to improve my abilities and talents.)
5. Assess (Using my talents at home – to help in cooking, to sweep the house, to look after animals, working in the farm, fetching water or firewood. Etc.)
Using talents in school - to study, to play games like football and volleyball.

Human beings as co- workers with God

Assessment Exercise 2 (Page 474)

1. Responsibilities given to man are:
 - To have power over the fish, the birds and all animals.
 - Domestic and wild, large and small.
 - To cultivate and guard it.
2. Assess (Brushing shoes, serving food, Preparing land for planting, Cooking. Washing utensils, washing clothes. Harvesting crops, sweeping the house, fetching water, making our beds, planting trees, sweeping the house. Etc.)
3. 1 peter 4:10 we learn that:
 - Each person has been given special gifts by God.
 - God want us to be good managers of the special talents He has given us.
 - These talents should be used for the good of others.

4. Child labour is employing those who are under 18 years of age.
5. Forms of child labour are mining, digging picking coffee, working in trade industry as hawkers, working in tourist industry as beach boys, being child soldiers, being touts in transport industry, being a house help. Etc.
6. Causes of child labour are poverty, alcoholism, use of drugs and substance, Separation or divorce, Loss of employment by one or both parents, background of the parent. A person who was abused as child is likely to grow up as an abuser, domestic violence, irresponsible parents, lack of or poor bonding between the child and parents.
7. Effects of child labour are:
 - Children do not grow properly because of overworking.
 - They are denied a chance of going to school.
 - They are denied a chance to play.
 - They are verbally and physically abused.
 - They do not have time to attend church.
 - They are sexually harassed and abused by male or female employers.
 - They work for very long hours.
 - They are underpaid.
 - They have no opportunity to mix socially with other children.

The fall of human beings Assessment Exercise 3 (Page. 475)

1. The first people to be created by God were Adam and Eve.
2. a) God put Adam and Eve in the Garden of Eden.
b) God put Adam and Eve in the garden to be in charge of all the things in the garden.
3. He told them not to eat the fruit in the middle of the garden.
4. The snake made Adam and Eve to disobey God.
5. Adam and Eve disobeyed God by eating the fruit from the tree in the middle of the garden.
6. Assess. Be on time at the beginning of the day and after lunch or recess breaks, come prepared with supplies and completed

homework, be kind, polite and courteous to others, keep your hands and feet to yourself, be respectful of classmates, teachers, and property, listen to the teacher and classmates, and follow directions, work hard and always do your best, be safe, raise your hand when you would like to speak in class or if you need to leave the classroom for any reason (Example; going to the bathroom, visiting the nurse, obey all school rules. Etc.

1. Assess (You could end up getting hurt, parent-teacher conflicts, detention, short and long term suspensions.)
2. The results of not telling the truth are:
 - The person will not be accorded respect by others.
 - The person will not be trusted as he or she is considered to be unreliable.
 - The person will not have a settled mind.
 - It causes anxiety as truth is easier to remember.
 - The person may go to jail.
 - It may lead to unexpected death.
 - It leads to injustice – an innocent person may be punished.
 - It is a sin against the almighty God.

Family unity

Assessment Exercise 4(PG. 477)

1. Problem solving, effective communication, sharing of roles, demonstrating love and care for one another, tolerance, understanding and behavior control.
2. Ensures a peaceful environment at home, effective communication is maintained, there is love in the family. Etc
3. Assess
4. Assess
5. Providing basic needs, showing love to all children, giving children a chance to grow at their own pace, providing security and protection to their children, setting good examples to their children. Etc

End of strand 1 Assessment (PG.477)

1. God has plans to bring prosperity.
 - Plans to bring the future I hope for.
 - Plans not to cause disaster.
2. a) Talents are special abilities or gifts that God has given different people.
b) Abilities are special gifts that

enable us to do mental, social and physical activities.

3. Because they had earned more on the gold coins they had been given.
4. Responsibilities given to man according to Genesis 1:26 and Genesis 2:15 are:
 - To have power over the fish, the birds and all animals. - Domestic and wild, large and small.
 - To cultivate and guard it.
5. Child labour is employing those who are under 18 years of age.
6. Mining, digging picking coffee trade industry as hawkers, tourist industry as beach boys, being child soldiers, being touts in transport industry, being a house help. Etc.
7. Child labour can be stopped by reporting to relevant authorities such as police, teachers, parents, chief, head teacher, children's office.
8. By eating the fruit that they were told not to eat.
 - It is important to remain truthful all the time so that you do not get in trouble and get punished.
 - God likes obedient people because it shows our faith and trust in Him. It also shows our love for God.
 - The lessons we learn from the fall of human beings is that it is important to be obedient and truthful.
3. Assess.

THE BIBLE

Assessment Exercise 1 (PG. 479)

1. Because it is inspired by God and is useful for teaching the truth, rebuking error, correcting faults and giving instruction for right living.
2. a) Guides us on the way of living that pleases God.
b) It has the 10 commandments that guide us on how to live.
c) It is a source of authority.
d) It is used to guide ceremonies such as baptism, marriage and funerals.
3. a) Enables us overcome temptations.
b) It helps us grow and mature spiritually.
c) It teaches us how to love and fear God.
d) It reminds us of God's promises.
4. Justice, love, humility, care compassion, care, tolerance and understanding.

5. Because it teaches us how to be understanding and how to care for each other.

Bible stories - courage

Assessment Exercise 2 (PG. 480)

1. Courage helps us stand firm in our decisions.
2. It shows their strong believe in their faith, helps them make the right choices, enables them live a morally upright life.
3. Boldness, bravery, courage, confidence.

Wisdom

Assessment Exercise 3 (PG. 481)

1. He listened to both women and his wisdom helped him in deciding who the mother of the child was.
2. Wisdom, patience, fairness, good decision making.
3. Wisdom helps us make the right choices, it helps us live a fruitful life.

Respect for the elderly

Assessment Exercise 4 (PG. 482)

1. Shem, Ham and Japheth
2. a) By letting them take the first bus that had only two vacant seats.
b) Being polite to them, being patient with them, taking care of them, carrying their luggage for them.

God loves humility

Assessment Exercise 5 (PG. 484)

1. It was a sign to warn the king for his pride.
2. Number, number, weight, division
3. King Belshazzar
4. Daniel
5. Numbered—God has numbered the days of your kingdom and will bring it to an end.²⁷Weighed—you have been weighed on a scale and found to be too light.²⁸Divided—your kingdom will be divided and given to the Medes and Persians.”
6. Because he had shown pride asking for the vessels that his father Nebuchadnezzar had taken out of the temple.
7. Humility and faithfulness.
8. Humility helps us be more helpful, it helps us earn God’s favour, it comes with wisdom, it earns us respect and self-control.

Worship of true God

Assessment Exercise 6 (PG. 485)

1. He set about repairing the altar of the LORD WHICH HAD BEEN TORN DOWN.³¹ He took twelve stones, one for each of the twelve tribes named for the sons of Jacob, the man to whom the LORD HAD GIVEN THE NAME ISRAEL.³² With these stones he rebuilt the altar for the worship of the LORD. He dug a trench around it, large enough to hold about four gallons of water.³³ Then he placed the wood on the altar, cut the bull in pieces, and laid it on the wood. He said, “Fill four jars with water and pour it on the offering and the wood.” They did so,³⁴ and he said, “Do it again”—and they did. “Do it once more,” he said—and they did.³⁵ The water ran down around the altar and filled the trench. At the hour of the afternoon sacrifice the prophet Elijah approached the altar and prayed, “O LORD, THE GOD OF ABRAHAM, ISAAC, AND JACOB, PROVE NOW THAT YOU ARE THE GOD OF ISRAEL AND THAT I AM YOUR SERVANT AND HAVE DONE ALL THIS AT YOUR COMMAND.³⁷ Answer me, LORD, ANSWER ME, SO THAT THIS PEOPLE WILL KNOW THAT YOU, THE LORD, ARE GOD AND THAT YOU ARE BRINGING THEM BACK TO YOURSELF.” The LORD SENT FIRE DOWN, AND IT BURNED UP THE SACRIFICE, THE WOOD, AND THE STONES, SCORCHED THE EARTH AND DRIED UP THE WATER IN THE TRENCH.³⁹ When the people saw this, they threw themselves on the ground and exclaimed, “The LORD IS GOD; THE LORD ALONE IS GOD!”
2. By praying during the contest for fire to come from heaven and consumed the sacrifice he had prepared on the altar and it came down.
3. Because he wanted to challenge the worship of baal gods and show people who the true God is.
4. Because it is right for people to live a life of justice.
5. The True God listens to the prayers of his people and answers them while false gods do not answer the prayers of the people that pray to them.
6. Kindness, humility, respect, honesty, justice.

God’s protection

Assessment Exercise 7 (PG. 487)

1. a) Moses
b) River Nile
c) Pharaoh's daughter
d) A Hebrew woman.
2. That God protects His own people in His own way.
3. She had gone to the river to bathe when she saw the basket and she sent a maid to fetch it and bring it to her.
4. Love, care, empathy, responsibility.
5. Because they are a blessing from God, it is their right to be taken care of, they require care so as to grow and develop well.

Service to God

Assessment Exercise 8 (PG. 488)

1. One day while Moses was taking care of the sheep and goats of his father-in-law Jethro, the priest of Midian, he led the flock across the desert and came to Sinai, the holy mountain. ² There the angel of the LORD APPEARED TO HIM AS A FLAME COMING FROM THE MIDDLE OF A BUSH. MOSES SAW THAT THE BUSH WAS ON FIRE BUT THAT IT WAS NOT BURNING UP. ³ "This is strange," he thought. "Why isn't the bush burning up? I will go closer and see."
⁴ When the LORD SAW THAT MOSES WAS COMING CLOSER, HE CALLED TO HIM FROM THE MIDDLE OF THE BUSH AND SAID, "MOSES! MOSES!"
He answered, "Yes, here I am."
⁵ God said, "Do not come any closer. Take off your sandals, because you are standing on holy ground. ⁶ I am the God of your ancestors, the God of Abraham, Isaac, and Jacob." So Moses covered his face, because he was afraid to look at God. Then the LORD SAID, "I HAVE SEEN HOW CRUELLY MY PEOPLE ARE BEING TREATED IN EGYPT; I HAVE HEARD THEM CRY OUT TO BE RESCUED FROM THEIR SLAVE DRIVERS. I KNOW ALL ABOUT THEIR SUFFERINGS, ⁸ and so I have come down to rescue them from the Egyptians and to bring them out of Egypt to a spacious land, one which is rich and fertile and in which the Canaanites, the Hittites, the Amorites, the Perizzites, the Hivites, and the Jebusites now live. ⁹ I have indeed heard the cry of my people, and I see how the Egyptians are oppressing them. ¹⁰ Now I am sending you to the king of Egypt so that you can lead my people out of his country."

2. God is powerful and omnipresent, He is Holy, He is miraculous.
3. Contributing to the welfare of the church, participating in church events, helping the needy, following the commandments that God gave to Moses.
4. a) (Assess) It is a requirement in the Bible.
b) Assess
5. Assess values demonstrated on a chart.

End of strand 2 Assessment (PG.488)

1. Elijah
2. Moses
3. Peter and John
4. King Solomon
5. King Belshazzar
6. Daniel
7. King Pharaoh's daughter
8. Jethro
9. Noah
10. A basket of papyrus

THE LIFE OF JESUS

Assessment Exercise 1 (PG. 489)

1. He warned people against social injustices such as corruption, bribery and taking people's belongings by force.
2. Assess (corruption, tribalism, lack of morals,)
3. a) Sharing, forgiveness, honesty, truthfulness, contentment.
b) Assess

John the baptist

Assessment Exercise 2 (PG. 490)

1. John the Baptist
2. River Jordan
3. Dove
4. 'You are my own dear Son. I am pleased with you.'
5. It signifies new life, marks the start of a new life.

God's power over nature

Assessment Exercise 3 (PG. 491)

1. Then he got up, ordered the wind to stop, and said to the sea, "Be still, absolutely still!" The wind stopped blowing, and the sea became very calm.
2. To show God's power over nature.
3. That we should have faith, that we should trust in God's power, we should seek God's help in everything we do.

4. By having faith in God and trusting in His power to help them overcome the challenges.
5. It shows our faith in God's power.

Compassion for the needy

Assessment Exercise 4 (PG. 492)

1. Four thousand men
2. He had compassion on them
3. Seven, and a few small fish
4. Assess
5. By providing them with food, shelter, clothing and other basic needs.

Assessment Exercise 5 (PG. 493)

Power of Jesus over life

1. Four men came to him carrying a paralyzed man. Since they could not bring him to Jesus because of the crowd, they made an opening in the roof over the place where Jesus was. Then they lowered the cot on which the paralyzed man was lying. When Jesus saw their faith, he said to the man, "Friend, your sins are forgiven."
2. He healed him
3. There was no space to reach Jesus because of the crowd.
4. That Jesus has power over sicknesses, that we should have empathy towards people, we should have faith in Jesus.
5. Assess

Teaching of Jesus christ recover of the lost human beings

Assessment Exercise 6 (PG. 494)

1. Sinners
2. Angels in heaven rejoice
3. Because it is a way of turning people that are lost to God.
4. Because it is the lost that need to be turned to Him.
5. Sharing the Good News of salvation to them and with them, inviting them to come with us to places where we share the Good News of salvation, not condemning them but showing them the right way to follow, teaching them what the Bible teaches us to do and follow.

Responsible living

Assessment Exercise 7 (PG. 495)

1. a) Mercy
b) See God
c) God's children
2. To promote harmonious living among ourselves, to be able to exercise the values in the teachings that He gave us, it is in accordance with the teachings in the Bible.
3. Love, care, compassion, understanding and co-existence.
4. Mercy, purity and peace.

Empowering the needy

Assessment Exercise 8 (PG. 496)

1. Never murder, never commit adultery, never steal, never give false testimony, honor your father and mother, love your neighbor as you love yourself.
2. Compassion
3. It is good to have compassion for the needy, importance of looking for spiritual wealth more than material wealth.
4. Providing with them sources of income, like jobs and businesses so that they can empower themselves.

Persistence in prayer

Assessment Exercise 9 (PG. 497)

1. To borrow three loaves of bread.
2. Assess (Caring, loving, understanding etc.)
3. Means that Christians should be persistent in anything they ask and pray for.
4. It teaches us the importance of prayer, it teaches us how to be persistence in prayer.

End of strand 3 Assessment (PG.497)

1. Through following His teachings as outlined in the Bible.
2. Sharing, forgiveness, honesty, truthfulness, contentment.
3. When all the people were baptized, Jesus, too, was baptized. While he was praying, heaven opened and the Holy Spirit came down to him in the form of a dove. A voice from heaven said, "You are my Son, whom I love. I am pleased with you."
4. He got baptized after all the people had been baptized, He accepted to be baptized by John the Baptist.
5. He calmed the storm.
6. Four thousand, seven, fish
7. Never murder, never commit adultery, never

steal, never give false testimony, honor your father and mother, love your neighbor as you love yourself.

8. The poor, the needy, the sick.
9. He was paralysed
10. The faith of the people that brought him to Jesus.
11. Capernaum
12. That Jesus has power over sicknesses, that we should have empathy towards people, we should have faith in Jesus.
13. Sinners
14. Assess
15. It teaches us the importance of prayer, it teaches us how to be persistence in prayer.

THE CHURCH

The early church

Assessment Exercise 1 (PG. 498)

1. They spent their time in learning from the apostles, taking part in the fellowship and sharing in the fellowship meals and the prayers.
2. Holding fellowships together, sharing meals together especially during events, having small Christian unions.
3. Visiting children homes, helping the needy, visiting the sick, helping the poor, helping orphans, helping widows and widowers.
4. It brings people together and holds them together.

The Lords supper

Assessment Exercise 2 (PG. 500)

1. Then Jesus took a cup, gave thanks to God, and said, 'Take this and share it among yourselves.' I tell you that from now on I will not drink this wine until the Kingdom of God comes. 'Then he took a piece of bread, gave thanks to God, broke it, and gave it to them, saying, 'This is my body, which is given for you. Do this in memory of me.' In the same way, he gave them the cup after the supper, saying, 'This cup is God's new covenant sealed with my blood, which is poured out for you.'
2. It reminds us of the suffering and death of Jesus Christ.
3. Love, sharing, happiness, thankfulness and humility.

Gifts and fruits of the Holy Spirit Assessment Exercise 3 (PG. 502)

1. a) Unique skills and abilities given by the Holy Spirit to Christians.
b) Attributes of a person or community that is guided by the Holy Spirit.
2. Preaching, knowledge, wisdom, interpreting tongues, speaking in tongues, faith, performing miracles, healing, prophecy.
3. Love, joy, peace, patience, kindness, goodness, humility, self-control and faithfulness.
4. Guides Christians on what to do, inspires Christians spiritually during sermons and in prayer, enables Christians live a life that is spiritual.
5. Performing miracles.
6. a) Fruits- love, joy, peace etc.
b) Understanding, co-operation, empathy etc.

The power of intercessory prayer Assessment Exercise 4 (PG. 503)

1. A prayer made on behalf of someone else.
2. An Angel of God came and rescued him.
3. The church
4. He followed what the Angel asked him to do.
5. Reading His word, following the teachings in His word, following His commandments, making prayers in His name, trusting that He will answer our prayers, spreading the Good News of Salvation.
6. That God is able to perform miracles in whatever situations we may be in.

End of strand 4 Assessment (PG.503)

1. It brings and holds us together.
2. They spent their time in learning from the apostles, taking part in the fellowship and sharing in the fellowship meals and the prayers.
3. Then Jesus took a cup, gave thanks to God, and said, 'Take this and share it among yourselves.' I tell you that from now on I will not drink this wine until the Kingdom of God comes. 'Then he took a piece of bread, gave thanks to God, broke it, and gave it to them, saying, 'This is my body, which is given for you. Do this in memory of me.' In the same way, he gave them the cup after the supper, saying, 'This cup is God's new covenant sealed with my blood, which is

- poured out for you.
4. Love, sharing, happiness, thankfulness and humility.
 5. Love, joy, peace, patience, kindness, goodness, humility, self-control and faithfulness.
 6. Preaching, interpreting tongues, speaking in tongues, knowledge, prophecy, wisdom, faith, performing miracles, wisdom.
 7. A prayer made on behalf of someone else.
 8. The church
 9. An Angel of God came and rescued him.
 10. Reading His word, following the teachings in His word, following His commandments, making prayers in His name, trusting that He will answer our prayers, spreading the Good News of Salvation.

CHRISTIAN LIVING

Peer influence

Assessment Exercise 1 (PG. 504)

1. Assess.
2. Assess.
3. Assess.
4. Assess.

Human sexuality

Assessment Exercise 2 (PG. 507)

1.
 - a) Voice breaks, growth of hair on the chin, growth of Adam's apple, shoulders broaden, they start experiencing wet dreams.
 - b) Hips enlarge, growth of breast, start of menstrual cycle.
2. Assess.
3. The Bible teaches us to treat our bodies with respect during the challenges associated with adolescence since our bodies are the temple of the Holy Spirit.
4.
 - a) A relationship that has positive impacts on both boys and girls.
 - b) A relationship that may lead to negative impact on boys and girls.
5. May lead to teen pregnancies, leads to school drop outs, can cause Sexually Transmitted infections, some are child abuses, may lead to crime, can lead to use of alcohol and substance abuse.
6. Keeping the right company of friends, coping with adolescence challenges positively.

God the source of life

Assessment Exercise 3 (PG. 508)

1. That God is the only source of life.
2. Crimes, negative emotions, self-harm such as committing suicide.
3. Sadness, anger, depression.
4. Assess
5. Because safety protects life which is sacred.

Good healthy practices

Assessment Exercise 4 (PG. 509)

1. This is the excessive use of alcohol and other harmful drug substances.
2. Alcohol, cigarettes, bhang, miraa, caffeine.
3. Peer pressure, bad influence, misuse of leisure time, poor time management, stress, depression etc.
4. May lead to loss of life, terminal illnesses, bad decision making, loss of jobs, friends and family etc.

Social media

Assessment Exercise 5 (PG. 510)

1.
 - a) A form of communication which relies on the use of digital devices such as smart phones and computers to find, send and receive information.
 - b) Correct use of digital devices where by misuse is avoided.
 - c) Misuse of digital devices used in social media communication.
 - d) Using social media platform to harass people.
2. Facebook, twitter, youtube, whatsapp, skype, instagram.
3. May lead to arrests since it is a crime, it is a vice which harms others.
4. Seek assistance where we do not understand, seek permission to use social media platforms, not sharing personal information on unprotected social media platforms.

End of strand 5 Assessment (PG.511)

1. Doing things because a group of people you are in are doing it.
2. Assess.
3. Assess.
4. Boys- voice breaks, shoulders broaden, start experiencing wet dreams.
Girls- hips broaden start of menstrual cycle, growth of breasts.

5. A relationship that may lead to negative impact on boys and girls.
6. May lead to teen pregnancies, leads to school drop outs, can cause Sexually Transmitted infections, some are child abuses, may lead to crime, can lead to use of alcohol and substance abuse.
7. Crimes, negative emotions, self-harm such as committing suicide.
8. Peer pressure, bad influence, misuse of leisure time, poor time management, stress, depression etc.
9. Facebook, twitter, Youtube, Whatsapp, skype, instagram.
10. Assists us in accessing a lot of information that we may not be able to access, it is a source of news, helps us communicate with our friends and family.

Assessment Task 1 (PG. 511)

1. Plans to bring you prosperity and not disaster, plans to bring about the future you hope for.”
2. They earned more gold coins.
3. God, others.
4. Child labour
5. Examples of child labour are mining, digging picking coffee trade industry as hawkers, tourist industry as beach boys, being child soldiers, being touts in transport industry, being a house help. Etc.
6. **Poverty:** Poverty can cause separation, divorce or death of the parents. Poverty can make the parents not to provide for the basic needs of the child. Poverty can be due to lack of employment or any source of income.

Death of parents: Death of parents can lead to lack of financial support to a child. Family and friends can also neglect a child after the death of the parent. The child can look for employment to satisfy their needs.

Domestic violence: Stressed parents are more likely to be violent to children. This can lead to a child running away from home to seek for love attention. They finally seek for employment to meet their basic needs.

Broken families: This can be due to separation or divorce. The absence of one parent can lead to frustration to a child.

Irresponsible parents: Irresponsible parents fail to provide basic needs for their

children.

Alcohol and substance abuse is likely to make the parent not provide for the basic needs of the child.

7. Crimes, negative emotions, self-harm such as committing suicide.
8. Reporting any cases of child labour to the authorities, ensuring I and other children know the children’s rights, ensuring you do works that are only made for children.
9. They were deceived by the snake.
10. Assess.
11. It brings and holds us together. Etc
12. Lack of unity, lack of understanding, lack of love among themselves.

Assessment Task 2 (PG 511)

1. a) Enables us overcome temptations.
b) It helps us grow and mature spiritually.
c) It teaches us how to love and fear God.
2. Boldness, bravery, courage, confidence
3. They were teaching the people and proclaiming in the name of Jesus who resurrected from dead.
4. It is a promise from God that there will be a reward, it shows trust in God, faith makes them do things they could not do.
5. a) King Solomon
b) Two women came to him claiming possession of the same child.
c) He listened to both women and asked a guard to bring to him a knife so that he could cut the baby into two and give each woman. The mother of the child refused the baby to be cut into two and that is how the King knew the mother of the child.
d) Wisdom
e) She refused the baby to be cut in two because she knew the baby would die.
6. Shem, Ham and Japheth.
7. By assisting them, by being patient with them.
8. Numbered - God has numbered the days of your kingdom and will bring it to an end. Weighed - you have been weighed on a scale and found to be too light. Divided - your kingdom will be divided and given to the Medes and Persians.”
9. He asked to be brought the vessels that his father has set aside from the temple.

10. The True God listens to the prayers of His people while the false gods did not.
11. Pharaoh's daughter.
12. Empathy.

Assessment Task 3(PG 512)

1.
 - a) Baptism of Jesus
 - b) John the Baptist, Jesus Christ
 - c) River Jordan
2.
 - a) He asked the people to share , he who two coats to share with those with none.
 - b) Tax collectors- not to collect more than is appointed to them.
 - c) Soldiers- not to rob anyone by violence or by false accusation and be content with their wages.
3. When all the people were baptized, Jesus, too, was baptized. While he was praying, heaven opened and the Holy Spirit came down to him in the form of a dove. A voice from heaven said, "You are my Son, whom I love. I am pleased with you."
4. That God has power over nature, that we should exercise our faith in God, we should trust in God to do anything in life.
5. Helping them with their basic needs, praying with them, inviting them to attend fellowships with them.
6. Capernaum.
7. 'Your sins have been forgiven'
8. Sinners
9.
 - a) Those who are merciful will be shown mercy.
 - b) Those who are pure in heart will see God.
 - c) The peaceful will be called children of God.
10. Providing them with jobs so that they can take care of themselves, providing them with money to start their businesses, training them on ways to take care of themselves.
11.
 - a) A friend at night.
 - b) The Lord's prayer.
12. Assess.

Assessment Task 4(PG 513)

1. They spent their time in learning from the apostles, taking part in the fellowship and sharing in the fellowship meals and the prayers.
2. The poor, the sick, widows, orphans,

- widowers.
3. Having small Christian unions, participating in fellowships together, assisting each other in church events.
4. Last supper.
5. It reminds us of the death and resurrection of Jesus Christ.
6. Love, sharing, happiness, thankfulness and humility.
7. Gifts- performing miracles, speaking in tongues, interpreting tongues, preaching, prophecy.
Fruits- love, joy, peace, patience, kindness.
8.
 - a) Preaching
 - b) Healing
 - c) Prophecy
9. A prayer made on behalf of someone else.
10. The church
11. Thanksgiving prayer, prayer of supplication, spiritual warfare prayer.
12. Preaching the Good News of Salvation, obeying the Ten Commandments, following the teachings of the Bible.

Assessment Task 5(PG 514)

1. Assess.
2. Assess.
3.
 - a) A relationship that has positive impact on both boys and girls.
 - b) A relationship that may lead to negative impact on boys and girls.
4. May lead to teen pregnancies, leads to school drop outs, can cause Sexually Transmitted infections.
5. Avoiding bad company, avoiding peer pressure, good time management.
6. Crimes, negative emotions, self- harm such as committing suicide.
7. Peer pressure, bad influence, misuse of leisure time.
8. Loss of life, terminal illnesses such as cancer, depression.
9. They may break families, relationships with friends, lead to loss of jobs.
10. Whatsapp, Youtube, Instagram etc.
11. They are sources of information, used for communication, used for research in academics.
12. They can take a lot of one's time if not properly used and managed; they can expose one to harmful acts like cyber bullying.

GRADE 5 MUSIC ANSWERS

Revision Exercise 1

1. a) Through relevant facial expressions
b) Through hand gestures
2. to convey different messages
to entertain or console or advice
3. the right pitch
good harmony
good pronunciation
proper dynamics
proper breathe control
4. A three part song is a song that is performed in three different voice parts.
5. Part singing is singing in two or more voice parts
Three part song is a song performed in three different voice parts
6. It promotes good values such as unity, peace, love, patriotism, respect, integrity, hard work and responsibility.
7. Alto, soprano and base
8. Environmental songs
Songs meant to educate community about diseases
Songs meant to educate community on peace
9. Patriotic songs are songs that show pride and love for a country.

Revision Exercise 2

1. A folk song is a traditional song performed during traditional events and occasions
2. Costumes
Participants
Adornment
3. Assess answers that the learners provide.
The songs provided should be a folk song. They should name the participants and instruments used in the songs they have given.
4. Harvesting
War
Birth
Rites of passage
Assess any other relevant answers and the message of the songs
5. Assess the answers that learners give.

Revision Exercise 3

1. Wind instruments are instruments that produce tunes when air is blown into them.
2. Horn, whistle,

3. Horn
descant recorder
4. Wood, glue, paint, animal skin, reeds
5. Assess the drawing
6. Use soft pieces of cloths to wipe the dirty parts to prevent scrubbing the instrument
Adjust loose parts to ensure the instruments function normally
Avoid hot water when cleaning instruments
Always sterilize the instrument before sharing to avoid communicable diseases.
7. To avoid transmitting diseases
8. a) Blowing air into the mouthpiece produces a tune
b) Used to release air that comes out as a tune
c) Used to block air when playing a melody
Assess how learners demonstrate the above procedure.
9. Assess the music instrument made
10. Some of the materials used such as the glue will be weakened by hot water
11. a) Dirt reduces the effectiveness of some wind instrument
b) Dirt will cause illness such as flu or stomach related problems due to germs

Revision Exercise 4

1. A descant recorder is a western instrument that produces tune when air is blow into the mouthpiece and the finger holes Covered.
2. Assess how the learners play the notes. The learner should be in the right posture. While playing:
Note B
 - Cover finger hole 1 using the left forefinger
 - Cover the back hole using the left thumbNote A
 - Cover finger hole 1 using the left forefinger
 - Cover the second finger hole using the left middle finger
 - Cover the back hole using the left thumbNote G
 - Cover finger hole 1 using the left forefinger
 - Cover the second finger hole using the left middle finger
 - Cover the third finger hole using the third left finger
 - Cover the back hole using the left thumb

Note C

- Cover finger hole 1, 2, 3 using the left forefinger, middle finger and third finger respectively
- Cover finger hole 4, 5, 6 and 7 using the right forefinger, middle finger, third finger and fourth finger respectively
- Cover the back hole using the left thumb

Note D

- Cover finger hole 1, 2, 3 using the left forefinger, middle finger and third finger respectively
- Cover finger hole 4, 5 and 6 using the right forefinger, middle finger and third finger respectively
- Cover the back hole using the left thumb

3. Different pitches are produced when different finger holes are blocked when playing different notes.
4. By the correct fingering and by blowing air into the mouthpiece
5. It was invented in the West and mostly played when accompanying western folk or general music
6. Mouthpiece
Air hole
Finger holes

Revision Exercise 5

1. A folk dance is a dance performed by indigenous communities usually aimed at passing message from generations to generations.
2. Assess the learner's answers
3. Costumes- they are used to indicate the community the dance originates from
Ornaments- they are used as beautify the dancer
Adornments - they are used to beautify the dancer
4. Soloist – leads the dance performance as the rest follow.
Dancers – follows the direction of the soloist and supports his/her actions
Instrumentalist - accompanies the dance by playing a traditional instrument
5. Assess the learner and ensure they mention locally available materials
6. Assess the learner and ensure they mention locally available materials
7. a) drum and horn
b) dresses, wrap skirts, chalk

Revision Exercise 6

1. Assess the learner and ensure the learner has correctly named the pattern in the song
2. quaver
Semibreve
Crotchet
Minim
3. Assess the learner when singing and how they identify the strong and weak beat

Revision Exercise 7

1. Draw the ladder and fill in the steps
2. a) r
b) f
c) m
3. Assess
4. Assess the singing of the sol-fa syllable. Learners should sing in correct pitches.
5. Melody is a combination of a series of notes played, sang or performed in an orderly way that is pleasant
6. Assess the short melody and ensure the sol-fa syllables are used.
7. Assess and ensure the note symbols have been used correctly
8. Assess how the melodies are played

ASSESSMENT TASK 1

1. Patriotic song
Topical songs
Sacred songs
Lullabies
2. a) shows the mood of the performer
b) shows the mood of the song. A sad song has a sad facial expression
c) different tone shows the emotional state of the performer
d) words in a song shows the message being conveyed whether sad or happy
3. To convey the mood
4. Happy
Sad
Concern
5. Assess the learner based on different religious background
6. They convey important messages on different topics that affect the community
7. A folk song is a traditional song performed during traditional events and occasions
8. Assess the learner
9. a) Shaker, whistle, drum
b) Assess the learner

10. When air is blown into them
11. Assess how the learners gives the description
12. Use soft pieces of cloths to wipe the dirty parts to prevent scrubbing the instrument
Adjust loose parts to ensure the instruments function normally
Avoid hot water when cleaning instruments
Always sterilize the instrument before sharing to avoid communicable diseases.
13. Wood, glue, paint, animal skin, reeds
14. Descant recorder
15. 4
16. Different pitches are produced when different finger holes are blocked when playing different notes.
17. Ta-te, taa, taa-aa-aa-aa, taa-aa
18. By the correct fingering and by blowing air into the mouthpiece
19. Assess the learner
20. Assess the earner
21. Part singing is singing in two or more voice parts
Three part song is a song performed in three different voice parts
22. Assess the learner
- 23.



24. d, r, m, f, s
25. a) s
b) d
- 26.

Sol-fa syllables	Hand sign
r	
m	
d	
s	
f	

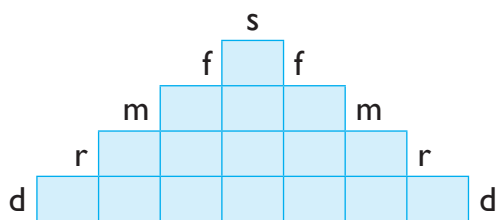
ASSESSMENT TASK 2

1. Proper gesture, facial expression, tone and diction
2. During East African common events
3. Patriotic
4. Pride
5. Unity, peace and love
6. Kenya, Uganda, Tanzania, Rwanda
7. Participants
message
8. Soloist
Singers
Instrumentalist
9. They help convey the mood and create a beautiful tune
10. Instrumentalist
11. Mouthpiece
12. Some of the materials used such as the glue will be weakened by hot water
13. Assess learners and ensure they have mentioned all or some of the keys in C major.
14. Always sterilize the instrument before sharing to avoid communicable diseases
15. Soloist, dancer, instrumentalist
16. Assess learners based on their answers.
Ensure the materials mentioned are locally available.
17. Taa, taa taa
Taa, taa taa, taa, taa, taa, taa, taa, taa, taa-aa
Assess learners based on how they perform
18. Assess learners based on how they perform
19. f
20. f
21. A piece of music having two sections
22. Assess the song that learners provide and ensure it is AB structure
23. The elements of music: melody, dynamics, rhythm, structure and texture

ASSESSMENT TASK 3

1. By using appropriate facial expressions
By using gestures
By using the correct diction
2. Part singing is singing in two or more voice parts.
3. Two
4. Three part song is a song performed in three different voice parts
5. Soprano, alto base
6. Diction
7. Shaker Horn
Guard Shaker

8. They help to make the folk song more melodious
Assess any other answer
9. Folk song
Soloist, instrumentalist, singers
Soloist-leads the singers in performing a song
Singers- follows the leader and may occasionally add vocal ornamentation
Instrumentalist- plays an indigenous musical instrument
10. Harvesting, wedding, worshipping, funerals.
Assess any relevant answer
11. Assess the learners' response and the indigenous name they give to the instrument
12. Mouthpiece – used to blow air into the instrument
Fingering hole – covered during playing of notes
Assess learner's answer
13. Soft pieces of cloths
14. Blowing gently into the mouthpiece
Observing correct fingering
15. When playing note C all the fingering holes are covered while playing note D the seventh hole is left uncovered
16. Assess the performance
17. Dancers- dances to the folk dance and helps convey the mood
Chorus – joins the soloist in singing
Instrumentalist- plays an indigenous musical instrument
Soloist-leads the singers in performing a song
18. Assess the learner's answer
19. They make the performers look beautiful and they also help to show the community the dance originates from.
20. Crotchet taa
Quavers ta-te
Semi-breve taa-aa-aa-aa
Minim taa-aa



22. Assess the learner's performance

23. A good rhythm and pitch
24. Assess the learner's performance
25. Slow

ASSESSMENT TASK 4

1. Kenyan National Anthem. (Assess the learner's response)
2. They instill the feeling of love and pride for one's country
3. Pride
4. Assess the learner's answer
5. Folk song/ folk dance
6. Assess the learner's answers
7. The message, instruments, performers
8. Head, shoulders, legs
9. These are instruments that are played by blowing air into them to create a tune
10. Assess the learners
11. Assess based on the instruments of choice
12. Assess the learner based on the instruments they decide to make
13. Assess the learner's drawing
14. Yes
15. Note G
 - Cover finger hole 1 using the left forefinger
 - Cover the second finger hole using the left middle finger
 - Cover the third finger hole using the third left finger
 - Cover the back hole using the left thumb
- Note A
 - Cover finger hole 1 using the left forefinger
 - Cover the second finger hole using the left middle finger
 - Cover the back hole using the left thumb
- Note B
 - Cover finger hole 1 using the left forefinger
 - Cover the back hole using the left thumb
- Note C
 - Cover finger hole 1, 2, 3 using the left forefinger, middle finger and third finger respectively
 - Cover finger hole 4, 5, 6 and 7 using the right forefinger, middle finger, third finger and fourth finger respectively
 - Cover the back hole using the left thumb
- Note D
 - Cover finger hole 1, 2, 3 using the left forefinger, middle finger and third finger respectively

- Cover finger hole 4, 5 and 6 using the right forefinger, middle finger and third finger respectively

Cover the back hole using the left thumb

16. Assess the learner
17. Semi-breve
Minim
Quaver
Crotchet
18. Assess the learner
19. S, f, m, r, d
20. Re, do, mi
21. To notice all the elements of music
22. Assess learner's response
23. Pitch, rhythm, dynamics, texture, structure, tempo
24. This is the highness or lowness of notes in a song or melody

ASSESSMENT TASK 5

1. All the countries of the East African community should live in peace, unity and love
2. Songs that talks about various topics
Songs that are well known and are common
Songs meant to praise the creator in many religions
3. It promotes the values of peace, love and unit
4. Peace, love and unity
5. Folk song
6. Dancers are dancing to a folk dance/song
Assess learners
7. Assess learners
8. Assess learners
9. Put in a secure place
Clean with soft pieces of cloths
Avoid placing bulky things on top of the instrument
10. For longevity
11. Sanitize before and after using and sharing a wind instrument
12. Note B
 - Cover finger hole 1 using the left forefinger
 - Cover the back hole using the left thumb

Note A

 - Cover finger hole 1 using the left forefinger
 - Cover the second finger hole using the left middle finger
 - Cover the back hole using the left thumb

Note G

- Cover finger hole 1 using the left forefinger
- Cover the second finger hole using the left middle finger
- Cover the third finger hole using the third left finger
- Cover the back hole using the left thumb

13. A
Girl A plays note C while girl B plays note D

14.



15. Assess the learner's performance
16. Draw the table and find the editor to help match

French rhythm names	Music note symbols
Ta-te	
Taa-aa	
taa	
Taa-aa-aa-aa	

17. Assess the learner
18. Assess the learner
19. R, f
F, s, f
20. Assess the learner
21. French rhythm names
22. Pitch
23. Tempo
24. Tune
25. Assess the learner

ART AND CRAFT

Strand 1: Picture Making Techniques

Drawing

Revision Exercise 1.1 (Page 597)

1. A still life drawing is a drawing of non-living objects (such as like flowers, fruits, vegetables, and other foods and beverages) arranged in a specific way, to create meaning or a visual effect.
2. By giving a dark shade and smudging parts of the drawing shadowed from light, and reducing the smudge as you approach and show parts where the light is shining on.
3. By creating a change between light and dark in a drawing or by using light and dark marks or shading in a drawing to denote depth, roughness or smoothness of a surface.
4. The shape of the object to be drawn.

Revision Exercise 1.2 (Pages 598 -599)

1. Cross hatching is a picture drawing method which uses parallel or intersecting lines to show the darker and the lighter parts of a drawing.
2. Learner to draw overlapping cylinders with emphasis on space, balance and proportion of forms and variation of lines.
3. The closer the lines, the darker the tone.
4. The more the lines are spaced, the lighter the tone.

Painting

Revision Exercise 1.3 (Page 601)

1. Red, blue and yellow.
2. Green, orange and purple
3. a) Violet = Red + Blue
b) Orange = Red + Yellow
c) Green = Yellow + Blue
4. Every primary (and secondary) colour has a specific name. However, tertiary colours are named beginning with primary colours.
5. a) Red-orange = Mixing red and orange
b) Red-purple = Mixing red and purple
c) Yellow-green = Mixing yellow and green
6. Tertiary colours, such as red-orange, red-purple and yellow-green

Collage

Revision Exercise 1.4 (Page 603)

1. Collage is an art technique done by assembling different forms to create a picture.
2. Examples include sand, grass, leaves, tree barks, seeds, charcoal dust and papers.
3. the nature of the material to be used.
4. The choice of adhesive depends on the nature of the material used to make a picture by collage.

End of Strand 1 Assessment (Page 603)

1. A still life drawing is a drawing of non-living objects (such as like flowers, fruits, vegetables, and other foods and beverages) arranged in a specific way, to create meaning or a visual effect.
2. By giving a dark shade and smudging parts of the drawing shadowed from light, and reducing the smudge as you approach and show parts where the light is shining on.
3. By creating a change between light and dark in a drawing or by using light and dark marks or shading in a drawing to denote depth, roughness or smoothness of a surface.
4. By looking at the size of the object or item to be drawn and space available for drawing
5. By showing the light and dark areas (to create shade and depth) in the drawings.
6. By shading areas away from the source of light more and using a lighter or no shade to areas facing the source of light.
7. It is a method of picture making which involves scratching and removing some layers of crayon to allow the patterns to appear in the background.
8. Sharp-pointed items such as toothpicks, nails, nail files, popsicle sticks and other improvised items.
9. By leaving the black colour in some areas when etching the artwork to reveal underlying colours.
10. White is mostly the colour of the paper while black colour is the one used to cover the surface after colouring with crayons and covering with wax.
11. By combining two primary colours in equal proportion.
12. By combining a primary colour and a secondary colour in equal proportion.

- Materials used to make the artwork
- Locally available materials such as sand, leaves and waste papers and glue.

Strand 2: Indigenous Kenyan Crafts

Weaving

Revision Exercise 2.1 (Page 605)

- Grass, raffia, sisal or banana fibres, makuti, leather straps (or thongs) barks of some trees or reeds.
- Paper, plastic strips, synthetic materials, pieces of old clothes
- Assess learner's responses
- Table mats, floor mats, baskets, caps, bags, boxes and vases

Leatherwork

Revision Exercise 2.2 (Page 609)

- It is the technique of joining two or more leather pieces together using thongs to make an item.
- Thongs with even thickness ensure the stripes provide consistent tension during the thonging process.
- By using thongs with the same length and size, and applying equal pressure to all of them when tied or stretched out.
- To make the item being made more attractive.
To stretch the leather uniformly when tied with thongs.
To ensure maximum tension of the leather when stretched out.
- By tying the loose ends firmly after thonging.

Pottery

Revision Exercise 2.3 (Page 612)

- The coil technique involves the use of coils of clay on the exterior surface of pots. The coils are molded from clay into long rolls that the potter places on top of another to form different shapes and sizes of the pot.
- Cylindrical items such as pots, cups, flower vases and jars.
- Patching items like marbles on the surface or incising the surface with decorative designs using items such as maize cobs.
- By placing one coil on top of the other, and smoothing the seams off to create a continuous surface.

- Length of the coils, amount of clay available, shape of the item to be made, preference of the potter
- Availability of the decorating items

Sculpture

Revision Exercise 2.4 (Page 615)

- Carving is making an object or a design from a hard material such as stone or wood.
- Hammer, chisel, gouges, carving knife, smoothing file/sand paper/smoothing plane
- Softwood and hardwood
- Sculptures, cooking sticks, wooden handles
- Sculptures – for beauty and decoration
Cooking sticks – to aid in cooking different types of foods
Wooden handles – For tools such as jembes, hammers, axes
- Smoking, polishing, texturing, burning, incising and embossing

Strand 3: Design, Mixed Media and Technology

Graphic design

Revision Exercise 3.1 (Page 617)

- Capital letters (upper case letters) and small letters (lower case letters)
- 3 D letters are those constructed to show dimension (shadows) and dimension
- Painting, shading, smudging or inking
- By using a stencil or ruler and pen or pencil
- Pen (or pencil), ruler

Book craft

Revision Exercise 3.2 (Page 621)

- A book jacket is a detachable outer cover of a book. It is also known as a dust jacket.
- Protects the cover of the book from external damage or dirt.
Preserves the cover and the book.
May contain information that advertises the book.
Makes the book attractive.
- Painting or drawing on it.
Covering with patterned paper or fabric.
Using the applique method, that is sticking and stitching materials on the cover.

- Using adhesive such as glue, stitching, binding

Puppetry

Revision Exercise 3.3 (Page 622)

- Pieces of clothes, strings, sewing needles and wires.
- Using strings or thin wires
- Using specific strings attached to it to create intended movement.
- Marionettes are manipulated by strings while glove puppets are worn on hands
- They are used to entertainment, educate and enhance creativity

Photography

Revision Exercise 3.4 (Page 623)

- Steps of taking a photograph:
 - Get your functional camera.
 - Focus on the object you want to photograph. Ensure enough lighting in the environment you want to photograph from.
 - Capture the object of interest by ensuring that it is within the frame.
 - Review the photograph shot to ensure high quality image.
 - Print out process the best image captured.
- The image may be invisible or unclear
- The image will show an unproportional object that will be shorter and unbalanced in its surroundings.
Some features of the object may not be visible in the photograph.
- The image will show an unproportional object that will be longer or larger and unbalanced in its surroundings
Some features of the object may not be visible in the photograph.

Strand 4: Presentation and Exhibition Mounting Artworks

Revision Exercise 4.1 (Page 628)

- Attaching a drawing, print, photograph, or other work of art done on paper to a cardboard or other backing by using an adhesive.

- Materials required in mounting artworks:
 - The artwork to be mounted
 - Adhesives
 - Hard surface on which the artwork is to be placed
- Conventional surfaces include manila and sugar paper for the window mat while mounting boards
Unconventional surfaces include hessian, plastic, canvas, leather and barks of trees for the window mat and hard and soft boards
- Exhibition sites, art galleries, art display walls

Exhibition Skills

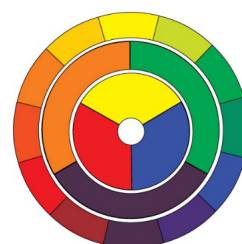
Revision Exercise 4.2 (Page 629)

- Assess learner's responses.
- On mounts, in frames, on walls, on boards
- To ensure that all items prepared for exhibition get space.
To protect delicate artworks from damage due to congestion or improper positioning and display.
- Exhibition designers, sales representatives.
Assess other responses from the learner.

Assessment Tasks

Task 1 (Page 629)

- Assorted fruits, utensils, food, flowers, dead animals, plants, rocks, shells
- Cross hatching is a picture drawing method which uses parallel or intersecting lines to show the darker and the lighter parts of a drawing.
 - By using more lines in darker areas and in areas where they overlap in a drawing.
- White is mostly the colour of the paper while black colour is the one used to cover the surface after colouring with crayons and covering with wax.
- Bee wax, straws, colour pigments
- Colour wheel



6. a) In plain weaving the warp and weft threads cross at right angles, aligned so they form a simple criss-cross pattern. The twine weaving technique is a method where one or more warp threads twist around each other as they interlace with the wefts.
b) Some materials can be softened by soaking in water.
7. Thongs with even thickness ensure the stripes provide consistent tension during the thonging process.
8. Pots, flower vases, cups, jars
9. Painting, incising designs on it, modeling and incorporating decorative coils as you mould the pot.
10. Traditional methods of decorating wood carvings:
 - a) Smoking - This is a traditional wood decoration technique whereby a wooden article is placed directly above the fire. This subjects to intense smoke, making it to dry and get preserved.
 - b) Polishing - This is a decorative technique where carved articles are polished with a wood varnish. This refines and protects the carved wood surface.
 - c) Texturing - This is refining the surface of the wood to express its appearance as displayed by the grains of the wood.
11. Colouring, painting, creating a 2-D or 3-D effect
12. A marionette is a puppet manipulated by strings.
A puppet is a movable model of a person or animal that is moved either by strings controlled from above or by a hand inside it.
13. a) A good photograph is balanced, proportional, clear and easy to read or interpret
b) To get a clear picture of the item being photographed
14. a) Tree planting
b) Environmental conservation
c) Cleaning the environment, recycling used items, helping the needy
15. To display all the artworks meant for exhibition.

Task 2 (Page 630)

1. Assess learner's drawing creating by the smudging technique.

2. Shading dark areas shielded from light, and showing clearly areas facing the light by shading them lightly.
3. Picture B
4. a) Crayon etching is a method of picture making which involves scratching and removing some layers of crayon to allow the patterns to appear in the background.
b) Sharp-pointed items such as toothpicks, nails, nail files, popsicle sticks
 1. By mixing two primary colours
 2. a) Orange
b) Green
c) Purple
 3. The background to stick on, size and weight of the artwork, intended duration of the artwork, display after sticking
 4. Size and weight of the artwork, nature of the artwork
 5. Natural weaving materials: Grass, raffia, sisal or banana fibres, makuti, leather straps (or thongs) barks of some trees or reeds. Artificial materials: cloth strips, synthetic materials such as plastic strips, ribbons
 6. To make the item being made more attractive.
To stretch the leather uniformly when tied with thongs.
To ensure maximum tension of the leather when stretched out.
 7. Using slip that is applied to the score marks when joining coils onto each other.
 8. By taking a small piece of clay and squeezing it into a long sausage like shape, then applying even pressure as you roll the clay into a long cylinder. This ensures that the thickness of the coil remains even for making pots or items of your choice.
 9. Check learner's responses
 10. a) A book jacket is a detachable outer cover of a book. It is also known as a dust jacket.
b) Importance of a book jacket:
Protects the cover of the book from external damage or dirt.
Preserves the cover and the book.
May contain information that advertises the book.
Makes the book attractive.
 11. a) It makes the object clear
b) It affects the size and proportion of the item being photographed

Task 3 (Page 631)

- Show the outline of an object or item being drawn or represented in art
 - Shows the surface qualities of an object or item being drawn or represented in art
- Represents areas facing the source of light
- Covering the surface coloured with crayons with bland Indian ink for etching.
- Red-Orange
 - Yellow-Green
 - Red-Violet
- Sand, grass, leaves, tree barks, seeds, charcoal dust and papers.
- To utilise as much space as possible for the collage artwork
To give enough room to create 2-D and 3-D artworks
- A
 - B
- By tying the loose ends after thonging.
- Length of the coils, amount of clay available, shape of the item to be made, preference of the potter
- Availability of decorations, ease of decorating, expertise in decorating, preference of the potter or buyer
- Sculptures, cooking sticks, wooden handles
- Smoking, polishing, texturing, burning, incising and embossing
- Apply two pieces of hinging tape to the photograph and mat from the bottom. Lift the mat up with the image hanging down. Place the mount board or frame backing board behind it. Lay your glazing (the glass or acrylic) on top and insert into the picture frame.
- Conventional surfaces include manila and sugar paper for the window mat while mounting boards
- Unconventional surfaces include hessian, plastic, canvas, leather and barks of trees for the window mat and hard and soft boards

Task 4 (Page 631)

- Value defines how light or dark a given colour in a drawing can be.
 - Form defines the shape of the drawing or artwork.
- By creating a change between light and dark in a drawing or by using light and dark marks or shading in a drawing to denote depth, roughness or smoothness of a surface.

- Learner to draw overlapping cylindrical forms from memory with emphasis on use of space and balance of forms.
- Learner to draw a simple pictorial composition using crayons, Indian ink or black pigment while focusing on value and texture.
- By mixing equal amounts of a primary colour and a secondary colour.
- Assess learner's responses
- Softening (by soaking in water for natural materials) or use of heat for artificial materials.
 - Using thin strips of the weaving materials that are easy to bent.
 - Choosing non-brittle materials for weaving.
- By creating holes of the same size in the leather, and at even lengths.
 - By applying equal pressure to all the thongs in different directions as you tighten them up
- Softwood and equipment such as gloves, gouges, mallet or hammer, carving knife, sharpening file and smoothing file or sand paper
- Learner to construct and decorate the letters of their name and enhance their 3-D dimensional effect using cross hatching, dotting and texturing
- Paper, hessian cloth, plastic, canvas, leather and barks of trees.
 - Decorating a book jacket using ornamental needlework in which pieces of fabric are sewn or stuck on to a larger piece to form a picture or pattern.
 - Painting or drawing on it.
 - Covering with patterned paper or fabric.
 - Using the applique method, that is sticking and stitching materials on the cover.
- Marionettes are manipulated by strings while glove puppets are worn on hands
- Exhibition sites, art galleries, art display walls
- To enhance their attractiveness.
To beautify the final appearance at the exhibition.
- Exhibition designers, sales representatives. Assess other responses from the learner.

- b) i) Can educate the public on healthy practices and environmental conservation
- ii) Can be used as a source of income for artists

Task 5(Page. 632)

1. a) The shape of the object to be drawn.
b) Preference of the artist.
2. Shows areas of the drawing that are facing away from light
3. Learner to draw overlapping cylindrical forms from memory with emphasis on proportion of forms and variation of lines.
4. Learner to draw two overlapped cylindrical forms and shade using cross hatching technique to create light and dark effect.
5. By leaving the black colour in some areas when etching the artwork to reveal underlying colours.
6. Beginning with the primary colour
7. By interlacing, strengthening the weaves and sewing them together
8. a) Recycled leather and thread
b) Items that can decorate a pencil case include beads of assorted size and colour, threading needle, colourful stitching threads and marking tools such as pen, pencil, chalk or charcoal.
c) Assess learner's drawing of a decorated pencil case
9. a) Incising knife, paint, pebbles (small stones)
b) Paint, materials that can create different designs such as maize cobs, beads, pebbles
c) Painting, incising, applying patterned designs
10. a) Burning - Subjecting the wooden article to fire flames briefly to harden it.
b) Incising - This is pressing wood surface with sharp metal to make patterns on it.
c) Embossing - This is the process of creating a raised or sunken pattern
d) Polishing – Applying wood varnish on a wooden item to refine and protect its surface.
11. Letters with a three-dimensional perspective.
12. a) Collect drawing tools and materials like pen, pencil, rubber, fine brush and paints.
b) Use a ruler to draw letters.
c) Using a pencil, write faint sketches of the letters of your name.
- d) Using the correct tool or pen, construct the letters of your name.
13. Learner to construct and decorate letters of his or her name to enhance its 3-D effect using either shading or by sticking objects.
14. a) Marionette
b) By cutting them out according to required shape and size
c) By joining using strings or thin wires
15. a) Focus – Brings the object to be captured in photography into clear view
b) Viewpoint - Determined from the positioning of the camera, either above horizontal or below the object of focus
c) Lighting - Ensures clarity of the object and helps the photographed image show all the intended sides or angles.
d) Framing – Protects and beautifies the photograph
e) Composition – Used to describe what makes up the entire photograph, and the message it intends to convey.

