

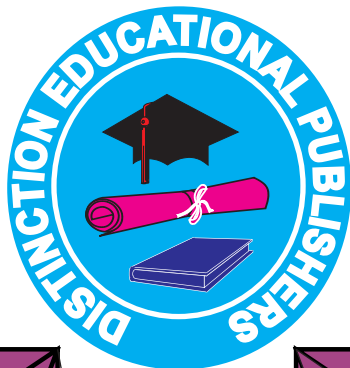
DISTINCTION

JUNIOR SCHOOL

GRADE 8

ENCYCLOPAEDIA ANSWERS

CBC COMPLIANT



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COMPETENCY BASED CURRICULUM

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MATHEMATICS ANSWERS



NUMBERS

1.1 Integers

Practice exercise 1 page 2

- 1, -2, -500, -1000, 2, 500
- 124, 254, -7, 0, 583
- 6
-

Integer	Non integer
63, 83, 0, -34, -45, -898, 82 and 100	$\frac{1}{4}, \frac{3}{4}, \frac{4}{7}, 6.98, 73.89, 67.098, -77.83$

- +18 and -3
- +8 and -10
 - 37 books
 - 6
 - 3
 - +24
 - 8

Practice exercise 2 page 3

-
- -
 -
 -
 -

Practice exercise 3 page 4

-

-
-
-

- 3
- 10 rungs
- 9

Practice exercise 4

- i. -15 ii. -12 iii. -8
iv. -8 v. -18
- a. -5 b. -14 b. -2 c. -2 d. 1 e. -6 f. -18
- 32
-

-
-
-

- 26m
- 13

Practice exercise 5 page 4

- a. -4, b. -12 c. -9
d. -22 e. -2 f. -27
- 146 pounds
- 138 dollars

1.2 Fractions

Practice exercise 1 page 5

- $\frac{9}{10}$
 - $6\frac{1}{10}$
 - $4\frac{1}{6}$
 - $24\frac{5}{6}$
- $\frac{19}{36}$
- $2\frac{1}{4}$

Practice exercise 2 page 6

- $1\frac{29}{40}$
 - $4\frac{16}{45}$
 -
 - $\frac{7}{20}$
 - $\frac{22}{29}$
 - $5\frac{53}{80}$
- $\frac{4}{65}$
 - $\frac{505}{636}$
- $\frac{4}{5}$
- Sh 15680

Practice exercise 4 page 7

- 36 hectares
- 1500
- 0.26667
- 410 birds
- 3 hrs

1.3 Decimals

Practice exercise 1 page 8

- 0.2
 - 0.9
 - 2.1
 - 3.84
- 0.85
 - 0.88
 - 0.76
 - 0.94
- $\frac{37}{8} = 4.625$
 - $\frac{92}{5} = 18.4$
 - $\frac{209}{80} = 2.6125$
 - $\frac{51}{4} = 12.75$

- Tom=65.28, Susan=63.8125
 - 129.0925
 - 1.4675
- 48.375

Practice exercise 2 page 8

- 1.4
 - 0.123
 - 3.171717...
 - 2.3232..
- 0.3
 - 0.6
 - 0.4
 - 0.7
 - 0.16
 - 0.83
- 0.63
 - 4.3
 - 0.361

Practice exercise 3 page 9

- $\frac{4}{9}$
 - $\frac{23}{11}$
 - $318\frac{197}{900}$
- $\frac{7}{9}$
 - $\frac{22}{9}$
- $\frac{446740}{99000}$
 - $\frac{16}{37}$
 - $\frac{22}{11}$
 - $\frac{572}{90}$
 - $\frac{1}{3}$
 - $\frac{7}{9}$
 - $\frac{1}{3}$
 - $2\frac{33}{111}$
 - $\frac{1}{16}$
 - $\frac{8}{9}$
 - $\frac{2}{11}$
 - $\frac{53}{99}$
 - $\frac{25}{33}$
 - $\frac{7}{11}$
 - $\frac{112}{999}$
 - $\frac{113}{333}$
 - $\frac{19}{111}$

Practice exercise 4 page 10

- 3.698
 - 34.5625
 - 767.6725
- 688.7
 - 688.74
 - 688.735
 - 688.7354
 - 688.73538
 - 688.735380

3.0

MEASUREMENT

3.1 Circles

Practice exercise 1 page 25

- a. 62.85cm b. 88cm c. 157.14cm
- a. 42cm b. 14cm
c. 98cm d. 56cm
- 44m
- 141.43cm
- 3.5cm
- 264m
- 1056cm
- 1.32km

Practice exercise 2 page 26

- a. 21cm b. 22cm
c. 15.71cm d. 14.54cm
- a. 17.6cm b. 15.71cm
c. 15.71cm d. 56.57cm
e. 2.44cm f. 2.93cm
- 8.8cm
- 20cm
- 42cm
- 34.36cm
- 880cm
- 44m

Practice exercise 3 page 27

- a. 90cm b. 72cm
- 11.28cm
- 288m
- 2.65cm

Practice exercise 4 page 27

- a. 3.9m b. 100m c. 75cm
- 11cm
- 74.4m
- 100cm

Practice exercise 5 page 28

- a. 35.56cm b. 79.625m
- 47cm
- 53 times
- 7cm
- B
- 64 turns

Practice exercise 6 page 28-29

- a. 65.14cm
b. 88.14cm
c. 50cm
d. 42.67cm
- a. 65.14cm b. 98.4cm
- 357.14cm
- 222.5

3.2 Area

Practice exercise 1 page 29-30

- a. 6.16m² b. 78.55cm²
c. 39.28cm²
- 10
- 154m²
- 378.57m²
- a. 606.38cm²
b. 136.68cm²

Practice exercise 2 page 30

- a. 2.26m² b. 4.27m²
- 197.12m²
- 9.44cm
- 1206.86cm²

Practice exercise 3 page 31

- a. 15.20m² b. 22.05
- 42.82m²
- 314.29m²
- 38.5cm²

Practice exercise 4 page 31-32

- 1.232cm^2
 - 2.31cm^2
 - 308cm^2
 - 78.57cm^2
 - 235.71cm^2
 - 1100cm^2
- 30.8m^2
- 513.33cm^2
- 10.5cm^2
 - 366.67cm^2

Practice exercise 5 page 32-33

- 150cm^2
 - 561.3cm^2
 - 64.5cm^2
 - 50400cm^2
- 500
- 3.1m^2
- 256.5m^2
 - sh 89775

Practice exercise 6 page 33

- 2200cm^2
 - 1.96m^2
 - 132cm^2
- 1683cm^2
- 43.56cm^2
- 267.3m^2
- 612.85cm^2

Practice exercise 7

- 912cm^2
 - 130cm^2
- 204cm^2
 - 100
- 6660cm^2

Practice exercise 8

- 12cm^2
- 12.5cm^2
- 15.5cm^2
- 12.5m^3

3.3 Money

Practice exercise 1 page 36

- Principal: sh 50000, interest: sh 16500
- Principal :sh 67000, interest :sh 8000
- Principal :sh 72600
- sh 60000
 - sh 70800

Practice exercise 2 page 37

Principal
20000
60000
50000
35000

- 2.234C
- 90000
 - 40500
 - 75000
- 13%

Practice exercise 3 page 37

1.

Amount borrowed	75000	120000	525000
Interest year 1	9000	14400	64200
Interest year 2	10080	16128	70704
Interest year 3	11289.6	18063.36	79188.48
Compound interest	30369.6	45891.36	214092.48

- 139000
 - sh 680535
- 8497.47
- 7417579.81
- 26530.20
- sh 396900

Practice exercise 4 page 38

- sh 382032
- sh 377913.6
- Imani:302500, Amani:sh 202500
 - 100000, Imani gained
- sh 4374000
- sh 18525

Practice exercise 5 page 39

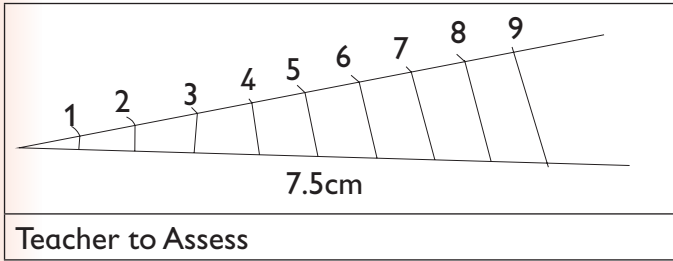
- 69000
 - 22500
 - 10800
 - 67000
 - 54000
- problem
- sh 28000
- sh 4000
- sh 24000
- sh 640000

4.0

GEOMETRY

4.1 Geometrical Construction

Practice exercise 3 page 42 no. 1 and 4



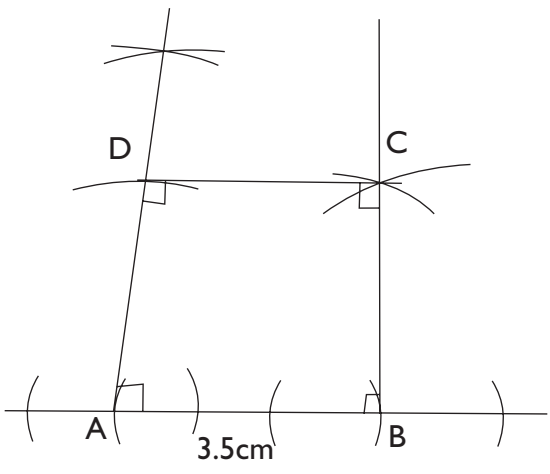
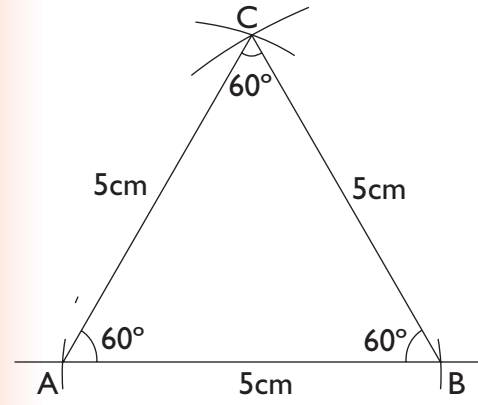
Practice exercise 4 page 43

- 3. 7 sides
- 4. 120 degrees

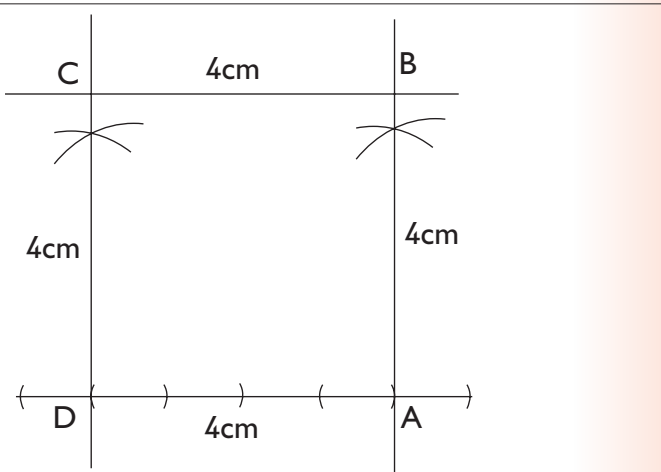
Practice exercise 5 page 43

- 2. a. 60
b. 3 sides
c. 360 degrees
- 3. 60 degrees
- 4. 5 sides
- 5. 6 sides
- 6. triangles

Practice exercise 6 page 44 no. 1 and 3



Practice exercise 7 page 46 no. 2 and 3



Teacher to Assess

Practice exercise 8 page 47 no. 4 and 6

Teacher to Assess

Teacher to Assess

5.0

DATA HANDLING AND PROBABILITY

5.1 Data Presentation and Interpretation

Practice exercise 2 page 68-69

- | | | |
|---------------|---------|-------|
| a. Strawberry | b. Cola | c. 30 |
|---------------|---------|-------|
- | | |
|------------|----------|
| a. English | b. Dutch |
| c. 500 | d. 200 |
| e. 400 | |
- | |
|---|
| a. the marks that James got |
| b. i. CRE ii. Social Studies |
| c. 300 |

Practice exercise 4 page 70

- | | |
|----------|----------|
| a. day 7 | b. day 4 |
| c. 30mm | d. day 1 |
| e. 60mm | f. 280mm |
- | | |
|----------------|---------|
| a. 280m | b. 45 m |
| c. 4.5 minutes | d. 25 m |
| e. 25 meters | |

Practice exercise 5 page 71

- | | | |
|--------|-------|------------------|
| a. 0.2 | b. 11 | c. $\frac{3}{5}$ |
|--------|-------|------------------|
- 70 mass, 13
- Length 5cm, 13 seedlings
- 73

Practice exercise 6 page 72

- | |
|----------|
| a. 5.304 |
| b. 65.4 |
| c. 0.375 |
- 69.88
- | |
|----------------------------|
| a. highest: 96, lowest: 55 |
| b. 77.9 |
- 46
- 21.5
- 2275kg

Practice exercise 7 page 72

- | | | |
|------|-----------|---------|
| i. 7 | ii. 117.5 | iii. 64 |
|------|-----------|---------|
- 70
- 23
- 145cm
- 132.5kg

5.2 Probability

- | | |
|---------------|---------------|
| a. likely | b. likely |
| c. impossible | d. impossible |
| e. unlikely | f. likely |
- | |
|-------------|
| a. unlikely |
| b. likely |
| c. likely |
| d. likely |

Practice exercise 3 page 74

- | | |
|------------------|------------------|
| a. 50 | b. 32 |
| c. 30 | d. 20 |
| e. $\frac{1}{5}$ | f. $\frac{2}{5}$ |
- | | | |
|------------------|------------------|------------------|
| a. $\frac{3}{8}$ | b. $\frac{3}{8}$ | c. $\frac{1}{4}$ |
|------------------|------------------|------------------|
- | | | |
|-------------------|-------------------|-------------------|
| a. $\frac{7}{20}$ | b. $\frac{3}{10}$ | c. $\frac{7}{20}$ |
|-------------------|-------------------|-------------------|
- $\frac{1}{2}$
- $\frac{1}{6}$

Practice exercise 4 page 75

- $\frac{2}{5}$
- $\frac{1}{26}$
- | | |
|------------------|------------------|
| a. $\frac{4}{9}$ | b. $\frac{5}{9}$ |
|------------------|------------------|
- $\frac{1}{5}$

13. 464.35cm^2

14. 117.85 cans

15. a. 46200

b. 466200

16. sh 721448.5

17. r

18. 8

19. R

20. R

21. R

22. R

23. 1300m

24. a. tr

b. 1188 cm^2

25. r

26. 8

27. $\frac{5}{11}$

28. 482 cm^2

29. 20,000sh

30. 7800, 2400



Model paper three

1. $\frac{4}{18}$

2. $-4x+5y/6$

3. $X=3.8, y=6.6$

4. $\frac{11}{18}$

5. $(p+q)(3x-y)$

6. F

7.

8. $8\frac{1}{3}$ days

9. 382.8 cm^2

10.

11. 100% inc

12. -20

13. Length=27cm,width=23cm

14. 41 cm^2

15. 3.208 cm^2

16. 2.512cm

17. O

18. Sh 71500

19. 3.75 ha

20. 114000

21. 1.95848

22. Sh 51200

23. $4y-3$

24. 20

25. -6

26. 4.65 km

27. S

28. T

29. T

30. Book=sh 250,storybook=sh 80



Model paper four pg 80

1. $-136\frac{2}{3}$

2. $2\frac{5}{6}$

3. 3

4. 5.32

5. 4.5646

6. 6.344

7. 32:48:64

8. 80.667

9. $8(x+2y-4k-8p)$

10. 1.4 cm

11. 120 degrees

12. 2200 cm^2

13. 10

14. $X=18, y=1$

15. Sh 36000

16. G

17. G

18. $\frac{2}{5}$

19. T

20. T

21. 7m

22. 1648

23. 96915

24. 5

25. R

26. 30000:42000:48000

27. 21cm

28. $X=-1.529$

29. 16.67%

30. 6

ENGLISH ANSWERS

1 Human Rights

A. Listening and Speaking

Activity 1

- Picture B
 - Picture A
 - Accept responses such as right to health, right to play, among others.
 - Respecting human rights is important because it empowers people and makes them feel that they deserve dignity in the society. (Accept any other relevant response.)
 - Accept responses such as:
 - There may be hatred and strengthen among people.
 - It can cause violence.
- (Accept any other relevant responses.)

Activity 2

- The dialogue is about the significance of human rights in the society.
- It ensures everyone is treated fairly regardless of their background.
- Good afternoon
 - May I
 - Thank you.
- In order to create a positive and a respectful tone in our interactions with others.
- Accept any correct sentences formed.
- Accept any correct polite words and expressions.

Activity 3

A	B
Is there anything I can do to help?	I appreciate your willingness to help.
I'm sorry, but I need to leave now.	I appreciate your apology.
Could you please assist me with your book?	Of course, I'd be glad to assist you.
Would you mind helping me to clean the hutch?	Certainly not, I'd be happy to help you clean it.
I am really grateful for your support.	You're welcome
Good morning?	Good morning to you.

I'm sorry for letting you down. It won't happen again.	No problem at all. Thank you for letting me know.
You did a fantastic job on that project.	Thank you so much! I'm glad my efforts are appreciated.
Please could you help me with your pen?	Of course, I'd be happy to help you with it.
Thank you for your help.	Your gratitude means a lot.

(Accept any other correct matching.)

Activity 4

Self-assessment

Extended activity

Self-assessment

B. Reading

Activity 1

- It is about how Meja championed for human rights in Usawa city.
- He wanted to bridge the gap between various communities in Usawa city and also to promote understanding amongst people.
- Through the collection of the stories, people learnt the importance of human rights.
- People from different walks of life.
- Through attending the workshops and reading the stories.

Activity 2

Question 1

- tale – story
- diverse – different
- discord – lack of agreement or harmony
- justice – equity, fair or impartial treatment of all people.
- advocate – a person who promotes and protects human rights.
- discrimination – refers to the unjust or prejudicial treatment of individuals or groups based on certain characteristics, such as race, gender, age, religion, disability, sexual orientation, or other attributes.

- g) adversity – refers to difficulties, challenges, or misfortune that someone may face in life.
- h) allies – friends
- i) empathy – It is the ability to understand and share the feelings of another person.
- j) prejudice – It is forming a negative or positive attitude toward a person or group before gaining a full understanding of their characteristics, abilities, or circumstances.

Question 2 to 4 – Accept any correct answers.

Activity 3

People have the **right** to live their lives with dignity protected from harm and treated with **respect**. This includes the right to fair treatment under the law, where all individuals are held to the same standards and are subject to the same legal procedures.

One of the core principles of human rights is **equality** before the law. This means that everyone has the right to a fair trial and to be judged impartially. Inhumane treatment, such as **torture**, is strictly prohibited under human rights standards. In many societies, there is a history of **discrimination** against marginalized groups. Human rights activism seeks to challenge and eradicate such discrimination, striving for a world where everyone is treated fairly and equally.

Freedom of speech, religion, and assembly are essential components of human rights. These **civil liberties** allow individuals to express themselves, practice their beliefs, and gather peacefully without fear.

C. Grammar in use

Activity 1

1. They are made up of two nouns each.
2. Compound nouns
3. Accept any reasonable answers.
4. By joining two nouns.

Activity 2

1. football
2. ice cream
3. laptop
4. toothbrush
5. English teacher

6. peppershakers
7. state-of-the-art
8. Science fiction
9. quick-thinking
10. open-minded

Activity 3

Two-word nouns	Three-word nouns
coffee mug	moonlight-walk
raincoat	raindrop-fall
bookshelf	football field
sunglasses	starfish beach
	butterfly wing

b.

A	B
tooth	brush
rain	coat
book	shelf
sun	flower
bed	room
air	plane
foot	ball
snow	man
coffee	mug

Activity 4

1. game park
2. airplane
3. backpack
4. policeman
5. bookshelf
6. firefighter
7. backyard
8. sunglasses

Extended activity

Definition	Compound noun
A protective garment worn to keep one dry during a rainy day.	raincoat
A store that sells a variety of books.	bookstore
The natural light emitted by the moon at night.	moonlight
An insect with colourful wings that flutters.	butterfly
A tall, yellow flower that follows the sun's movement.	sunflower
A sculpture made of snow, typically resembling a person.	snowman
The anniversary of a person's birth.	birthday

D. Reading

Activity 1

b.

1. Accept any relevant title touching on fairness.
2. Weaving
3. She wove special cloth pictures that told stories about being fair and nice to each other.
4. He championed the formation of fairness team whose role was to promote fairness and kindness in the village.
5. It included weavers, artists, teachers and writers.
6. Fairness team and Zawadi's colourful clothes.

c.

1. fairness – It refers to the quality of being just, equitable, and impartial.
2. rights – It is something that one may properly claim as due the legal, social, or ethical entitlements or permissions that individuals possess (accept other relevant definitions)
3. kindness – Refers to being considerate, friendly, and generous toward others.
4. vital – means very important
5. far and near – Means from various places.

E. Writing

Activity 1

1. Sample B
2. Because it is illegible.
3. Writing legibly makes it easy to be understood by those reading our work. (Accept any other reasonable answers.)

Activity 2

Human rights are rights inherent to all human beings, regardless of race, gender, nationality, ethnicity, language, religion or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more.

2 Scientific Innovation

A. Listening and Speaking

Activity 1

1.

Feature	Meaning
melody	the pattern of beats that give a song a tempo
lyrics	the words of a song that contain its message
chorus	the recurring section of a song
rhythm	the main tune of a song
harmony	a combination of different notes sung together
genre	a specific type of music
mood	the emotional atmosphere a song creates

2. Learners discuss the lyrics of a common traditional song and sing it.
3. Learners compose and sing a song related to scientific innovation.
4.
 - a. sacred/religious songs
 - b. praise songs
 - c. play songs
 - d. folk songs
 - e. patriotic songs
 - f. lullabies

B. Reading

Activity 1

5. The main message of the poem is the transformative role of technology in our lives, emphasising its ability to connect, empower and shape the world.
6. The poem consists of eight stanzas.
7. The line 'Technology's role, a dazzling light' is repeated in the second and fourth stanzas. Its repetition highlights the central theme of technology's impactful role as a guiding, illuminating force in our lives.
8. An appropriate title for the poem could be 'The Bright Influence of Technology'.

9. Rhyming words in each stanza:
 - a) Stanza 1 bright/sight
 - b) Stanza 2. space/pace
 - c) Stanza 3. art/heart
 - d) Stanza 4. flight/light
9. The poem highlights the importance of technology in connecting people, empowering dreams, expanding knowledge in classrooms and labs, removing barriers and shaping our pursuits and lives through innovation.

Activity 2

Learners write a poem related to importance of technology.

C. Grammar in use

Activity 1

Learners discuss the chart.

Activity 2

Accept correct sentences with collective nouns.

Activity 3

1.
 - a) flock
 - b) troupe
 - c) swarm
 - d) school
 - e) pack
 - f) band
 - g) confusion
 - h) class
 - i) troop
 - j) bunch
2.
 - a) a group of butterflies
 - b) a herd of cows
 - c) flock of birds
 - d) a pack of wolves
 - e) band of musicians
 - f) a fleet of ships,
 - g) a colony of ants
 - h) a pride of lions
 - i) a group of friends

3.

F1	O	R2	E	S	T				3C
L		A							H
E		N			4H	E	5D	G	E
E		G			E		E		S
T		E			R		C		T
			S6		D		K		
			W						
			A7	R	M	Y			
			R						
T8	E	A	M		9T	R	O	O	P

Activity 4

Accept a correct list of collective nouns.

D. Reading

Activity 1

1. Opportunities for entrepreneurship were limited in Masogo town due to the scarcity of established businesses, lack of resources and few avenues for learning and growth in business development.
2. The challenges people in Masogo faced included limited business opportunities, reliance on subsistence farming, scarce learning resources for aspiring entrepreneurs and a lack of established businesses to gain experience from.
3. The story takes place in Masogo town, characterized by limited resources and opportunities, and in a city with technological advancements and better prospects for growth and development.
4. Masogo's underdevelopment is evident through the scarcity of established businesses, the focus on subsistence farming, limited technological access (like computers) and the lack of opportunities for growth and learning in entrepreneurship.
5. Achupa bought her laptop with her savings, emphasizing her determination to invest in her dream of becoming a successful entrepreneur.
6. The story doesn't explicitly mention any computer training colleges or educational institutions focused on technology in Masogo town. Achupa had to resort to self-teaching through online tutorials and courses.

7. The city had technological advancements, more opportunities, established businesses and a more vibrant economy compared to the limited opportunities and underdeveloped nature of Masogo town.
8. Achupa's dedication and self-taught skills in coding and web development caught the attention of a technology company in the nearby city, leading to her employment as a junior web developer.
9. Achupa's generosity is evident through her financial support to her parents for upkeep, her assistance to poverty-stricken families in her hometown, and her efforts to create a simplified version of her app for people in small towns and villages.
10. Answers may vary depending on each learner's hometown/city.
11. Achupa's mobile app, 'Easy Money,' became popular due to its user-friendly interface and its ability to simplify tasks like sending and receiving money, paying bills, and obtaining loans, catering to the needs of the urban and rural populations.
12. Similarities might include the reliance on technology for business innovation, the use of mobile applications for everyday tasks, the importance of coding and web development skills, and the transformative impact of technology on people's lives.
13. Achupa's story teaches the importance of determination, resilience, self-learning, and using technology as a tool for personal growth, success, and positively impacting the lives of others despite facing initial limitations or challenges.

E. Writing

Activity 1

- a.
 1. Mercy's bag got lost last week.
 2. I met James' parents on my way to school.
 3. Men's clothes are not as easy to find as women's.
 4. Tom's father bought five children's story books.
 5. The trader sells ladies' shoes and dresses.
 6. It's exciting to watch the kittens play.

7. Our neighbour's car broke down when he was driving his children to school.
8. We hope to finish the task in three months' time.
9. The little girl's jacket was still new.
10. The dog's bark was far worse than its bite.

b.

1. The man bought a laptop, mobile phone and a table.
2. She studied diligently, obeyed her teachers and related well with classmates.
3. After finishing his work, he decided to go for a walk.
4. He wrote essays, composed songs and drew pictures on his laptop.
5. The restaurant was known for its delicious food, friendly staff and cozy atmosphere.
6. Despite the rain, they decided to go on the hike as planned.
7. Helen occasionally exchanges storybooks with Kelly, Peter, Emily and Linda.
8. Reading books, playing sports and watching movies are some of her favourite pastimes.
9. After a long day at work, I like to relax by listening to music taking a warm bath or simply meditating.
10. The conference covered several topics including technology, pollution, entrepreneurship and communication.

c

1. Joseph's father works as a tour guide at Maasai Mara National Park.
2. The Mona Lisa is displayed at the Louvre Museum.
3. Larry Maina attended Miwani Boys Secondary School.
4. Doreen visited his uncle at Times Towers in Nairobi.
5. Moses and I plan to climb Mount Kenya in November.
6. Mary said, "My younger brother is in kindergarten."
7. Many people think that Nakuru is the largest city in the country.
8. The Amazon Rainforest is home to diverse wildlife.
9. The State House is the official residence of the President of Kenya.
10. The Sahara Desert covers much of North Africa.

3 Pollution

A. Listening and Speaking

Activity 1

- There is a heap of garbage near the water source.
- The heap of garbage makes the place look dirty and inhabitable.
- They can cause diseases.
- People must have been disposing waste near the water source.
- Accept any correct descriptions.

Activity 2

- The main idea is the causes and effects of pollution.
- The causes of pollution include:
 - Industrial waste
 - Fossil fuel
 - Clearing forests for agriculture
- The effects of pollution include:
 - Improper disposal of wastes,
 - Leads to respiratory illnesses,
 - cause visibility problems,
 - causes breathing difficulties,
 - causes diseases like cholera,
 - can harm or kill plants and animals,
 - causes global warming and climate change.

4 to 6 – Accept any correct answers.

Activity 3

- Pollution – It is the introduction of harmful materials into the environment.
 - Pollutant – It is the harmful substance that pollutes the environment.
 - Global warming – It is the gradual increase in the average temperature of earth.
 - Deforestation – It is the cutting down of trees without replacing them.
 - Greenhouse – It is a structure with glass wall and glass roof that allows people to regulate climatic conditions, such as temperature and humidity for the plants.
- Accept any correct sentences formed.

B. Reading

Activity 1

- Because of the nature's beauty.
- The change of the environment from beautiful to ugly sights.
- air – toxic fumes released by the chimneys
 - water – releasing wastes into the water
- Picked up trash from the streets, rivers and parks.
 - Started recycling programme to give old items new life.
- Determined, friendly, hardworking (Accept any other relevant description.)

Activity 2

- pollution – It is the introduction of harmful materials into the environment.
 - murky – It means dark or dirty with mud or another substance.
 - casting shadows – It means to spoil a good situation with something unpleasant.
 - toxic – It means very harmful, poisonous or unpleasant.
 - recycle – To convert waste into reusable material.
 - trash – It is a waste material or refuse.
- Accept any correct sentences formed.

C. Grammar in use

Activity 2

Pollution **has** become an increasingly pressing concern in modern society. Industrialization and urbanization **have** led to a significant rise in environmental degradation. Factories and vehicles **have** been emitting pollutants into the air, water, and soil at alarming rates. The effects **have** been devastating, with air quality deteriorating and water bodies becoming contaminated. Governments **have** had to implement stricter regulations to curb pollution and companies **have** had to adopt more sustainable practices.

Individuals can also play a crucial role by reducing their carbon footprint through activities like using public transportation and recycling. If concerted efforts **are** made, we can mitigate the detrimental impact of pollution and pave the way for a cleaner, healthier future.

In addition to tangible pollution, noise pollution **is** also a significant concern in urban areas. The constant hum of traffic and construction **is** disruptive to people's daily lives and overall well-being. Efforts **have** been made to reduce noise pollution through measures such as sound barriers along highways and zoning restrictions. However, more needs to be done to address this less visible yet equally impactful form of pollution. By raising awareness and advocating for quieter and more sustainable urban planning, communities can work together to create environments that **are** not only aesthetically pleasing but also conducive to mental and physical health.

Activity 3

1. was
2. are
3. had
4. will be
5. haven't
6. will
7. is
8. are
9. can
10. are

Extended activity

Accept any correct sentences formed.

D. Reading

Activity 1

1. Environmental conservation
2. Five stanzas
3. Four lines
4.
 - i. stanza 1: blue, true/ stand, hand
 - ii. stanza 2: too, do/ too, true
 - iii. stanza 3: small, all/ fall, all
 - iv. stanza 4: clear, fear/ cheer, near
 - v. stanza 5: vow, now/ right, bright
5. It talks about what we need to do in order to safeguard the environment, which is a common practice that people carry out in their lives to preserve the environment.

Activity 2

- i. reduce – This involves cutting back on the amount of trash we generate.
- ii. reuse – This when we find new ways to use things that otherwise would have been thrown out.
- iii. roam – This is when animals are moving about in their habitat.
- iv. habitat – This is the home or the dwelling place for people, animals or plants.
- v. conserving – The poet suggests that we need to protect our environment.
- vi. have no fear – This suggests that we shouldn't be fearful in our effort to keep the water and air safe.
- vii. hand in hand – The poet suggest that we need to cooperate in our effort to conserve the environment.
- viii. take a vow – The poet suggests that we need to make a promise to cherish the earth.

E. Writing

Activity 2

Pollution is a serious problem that affects our environment in various ways. **Firstly**, there's air pollution, which happens when harmful gases and particles are released into the atmosphere. These pollutants can come from vehicles, factories, **and** even burning of waste. **Secondly**, water pollution occurs when chemicals **and** waste materials enter our rivers, lakes, **and** oceans, harming aquatic life **and** making water unsafe for humans to use. **Additionally**, soil pollution takes place when harmful substances **like** pesticides **and** heavy metals seep into the ground, making it difficult **for** plants to grow. **Moreover**, noise pollution, caused by loud sounds from traffic, industries, **and** construction sites, can disturb **both** people **and** animals. **Furthermore**, light pollution, caused by excessive artificial lighting, can disrupt the natural patterns of wildlife **and** even affect human sleep. **Lastly**, thermal pollution arises when there's a sudden change in water temperature due to industrial processes, which can harm aquatic ecosystems. In conclusion, pollution, **whether** it's air, water, soil, noise, light, **or** thermal, has far-reaching negative impacts on our planet, making it essential **for** us to take action to reduce **and** prevent it.

4 Consumer roles and responsibilities

A. Listening and Speaking

Activity 1

1. A consumer is an individual who purchases goods or services for personal use or consumption.
2. It is important for a consumer to make good purchasing decisions because these decisions can significantly impact their lives, finances and overall well-being. Making informed choices helps avoid unnecessary expenses, ensures satisfaction with the purchased items and maintains financial stability.
3. The main information in the passage revolves around guiding consumers through the steps to make well-informed purchasing decisions, including defining needs and wants, setting a budget, conducting thorough research, avoiding impulse buying, reflecting on findings and making confident final decisions aligned with their requirements.
4. When defining needs and wants, a consumer should consider why they need the product or service, what problem it will solve and differentiate between essential and optional features. This helps set clear priorities and prevents impulsive buying.
5. Sticking to the budget is necessary to maintain financial stability and avoid overspending or making impulsive purchases that might lead to financial strain or debt.
6. Consumers can gather information about a particular product or service by utilizing resources like online reviews, consumer reports, expert opinions, comparing prices from different retailers or providers, examining product specifications, warranties and customer feedback related to durability and performance.
7. A warranty is a guarantee or promise made by a manufacturer or seller to repair or replace a product within a specified period if it proves to be faulty or does not meet certain standards. It provides consumers with an assurance regarding the quality and reliability of the product.
8. The main information in a text refers to the overall theme or primary message conveyed by the passage, while specific information refers to the detailed points, examples or

steps provided to support or explain the main idea. In this passage, the main information revolves around guiding consumers through making informed purchasing decisions, while specific information includes steps like defining needs and wants, setting budgets, conducting research, and avoiding impulse buying.

B. Reading

Activity 1

1. Accept any relevant title.
2. Impulse buying refers to making unplanned purchases without considering the consequences or need for the item. It often occurs on a whim, driven by emotions rather than rational decision-making.
3. Impulse buying can lead to overspending, accumulation of unnecessary items and financial strain. It often results in regret and dissatisfaction with purchases made without careful consideration.
4. Ben considered reliability, fuel efficiency, cost and researching customer reviews of different car models.
5. Ben wanted to compare features, prices, maintenance costs and warranties offered by different dealers to ensure he was getting the best deal and making an informed decision.
6. Shopping with a list helps Ben stay focused, avoid impulse buying and stick to his budget by purchasing only what he needs.
7. The story emphasises the importance of informed decision-making, patience and careful consideration when buying goods and services, showcasing Ben as a role model for wise consumer behaviour.
8. Accept any reasonable answers.
9. Making informed choices often leads to better deals, discounts, and value for money, ultimately saving one's finances. It also reduces regret and ensures purchases align with one's needs, bringing a sense of satisfaction and peace of mind.

C. Grammar in use

Activity 1

1.

Sentences in simple present tense	Sentences in simple past tense
Doreen likes doing her purchases in a mall.	Last week, she visited Upendo Mall.
Unlike other malls, Upendo Mall sells goods at relatively low prices.	Immediately Doreen arrived at the mall, she entered a clothing store.
Many residents of the town prefer shopping there.	However, when Doreen visited the store, the kind lady was unavailable.
In this shop, a polite lady usually attends to customers.	Doreen greeted the old lady.

2.

- I shopped for groceries every week at the local supermarket.
- Edwin borrowed money to buy unnecessary things.
- She bought clothes online because it was convenient.
- The store opened at noon.
- They visited different stores before they bought anything.
- She checked the sales section for discounts.
- My mother preferred buying foodstuff in bulk.
- He tried on clothes before purchasing them.
- I browsed online stores for new designs of clothes.
- They paid with their credit card.

D. Reading

- His current laptop was slow, inefficient, and no longer adequate for his job as an accountant.
- Achuth heard about Tech Haven offering unbeatable deals on electronics.
- Stach's charismatic demeanor and persuasive description of the laptop persuaded Achuth to make the purchase.
- Achuth explained specific specifications he was looking for in a powerful laptop when he talked to Stach.
- Meaning of words used in the passage:
 - Industrious: hardworking or diligent.
 - Significant: important or noteworthy.
 - Furious: extremely angry or enraged.
- Achuth: Industrious, diligent, determined
Stach: Charismatic, persuasive, deceitful.
- Initially excited and hopeful, but soon disappointed, frustrated, and deceived upon discovering the laptop's issues.

- It was slow, overheated frequently, and had a flickering screen.
- Stach sold Achuth a refurbished laptop as a new one, ignored the complaints and feigned ignorance when confronted.
- He learned about them from well-informed friends who informed him of his rights.
- I would research different stores and their reputations, check reviews and perhaps bring someone knowledgeable about laptops while making the purchase.
- Tech Haven was ordered to refund Achuth's money. They also faced hefty fines and experienced a significant loss in their customer base due to their deceitful practices being exposed.

E. Writing

Activity 1

- Connectors of sequence are words or phrases that help organise ideas in a chronological or sequential order.
- Examples of connectors of sequence include first, then, next, finally, subsequently, lastly, and so on.
- Accept any correct paragraph formed using connectors of sequence.

Activity 2

The connectors of sequence used in the story include:

- | | |
|-----------------------|------------|
| 1. first and foremost | 2. next |
| 3. afterwards | 4. then |
| 5. once | 6. firstly |
| 7. secondly | 8. later |
| 9. in the meantime | |

Activity 3

In order to be productive and successful, you need to follow a few steps. Firstly, it is important to plan your day effectively.

Once you have a clear schedule, you can allocate specific time slots for various tasks

Secondly, prioritise your most important or urgent tasks to tackle them first. After completing these crucial tasks, move on to less urgent ones. Thirdly, take short breaks in between tasks to recharge your energy. After that, review your progress to ensure you are on track. Finally, at the end of the day, reflect on your accomplishments and make a to-do list for the following day.

Activity 4

Accept a well-written paragraph.

5

Relationships – Peers

A. Listening and Speaking

Activity 1

Question 1

- Two children, a boy and a girl, are feeding a rabbit.
- A man and a woman together with two children talking at table.
- An elderly lady addressing a group of youths in a social hall.
- A boy playing games on a desktop.

Question 4

Positive peer influence is important because it can contribute to the development of a supportive and healthy social environment.

(Accept other reasonable answers.)

Activity 2

- Learner pronounces the words provided.
1. thought 2. shop 3. wore, bought 4. hop 5. slope 6. brought 7. gold 8. crop
- c

Short sound /o/	Short sound /o/
shop	thought
slope	bought
gold	brought
crop	
wore	

Activity 3

- Learner pronounces the words provided.
- Accept correct sentences formed using the words provided.
- c
 - Momanyi has worn a beautiful **cloth** for the occasion.
 - The sailing **through** the ocean was very smooth.
 - Stanley performs very well in **Math**.
 - My **father** studied medicine in **South Africa**.
 - If we do **this together** as a team, we shall all succeed.
 - The modern fishing **method** is suitable for preserving young fish.

Activity 4

Question c

- Emphasising the exact specialisation
- Emphasising the day.
- Implying the action.
- Emphasising whose house the party would be held.
- Shows the extent.
- Implying the action.
- Shows what was made.
- Shows the time.
- Emphasise the person who generated the idea.

B. Reading

Activity 1

- talent – Natural ability or skill.
- peer – A person who is the same age as you.
- showcase – To display, demonstrate, show or present.
- nervous – To be frightened or worried about something that is happening or might happen.
- like peas in a pod – When two people or things are similar to each other.
- every nook and cranny – Everywhere
- remarkable – To be special in a way that makes people notice them and be surprised or impressed.
- cherish – To love, protect, and care for someone or something that is important to you.
- a big hit – To become very popular right away.

Activity 2

Number 1 (synonyms)

- remember – recall, recollect
- value- appreciate, cherish, treasure
- happy – cheerful, excited, delighted, elated, glad, joyous
- amazed – astonished, astounded, stunned
- finally – lastly
- friends – allies, buddies, pals

Number 2 (antonyms)

- remember – forget
- value – disvalue
- happy – sad
- amazed – unaffected, unmoved
- finally – firstly, initially
- friends – foes, enemies

C. Grammar in use

Activity 2

- The weather today is **hot**, making it almost unbearable to be outside.
- The coffee is **warm**, just enough to enjoy without burning your tongue.
- The movie was **exciting**, keeping us on the edge of our seats the whole time.
- The dress she wore to the party was **stunning**, drawing compliments from everyone.
- The test was **difficult**, but I think I managed to answer most of the questions correctly.
- His explanation of the concept was **clear**, making it easy for everyone to understand.
- The hike up the mountain was really **tiring**, leaving us breathless and exhausted.
- The new smartphone is **small** in size, fitting comfortably in the palm of your hand.
- The museum has **ancient** artifacts.

Activity 3

- The coffee was **so strong** that it kept me awake all night.
- Her singing was **so beautiful** that the entire audience was moved to tears.
- The movie was **so exciting** that I couldn't sit still in my seat.
- The weather is **colder** today than it was yesterday.
- He is feeling **very tired** after running the marathon yesterday.
- The situation seemed **too impossible** to resolve peacefully.
- The medicine had **an instant** effect on her pain.
- She was **dead** sure that she had left her keys on the kitchen counter.

D. Reading

Activity 1

- “Hey, you remember the time we tried to build a tree house on this very tree?”
 - “Oh, how could I forget?”
 - “And what about the time we sneaked into Mkulima’s garden to pick apples?”
- The two can be said to be very caring and supportive of each other.
- The dialogue helped us know what the two friends have been through. This has enabled us to describe their traits.
- Accept any reasonable answer.
- Accept any reasonable answer.
- It helps one to have a supportive partner and a good advisor.

E. Writing

Activity 1

- There is an address, reference, salutation, body and closure.
- The letter has one address.
- The writer’s mother
- Apology for taking irresponsible actions
- The language is apologetic. (Accept any other reasonable response.)
- An apology letter

6 Rehabilitation

A. Listening and Speaking

Activity 1

1. The patient, Hussein, seems to be dealing with drug addiction as well as emotional stress and anxiety.
2. Hussein expresses his reluctance to go for rehabilitation when he says, "I've thought about it, Doctor, but I'm just not ready. I can't imagine my life without it."
3. Several phrases used for polite disagreement in the dialogue include "I've thought about it, but...", "You have a point, but...", and "I appreciate that, but..."
4. Non-verbal cues in the dialogue include Hussein looking sad, staring down, shrugging his shoulders, shaking his head and the doctor smiling, nodding and shaking his head.
5. Hussein keeps taking drugs because he feels they help him cope with stress, anxiety and other emotions. He sees drugs as a way to manage his feelings, despite understanding the harm they cause.
6. The doctor wants Hussein to explore healthier coping mechanisms such as therapy, support groups and finding alternative ways to manage stress and anxiety without relying on substances.
7. The doctor's kindness and patience are evident in various instances throughout the dialogue, such as when the doctor smiles, nods, shakes his head empathetically and consistently reassures Hussein that change takes time, while also offering continuous support and guidance in his journey towards recovery.

Activity 2

1. Learners search online or offline for different phrases and non-verbal cues that can be used to disagree politely in a conversation.
2. To show respect to other people.
3. If they are using kind respectful words and gestures.
4. Accept a short dialogue with polite words.

B. Reading

Activity 1

1. Accept relevant responses related to drug addiction.
2. The poem is about addiction to drugs.
3. The character in the poem is addicted to drugs.
4. Accept any relevant response.
5. a. tempts: verb
b. hopeful: adjective
c. plea: noun
d. yet: conjunction
6. Learners recite the poem.
7. a. Stanza 1: resides and confides; mind and bind
b. Stanza 2: grace and embrace; sea and decree
c. Stanza 3: unwound and down; plea and free
d. Stanza 4: found and ground; hand and expand

Activity 2

- a. Accept any relevant answers.
- b.
 1. Accept any reasonable answers.
 2. Accept any reasonable answers.
 3. The poem revolves around the journey of overcoming adversity, finding inner strength and the transformative power of recovery from despair to hope.
 4. The need to celebrate is highlighted in the last stanza because the poem acknowledges the strength and resilience displayed during the journey of recovery. Celebrating signifies acknowledging and honoring the struggle and triumphs of individuals on this path.
 5. According to the poem:
 - Forlorn means a sense of loneliness or abandonment.
 - Despair refers to a state of hopelessness or extreme sadness.

- Tale signifies a story or narrative, often with a moral or lesson.
 - Mend means to repair or heal.
6. Pronouncing words correctly in a poem is important because it preserves the intended rhythm, tone and emotional impact of the poem. It also helps convey the intended message.
 7. For a friend or relative struggling with drug addiction, it is crucial to provide support, understanding and encourage them to seek professional help. Encourage them to open up about their struggles and guide them toward resources that can aid in their recovery journey.

C. Grammar in use

Activity 1

1. extremely
2. very
3. quite
4. so
5. too
6. fairly
7. rather
8. almost
9. completely
10. slightly

Activity 2

1. Usually
2. always
3. Sometimes
4. rarely
5. frequently
6. hardly ever
7. hourly
8. every evening
9. occasionally
10. never

Activity 3

Accept correct sentences constructed using the words.

Activity 4

- a) every morning
- b) always
- c) searched
- d) so
- e) occasionally
- f) extremely
- g) very
- h) rarely
- i) too
- j) sometimes
- k) mostly

D. Reading

Activity 4

1. Ratemo was clever since he consistently scored high grades, beating all his classmates in examinations.
2. The phrase implies that Ratemo is crucial for the school basketball team. He was a key player and leader.
3. Ratemo excelled academically, was a star basketball player and was well-behaved. This led others to believe he had potential for a successful future.
4. Initially, it was due to peer pressure. He bumped into friends who were smoking, and out of peer pressure, he tried it.
5. The best choice would have been to refuse and distance himself from the situation, despite peer pressure.
6. At first, he sold his textbooks and clothes. Later, he resorted to stealing from family members when those resources ran out.
7. Their continuous efforts to persuade Ratemo to seek help, showing concern and support, exemplify their love for him.
8. Accept any reasonable answers.
9. Offer unwavering support, encourage seeking professional help and consistently show love and care throughout the recovery journey. (Accept any other reasonable answers.)
10. Yes, he received assistance from a kind counselor named Lucy and engaged in various therapies and support groups to aid his recovery.

11. Accept any reasonable summaries written.
12. The learner retells the story.
13. Accept any reasonable answers.
14. Definitions of Words and Phrases:
 - a. instrumental: Vital or crucial.
 - b. fell into the clutches: Became trapped or caught by something negative or harmful.
 - c. bumped into: Accidentally encountered or met.
 - d. havoc: Widespread destruction or chaos.
 - e. plummeted: Dropped or fell sharply
 - f. deteriorated: Gradually became worse.
 - g. unwavering: Firm, steady, without changing.
 - h. setbacks: Obstacles or reversals in progress.
 - i. turning over a new leaf: Making a fresh start or change for the better.

E. Writing

Activity 1

1. a. millenium
- b. releive
- c. fulfil
- d. dissappoint
- e. ballon
- f. rupturous
- g. unnecessary
- h. seperate
- i. questionnaire
- j. embarassed

2. The wrongly spelt words include notorious, daring, asigned, truely, organizse, mentouring, genueine, sincirity, genueine, connekctions
3. notorious, daring, assigned, centre, truly, organise, mentoring, genuine, sincerity, connections
- 4.
5. a. cheerful
- b. collision
- c. perceive
- d. marriageable
- e. preconceived
- f. misinterpretation
- g. performance
- h. perseverance
- i. interdependent
- j. belief

7 Natural Resources – Wildlife

A. Listening and Speaking

Activity 1

1. A. There are birds B. There are animals in a park C. There is a forest
2. Natural resources
3. They are used to generate income
4. Self-assessment

Activity 2

1. The passage is about natural resources.
2. They are valuable materials that come from nature and play a crucial role in our daily lives.
3. Renewable and non-renewable resources.
4. Renewable resources are the natural resources that can be replenished naturally over time while non-renewable resources are natural resources that take long to form and cannot be replenished quickly.
5.
 - a) energy – It powers homes, schools and factories.
 - b) wind – It is used as clean energy.
 - c) soil and water – Help us grow crops and provide clean drinking water.
6. Wood, metal and mineral.
7. Reducing, reusing and recycling. Another method is by preserving the ecosystems such as forests, oceans and among others.

B. Reading

Activity 1

1. The picture looks like the head of a human as well as the heads of different animals.
2. Lion, elephant, fish, snake, birds, duck
3. In the forest
4. Accept any reasonable summary.

Activity 2

1. The first picture shows somebody trying to shoot at antelopes. The second picture shows a billboard warning people against poaching.
2. This information is important because it sensitises people about the need to save the wildlife.

Activity 3

- a. Had mosaic feathers which were earthy brown and deep midnight blue.
- b. The story happened on top of a tree.
- c. Encourage learners to explore their creativity while drawing.

C. Grammar in use

Activity 1

Question (3)

- a) **Someone** left their umbrella in the hallway.
- b) **Nobody** knew the answer to the difficult riddle.
- c) **Everything** seems to be going smoothly with the new project.
- d) **Many** people enjoy hiking in the mountains during the summer.
- e) **None** of the cupcakes were left by the end of the party.
- f) **Anything** is possible if you put your mind to it.
- g) **Both** of them are talented musicians, but they play different instruments.
- h) **Few** students were prepared for the surprise quiz.
- i) **Everyone** is excited about the upcoming company picnic.
- j) **Several** books on the shelf caught my attention, but I could only choose one to read.

Question (4)

Accept correctly constructed sentences.

Question (5)

- a) **None/Some** of the books on the shelf belong to me.
- b) **All/Many** are excited about the new restaurant in town.
- c) **Everybody** can attend the workshop if they are interested.
- d) **Few/Several** cakes were eaten at the party.
- e) **Everyone** needs to bring their own lunch to the picnic.
- f) **Some/All/None** of the candidates passed the final exam.

- g) **Anybody/Everybody** is welcome the hiking club.
- h) **Each/Neither** brought their pet to the event.
- i) **Everybody/Nobody** can solve this difficult math problem.
- j) **Some/All** learners are participating in the science fair.

Activity 3

Question (a)

1. The dolphin leapt out of the water, catching a glimpse of **itself** in the reflective surface before splashing back down.
2. The chameleons know how to camouflage **themselves** against the vibrant foliage, blending seamlessly into their surroundings.
3. She looked at **herself** in the mirror and smiled at her reflection.
4. After a long day at work, he treated **himself** to a relaxing bubble bath.
5. They challenged **themselves** to complete the difficult puzzle within an hour.
6. The cat groomed **itself** meticulously, making sure every fur was in place.
7. We often underestimate the importance of taking care of **ourselves** both physically and mentally.
8. He blamed **himself** for the mistake and vowed to be more careful in the future.
9. The students organized the event all by **themselves**, showcasing their teamwork and determination.
10. As the storm raged outside, she found **herself** engrossed in a captivating novel.

Question (b)

Accept any reasonable answers.

Question (c)

1. herself
2. themselves
3. yourself
4. himself
5. itself
6. ourselves
7. itself
8. myself

D. Reading

Activity 1

Question 2

1. The characters in the story include Simba, Nyakech, Kibwe and Tula.
2. Nyakech used his dancing skills to leave a trail for humans to follow. Kibwe mimicked the sound of the wind and guided the humans away from sensitive areas. Tula's dreamtime stories gave humans solace. Simba's dignified approach indicated to the humans that they were welcome in the forest. From these abilities, humans understood the role the forest plays better. They also developed the desire to safeguard it.
3. Accept any reasonable answers.

Activity 2

Question 2

- a. Simba – He approached the humans with dignity to indicate that they were welcome in the forest.
- b. Kibwe – Kibwe mimicked the sound of the wind and guided the human away from the sensitive areas.
- c. Nyakech – Nyakech used his dancing skill to leave a trail for humans to follow.
- d. Tula – Tula's dreamtime stories gave human solace.
- e. Humans – They planted trees, cleaned up litters and worked to preserve the ecosystem.

Question 3

Character	Traits
Simba	Wise and gentle
Kibwe	Clever and funny
Nyakech	Swift and skillful
Tula	Observant and visionary
Humans	Approachable, friendly, hard-working, determined

E. Writing

Activity 2

(b)

1. It is about wild animals in their environment.
2. (As explained in the writing tips)
3. Accept any reasonable answers.

8 Domestic Tourism

A. Listening and Speaking

Activity 1

1. The characters mentioned in the story include Malaika, Simba, fellow warriors and villagers.
2. Character traits of Malaika and Simba:
 - Malaika: Known for her grace, kindness, captivating beauty, and undying love for Simba. She was grief-stricken when Simba went to war, showing deep concern for his safety.
 - Simba: Admired for his strength, bravery and as a warrior defending his village. He departed for war, facing dangers, displaying courage for the protection of his community.
3. Malaika's concern about Simba going to war was because she was pregnant with their first child, was worried about Simba's safety and the dangers involved in the impending conflict. She feared for his well-being and the uncertainty of his return.
4. Malaika's tears seemingly filled the ground with a sorrowful energy, leading to the emergence of a massive stone. Each drop of her tears shaped the stone's form, creating what is today known as the crying stone.
5. Pilgrims visited the crying stone hoping to receive blessings or guidance. They believed the stone held the essence of Malaika's love and by listening closely, hoped to hear faint echoes of her lament, seeking solace, blessings or guidance.
6. Three main events in the story include:
 - Simba departing with fellow warriors to defend the village.
 - Malaika's prolonged grief and sorrow over Simba's absence.
 - The emergence and growth of the Crying Stone due to Malaika's tears.
7. The story teaches about the depth of love, sacrifice and the enduring nature of emotions. It reflects how love transcends time, turning grief into a symbol of devotion and highlights the profound connection between human emotions and the land.
8. Learners retell the story.

B. Reading

Activity 1

1. Accept any suitable title.
2. Rhyming Words in each stanza:
 - Stanza one: terrain and chain; reign and feign
 - Stanza two: crown and drown; gown and around
 - Stanza three: sway and play; display and way
 - Stanza four: terrain and feign; around and way
3. The tourists can enjoy viewing the roaming lions in the savannah, snow-capped mountains and the flamingos dancing by the edge of the waters.
4. Synonyms for words used in the poem:
 - a) vast: extensive, immense, expansive
 - b) reign: rule, dominance, control
 - c) sway: oscillate, swing, move back and forth
 - d) vibrant: lively, vivid, colourful
5. The poem describes the diverse and captivating natural beauty of Kenya's landscape and wildlife, inviting readers to appreciate the country's rich offerings for tourists.
6. The persona seems to be a narrator or observer marveling at the splendour of Kenya's natural landscapes and attractions.
7. The repeated line in the poem is 'In Kenya's embrace, hearts find their way.' It is likely repeated for emphasis, underscoring the captivating beauty and emotional connection tourists experience while in Kenya.
8. The characters mentioned in the poem include lions, flamingos and dolphins.
9. The beach with palm trees and turquoise waters where dolphins play is mentioned in the third stanza.
10. Learners retell the story in the poem.
11. Accept any reasonable answer.

C. Grammar in use

Activity 1

1. on
2. under
3. inside
4. through
5. near

Activity 2

1. in
2. at
3. on
4. against
5. at
6. in
7. in
8. behind/in
9. on
10. in

Activity 3

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

D. Reading

Activity 1

1. The poem is about tourism.
2. The non-living characters mentioned in the poem are include suitcase, map, compass, camera and backpack.
3. The second stanza encourages travellers to explore the world.
4.
 - Suitcase: It symbolises the traveller's belongings and readiness for journeys.
 - Map: Represents dreams and the routes of adventure.
 - Compass: Portrays guidance and direction in the traveller's journey.
 - Camera: Captures memories and stories from various places.
 - Backpack: Carries the burden of the traveller's possessions and souvenirs.
5. The rhyming words in each stanza include:
 - Stanza 1: sighed and wide; unfold and untold
 - Stanza 2: dreams and streams; guide and stride

- Stanza 3: grace and place; sun and spun
- Stanza 4: tow and bestow
- Stanza 5: air and rare; prose and knows
- Stanza 6: scene and convene; beat and seat

6.
 - a. Map: Represents dreams and guides the traveller's route.
 - b. Camera: Captures and preserves memories.
 - c. Postcards: Carry heartfelt messages and memories.
 - d. Backpack: Carries belongings and souvenirs, holding memories of the journey.
7.
 - a. embarking: Beginning a journey or setting off on an adventure.
 - b. steadfast: Firmly fixed or constant.
 - c. preserving: Keeping something safe or maintaining it.
 - d. tale: A story or narrative, often recounting events.
8. The characters are referred to as inanimate because they are non-living objects that play significant roles in the traveller's experiences but lack the characteristics of living things.
9. Words and parts of speech
 - a. stride: noun
 - b. sighed: verb
 - c. silent: adjective
 - d. proudly: adverb
 - e. convene: verb

E. Writing

Accept a correct version of the story without any spelling and punctuation errors.

9 Heroes and Heroines – Africa

A. Listening and Speaking

Activity 1

1. A. Kwame Nkrumah B. Hellen Obiri C. Nelson Mandela D. John Garang'
2. Kwame Nkrumah from Ghana, Helen Obiri from Kenya, Nelson Mandela from South Africa and John Garang' from South Sudan.
3. The activities they engaged in were heroic.
4.
 - a) Kwame Nkrumah led his country to independence.
 - b) Hellen Obiri brought fame to her country by being the world athletic champion, inspiring young girls that everything is possible.
 - c) Nelson Mandela fought against the apartheid rule.
 - d) John Garang' played a crucial role in negotiating the Comprehensive Peace Agreement (CPA) with the Sudanese government. The agreement ended the civil war and paved the way for the autonomy of South Sudan and the eventual referendum on independence.
5. Heroes and heroines
6. Accept any reasonable answers.

Activity 2

Question (b)

1. I saw a small **star** at night.
2. Father bought a new **car**.
3. He works in a law **firm**
4. A big **shark** swooped into the ocean water.
5. I will hang the **chart** on the wall.

Activity 3

Question (b)

1. The **cheerful children chased** the **chirping** birds in the park.
2. She used a wooden spatula to **chop** the fresh vegetables for the delicious stir-fry.
3. The **teacher's challenge** to pronounce the tricky word correctly was met with determination by the learners.
4. **Charging** into battle with unwavering courage, the valiant heroine led her fellow

warriors, inspiring them with her resolute determination.

5. The hero's quick thinking and strategic **choices** allowed him to triumph over **challenges** that seemed insurmountable, earning him the admiration of all who witnessed his feats.
6. The citizens **cheered** as the daring duo, a modern-day hero and heroine, thwarted the plans of the cunning antagonist, restoring peace and hope.

Question (c)

Heroes and heroines **emerge** as beacons of **justice** and valour, their deeds echoing with a resounding "**justice**" that empowers societies. With unwavering determination, they navigate through challenges, turning adversity into triumph through their **journey** of self-discovery and growth. The resolute sound of their actions, driven by a sense of "duty," inspires others to follow their example, creating a change and progress. In their pursuit of greatness, heroes and heroines embody the very essence of **jubilation**, becoming symbols of hope and inspiration for **generations** to come.

Activity 4

Question 2

Sentence	Content words	Function words
1. Heroines have strength, resilience, and compassion in their quests.	heroines, strength, resilience, compassion, quests	have, in, their
2. Many heroes possess extraordinary abilities, but it's their inner determination and selflessness that truly define them.	heroes, possess, extraordinary, abilities, determination, selflessness, define	many, but, their, and, that truly, them

3. Throughout history, legendary figures have risen to become symbols of hope, uniting communities in times of need.	history, legendary figures risen, become, symbols hope, uniting, communities, times need	throughout, have, to, of, in.
4. Heroic journeys often involve overcoming personal doubts and external challenges, highlighting the universal struggle for greatness.	heroic, journeys, involve, overcoming, personal, doubts, external challenges, highlighting, universal, struggle, greatness	often, and, the, for

B. Reading

Activity 1

1. Koyolo was located between *Ang'ogo* hill and *Mony* forest.
2. *Apiyo*, *Ajuoga* and the people of *Koyolo*
3. *Apiyo*
4. She used the magical amulet to solve people's problems.
5. She was determined, courageous and kind.
6. Accept any reasonable answer.
7. *Ajuoga*
8. He was jealous of *Apiyo's* amulet. Besides, he wanted to use it for wicked purposes. He had earlier been banished from the village because of his dark deeds.

C. Grammar in use

Activity 1

1. **Because** of the heavy rains, the outdoor event was postponed.
2. **If** you finish your homework early, you can join us for the movie.
3. **When** the sun sets, the cityscape becomes beautifully illuminated.
4. She believed **that** hard work and determination would lead to success.

5. **Unless** you study consistently, you might struggle in the final exam.
6. The book **which** was recommended by my friend turned out to be quite captivating.
7. **Since** he moved to the city, his perspective on life has significantly changed.

D. Reading

Activity 1

Question (b)

1. He was **as busy as a bee** darting from one task to another
2. Her laughter was **like a melody**.
3. Maringo, my classmate, is **as proud as a peacock**.
4. Mnyonge walks **like a sloth**.
5. The old man's voice was **as soothing as a gentle breeze**.
6. Kamau slept **like a baby** after working for ten long hours.
7. He has **eyes like a hawk**. He finds out even the minutest of things.
8. Mzee Tumbo is **as cunning as a fox**.

Question (d)

- i. As soft as the clouds – very soft.
- ii. Bustling like ants in a busy anthill – very busy.
- iii. Sparkle like stars in the sky – shining brightly and standing out.
- iv. As unyielding as a rock – extremely firm, steadfast or resistant to change or pressure.

Activity 2

Question (c)

- i. He is a fox – he is cunning.
- ii. His eyes were diamond – his eyes were very clear.
- iii. He is a shining star – he is exceptionally talented, admirable or successful.
- iv. His voice was music to my ears – the person's voice was pleasing and enjoyable.

E. Writing

Activity 1

1. The composition has six paragraphs.
2. Accept correct division of the introduction, body and conclusion parts of the composition.
3. Learner retells the events in the composition.

A. Listening and Speaking**Activity 1**

- a) The speech is about the significance of art in various aspects of human life and society.
- b) The introduction introduces the importance of art in human life, the body elaborates on its multifaceted significance in society and the conclusion summarises the importance of art and encourages continued support for it.
- c) According to the speech, art holds immense significance as it serves as an expression of humanity, fosters social change, encourages creativity and critical thinking, plays a crucial role in education and contributes significantly to economies globally.
- d) Research on the topic, organise thoughts logically, maintain a clear structure with an introduction, body and conclusion, engage the audience through anecdotes or relatable examples and practise delivery to ensure a confident and effective presentation.
- e) Using gestures and different facial expressions when presenting a speech is important as it enhances the speaker's communication. Gestures can emphasise points, aid in conveying emotions and make the speech more engaging. Facial expressions add depth to the speaker's delivery, helping to connect with the audience on an emotional level and maintain their interest.
- f) If Martha notices her audience dozing off during her speech, she should consider engaging them more actively. This could involve changing her tone, asking questions, incorporating stories or examples, moving around if possible or even taking a short break to re-engage their attention. Additionally, she might try to vary her delivery style or involve the audience through interactive elements to keep them interested and focused on the speech.

B. Reading**Activity 1**

When making notes, it is important to:

- a) Skim through the material to get a general overview.
- b) Create a clear structure with headings and subheadings.
- c) Highlight the key points in the content.
- d) Summarise each section in your own words.
- e) Simplify complex ideas without losing essential details.
- f) Review and revise your notes for reinforcement.

C. Grammar in use**Activity 1**

- a.
 1. Many
 2. That
 3. Several
 4. this
 5. much
 6. these
 7. any
 8. some
 9. All
 10. these

b. Accept correct sentences.

D. Reading**Activity 1**

1. The story follows Doreen, a young artist from a small village, on her journey to becoming a renowned artist. It talks about her passion, dedication and the hurdles she overcomes to achieve her dreams.
2. Kaburuwon is portrayed as a small, lesser-known village, tightly-knit with limited resources but fostering an environment where individuals like Doreen can dream big and pursue their passions.

3. Doreen's main desire was to become a great artist and leave a significant impact through her artistry.
4. Doreen, driven by her passion for art, extensively practiced different art forms, participated in an art competition where she won an honourable mention, sought guidance from a mentor, held a solo exhibition and used her art to advocate for social causes.
5. The story is set in a small village and later in a city. The village's limited exposure possibly fueled Doreen's ambition, while the city provided her with opportunities to grow by participating in competitions and connecting her with experienced artists.
6. Doreen experimented with various art forms to broaden her skills, discover her strengths and find the style that resonated most with her.
7. Studying other artists' work allowed Doreen to learn different techniques, gain inspiration and understand diverse creative processes, helping her refine her own style.
8. The art competition provided Doreen with recognition (an honourable mention), boosting her confidence and affirming her belief in her abilities.
9. Passionate, determined, resilient, creative.
10. Accept any suitable title suggested.
11. I would advise exploring various art forms, seeking inspiration from different sources, continuously practicing, learning from criticism and connecting with experienced artists or mentors to grow and develop a unique artistic voice. Passion and perseverance are key in the journey towards becoming a great artist. (Accept any other reasonable answers.)

E. Writing

Activity 1

Accept a well-written thank you note.

Activity 2

Accept a well-written congratulatory note.

A. Listening and Speaking

Activity 1

1. A. Treats sick people B. Teaches learners C. Maintains law and order D. Observe health status to recognise and solve community health issues.
2. Accept any correct answers.
3. Accept any correct answers.

Activity 2

1. Thank you, Could you please
2. Accept any correct sentences formed using the target words.
3. Accept any correct answers.

B. Reading

Activity 2

1. The main idea in the passage is career choices.
2. Interest, skills and passion.
3. Adults in various professions, parents, teachers, mentors and friends.

Activity 3

Question (a)

- i. profession – Any type of work that needs special training or a particular skill.
- ii. career – It is a particular occupation for which you are trained.
- iii. flexibility – The ability to change or be changed easily according to the situation.
- iv. volunteer – Is someone who does work without being paid for it, because they want to do it.
- v. goals – It the aim or purpose.
- vi. hobby – It is an activity that you do for pleasure when you are not working.
- vii. intern – It is a student or trainee who works, sometimes without pay, in order to gain work experience or satisfy requirements for a qualification.

C. Grammar in use

Activity 2

Question (a)

Choosing a career is a significant decision that should be approached **thoughtfully** and **carefully**. **Firstly**, it's important to **thoroughly** explore your interests and passions. **Engagingly**, take the time to reflect on activities that excite you and make you feel enthusiastic. **Next**, it's wise to research various career options **diligently**. Utilize online resources and library materials to gather information **extensively** about different professions. Consider speaking **openly** with professionals in fields of interest; they can provide valuable insights about their daily tasks and responsibilities. **Finally**, make your decision **confidently** but **patiently**. Trust yourself, and remember that choosing a career is a journey that should be taken **deliberately**, not **hastily**. In conclusion, selecting a career is an **excitingly** crucial step in life. Reflect on your interests **passionately**, research **thoroughly**, and decide **deliberately**. With **careful** planning and **thoughtful** consideration, you can embark on a path that aligns **harmoniously** with your aspirations and strengths.

Activity 3

Question (a)

1. quickly
2. easily
3. carefully
4. loudly
5. happily
6. sadly
7. bravely
8. slowly
9. beautifully
10. steadily

Question (b)

1. gracefully
2. loudly
3. confidently
4. carefully

5. fast
6. beautifully
7. happily
8. slowly
9. loudly
10. quickly

D. Reading

Activity 1

1. The characters in the story are Amelia, her uncle and her grandmother.
2. Amelia is the main character. She is determined.
3. Accept any reasonable answer.
4. The determination of the main character in the story brings out the passion that she had as she embarked on the journey of her career choice.
5. Learner retells the story.
6. Accept any reasonable answers.

E. Writing

Activity 2

The actress who was unknown to many people set onto the stage. She was dramatising the ancient legend. She left the audience awestruck. With her quick thinking, she outsmarted her adversaries, showcasing her extraordinary skills. Her actions were unmistakably courageous, inspiring those around her to believe in their own potential. Through dedication and hard work, she proved that the impossible can become possible with the right attitude and perseverance.

Activity 3

Question (a)

A	B
lock	er
farm	land
fear	less
communicate	tion
pre	view
mis	behave
care	ring

Question (b)

- i. Locker – A drawer, cupboard, or compartment that may be closed with a lock.
- ii. Farmland – A place where crops can be grown or livestock kept.
- iii. Fearless – Having no fear.
- iv. Communication – To pass and receive information.
- v. Preview – To look at something that has not been released yet.
- vi. Misbehave – To behave badly.
- vii. Caring – The feeling or showing concern for or kindness to others.

Activity 4

Question (a)

1. Unhappy
2. disruptive
3. preheat
4. cooperation

Question (b)

1. innovative
2. happiness
3. destruction
4. enthusiasm

12 Modern Fashion

A. Listening and Speaking

Activity 1

1. They are singing and dancing.
2. Accept reasonable answers.
3. Learners listen to a song and describe it.
4. Learners present a song.

B. Reading

Activity 1

1. Cindy's main dream was to revolutionise the fashion industry by introducing innovative and sustainable practices. She intended to create designs that empower self-expression and individuality.
2. Cindy required a studio as a sanctuary for her creative process, a space where she could bring her ideas to life and craft her designs away from the busy city.
3. In the warehouse, Cindy discovered discarded materials like old denim and silk scarves, which she repurposed into unique, sustainable fashion pieces.
4. Cindy was invited to fashion shows due to the uniqueness and impact of her sustainable fashion collection, which garnered attention from influencers, models and eco-conscious individuals.
5. The workshops Cindy hosted aimed to educate aspiring designers about sustainable practices and the significance of ethical sourcing in the fashion industry.
6. The sentences that can create mental image include:
 - a) "Her humble studio, tucked away in an ordinary alley, became her sanctuary of creation."
 - b) With every stitch, she wove a tale of innovation, breathing life into fabrics that whispered stories of empowerment and self-expression."
 - c) "Cindy saw potential where others saw waste."
 - d) "Her debut on the Dubai exhibition was a culmination of years of hard work, innovation and unwavering determination."
 - e) "As models flaunted her designs, the world realised that fashion could be a force for good, a catalyst for change."
7. This phrase means that Cindy's collection gained immense popularity and had a significant impact on the fashion industry, capturing widespread attention and admiration.
8. Cindy faced skepticism from traditionalists who doubted the validity of her unconventional, sustainable approach to fashion.
9. Qualities of Cindy:
 - a) innovative: She saw potential in discarded materials and transformed them into high-fashion pieces.
 - b) determined: She persisted despite skepticism, believing in the revolutionary potential of fashion.
 - c) inspirational: Her passion and actions inspired a movement for sustainability in the fashion industry.
10.
 - a) captivated: To be intensely interested or fascinated by something breakthrough: A significant development or achievement.
 - b) discarded: Items that were thrown away or considered useless.
 - c) elegant: Graceful and stylish in appearance or manner.
 - d) skepticism: Doubt or disbelief in the validity or effectiveness of something.
 - e) integrated: To combine or bring different things together.
 - f) unwavering: Firm and steady, not changing or faltering.

C. Grammar in use

Activity 1

1. look up to
2. passed on
3. make up
4. looked forward to
5. passed on/away
6. look after
7. look up
8. make up for
9. pass by
10. look into

Activity 2

a)

	Phrasal verb	Meaning
1	put out	extinguish
2	call off	cancel
3	set aside	save for future use
4	break down	develop mechanical failure
5	pass out	lose consciousness
6	put off	postpone
7	make up	invent a story
8	break out	start suddenly and spread rapidly
9	call on	visit
10	set upon	attack

b) Accept the correct meanings of these phrasal verbs.

1. set about
2. ventured into
3. came across
4. picked it up
5. run into
6. set out
7. stumbled upon
8. come through
9. set in
10. made out

D. Reading

Activity 1

1. The characters mentioned in the story are Sally (graceful gazelle), Spike (porcupine), Percy (wise owl), Marina (playful dolphin), Leo (lion), and Bella (curious chameleon).
2. Character traits:
 - a) Sally: Elegant, proud and boastful about her attire.
 - b) Spike: Daring, confident and aggressive in his pursuit of winning.
 - c) Percy: Wise, helpful and sociable.
 - d) Marina: Playful, aggressive and disruptive towards others.
 - e) Leo: Regal, authoritative and concerned about maintaining order and following rules.
 - f) Bella: Adaptive, helpful and empathetic towards others.

3. Leo displayed goodness by maintaining order at the gala, reminding Marina to behave, and wanting everyone to adhere to the gala's rules.
4. Marina's cruelty is evident in her aggressive behaviour towards other participants, splashing water on their attire to make them look less attractive.
5. Accept any reasonable answer.
6. Accept any reasonable answer.
7. Accept any reasonable answer.
8. Leo is authoritative but also concerned about maintaining order and guiding others, while Marina is playful but exhibits aggressive and disruptive behavior.
9. Accept a reasonable summary.

E. Writing

Activity 1

1. The dialogue is about fashion trends.
2. Accept relevant responses.

Activity 2

Accept a well-written dialogue.

13 Consumer Protection

A. Listening and Speaking

Activity 1

- Accept a reasonable answer like, consumer laws should be protected.
- The picture seems to advocate for the protection of consumer rights by way of enacting new laws or defending the existing ones.
- The picture suggests that any consumer can use their rights which are anchored in the constitution to seek for justice through a legal process.

Activity 2

- Learners record themselves while reciting the poem.
- The poem has four stanzas which four lines in each stanza.
- Accept a reasonable summary.
- Stanza three acknowledges that consumer protection lights our days since there exists transparent deals, truthful claims, informed decisions and no hidden tricks or shady ways.\

B. Reading

Activity 1

- Consumer protection refers to the aspects that ensure that people are treated fairly when buying goods and services.
- It ensures that we have the right to information about the goods before we purchase them.
 - It ensures the consumer have the right to warranty.
 - It also ensures that the consumer has the right to return when they are not satisfied.
 - It safeguards the consumer from unfair practices.
- Warranty is a written promise from a company or a person to repair or replace a product that you buy from them if it develops a fault within a fixed period of time.
- Having a good warranty can give you peace of mind since you will not have to deal with costly downtime due to equipment breakdowns.

- It enables the buyer to make a well-informed choice before buying any goods or services.
- Just like a shield, consumer protection safeguards a consumer from unfairness in the market.
- The consumer has the right to return the product.

Activity 2

- It enables to consumer to get the right information about the goods.
 - It enables the consumer to seek redress in case the product is not to the standard.
 - It guarantees the consumer that the product is of the right quality.
- Consumer protection ensures fair and responsible treatment of customers. It allows customers to make informed, unbiased decisions when purchasing and using products and services.

Activity 3

- consumer – Is a person who buys goods or services.
- warranty – It is a written promise from a company or a person to repair or replace a product that you buy from them if it develops a fault within a fixed period of time.
- scam –It is a dishonest plan for making money or getting an advantage, especially one that involves tricking people.
- hard-earned money – It is money that someone deserves because they have worked hard for it.
- vital – Important
- information – It is facts provided or learned about something or someone.
- advertisement – It is the means of communication in which a product, brand or service is promoted to a viewership in order to attract interest.

C. Grammar in use

Activity 2

Question (a)

1. She studied diligently for her assessment, **and** her hard work paid off with excellent grades.
2. The weather was hot and humid, **so** they decided to spend the day at the beach.
3. He loves to play soccer, **but** his true passion is basketball.
4. They went to the museum in the morning, **and** then they explored the nearby park in the afternoon.
5. She enjoys reading mystery novels, **and** he prefers science fiction.
6. The team practised tirelessly for weeks, **so** they were well-prepared for the championship game.
7. He wanted to go for a hike; **however**, the heavy rain forced him to stay indoors.
8. She **not only** excels in academics **but also** participates actively in various extracurricular activities.

Extended activity

- a. She loves to read novels **and** he enjoys watching documentaries.
- b. The sun was shining brightly **yet** a cool breeze swept through the park.
- c. They study hard for their exams **so** they were well-prepared for the challenging questions.
- d. I wanted to go to the party **but** I had to finish my work first.

D. Reading

Activity 3

1. Achieng' goes to the shop to go to the shop, scans through the necklace and just as she was about to make a decision, she had a flashback on the case of Onyango with his toy. This makes her approach the counter with confidence. She seeks for more information about the necklace which Mr Otieno explains in details. Achieng', liking his sincerity, chooses to purchase the necklace.
2. The swaying pendulum sharing a piece of timeless wisdom with Achieng'.
3. A little boy called Onyango holding a broken toy and the toy is replaced by a new one. This incident took place at the same shop the year before.

4. Peer assessment
5. The swaying of pendulum has been given the character of human where it is said that it shares a piece of timeless wisdom.
6. Accept a reasonable summary.

E. Writing

Activity 2

1. John thought he could handle three part-time jobs while studying, but soon realized he had **bitten off more than he could chew** when his grades started slipping.
2. Sarah felt like she was **walking on thin ice** when she tried to explain her absence from the important meeting without a valid reason.
3. In order to meet the project deadline, Gladys had to **burn the midnight oil** and work late into the night for several days in a row.
4. Jane found herself **caught between a rock and a hard place** when she had to choose between attending her best friend's wedding and an important work conference on the same day.
5. After accidentally breaking her favourite vase, Emma reminded herself not **to cry over spilled milk** and instead focused on cleaning up the mess.

Activity 3

(a)

- i. To have the guts – To possess courage.
- ii. The apple of one's eye - Something or someone that you cherish above all others.
- iii. Come in handy – To be useful in a particular situation.
- iv. Time is ripe – It is a suitable point in time for a particular activity
- v. To hit the nail on the head – To do or say something that is exactly right.

14 Sports: Olympics

A. Listening and Speaking

Activity 1

- i. Accept correct words with the target sounds.
- ii. Accept correct words with the target sounds.

B. Reading

Activity 1

1. The Olympic Games are held every four years.
2. The main purpose of the original Olympic Games in Greece was to celebrate physical prowess and honor their gods.
3. The statement "Since then, they have grown to become one of the most significant sporting events globally, with thousands of athletes participating from nearly every nation on Earth" proves that Olympic Games are popular.
4. During the opening ceremony of the Olympic Games, the host country showcases its culture and heritage through music, dance, and art. The lighting of the Olympic flame also takes place, symbolizing the start of the games and the pursuit of excellence.
5. Olympic Games are important as they promote not only physical prowess but also values of sportsmanship and fair play. They bring athletes from different backgrounds and cultures together, transcending borders and language barriers to compete on a level playing field, promoting unity and peace through sports.
6. The main idea of the passage is the significance and evolution of the Olympic Games from ancient Greece to the modern era, highlighting their role in celebrating athleticism, promoting international unity, and symbolizing the pursuit of excellence and fair play in sports.
7. Accept short notes based on the story.
8. Accept a well-written summary.

C. Grammar in use

Activity 1

- a.
 1. Two goals have been scored in quick succession by the player.

2. Why was the competition held away from school?
3. Nice pictures were being painted by them.
4. Trees were planted by Molly and her friends.
5. Seeds will be sown by farmers next month.
6. By whom was that jersey given to you?
7. Books are being arranged on the shelf by the children.
8. When will your grandparents be visited by you?
9. Clothes are washed in the morning by them.
10. How was the work done by you?

b.

- Sports Day at our school is an eagerly anticipated event.
- Learners showcase their athletic abilities and engage in friendly competition.
- The day begins with the school grounds bustling with excitement as various sports activities are set up by the organising committee.
- Learners actively participate in events like relay races, tug-of-war and sack races.
- The atmosphere is charged with energy as the sound of cheers and encouragement fills the air.
- Trophies and medals are awarded to the winners.
- The importance of teamwork and sportsmanship is emphasised.
- Learners learn not only to excel individually but also to support and motivate their peers.
- Throughout the day, the school's spirit is embodied by the participants and memories are created that will be cherished for years to come.

c.

1. My grandmother had baked the cake.
2. The team has submitted the report.
3. The valedictorian will present a speech.
4. Pirates sank a large ship.
5. Many people are watching the match.
6. Art enthusiasts were admiring the painting.
7. The baby has drunk the milk.

8. The committee makes the decision.
9. The guest of honour will have awarded the trophy to the winning team.
10. The company will complete the project next month.

D. Reading

Activity 1

1. The town where Omwami lived was described as small and forgotten in the first sentence. This indicates that it was a place often overlooked or not well-known.
2. The phrase 'seemed like the odds were stacked against him' means that it appeared as if everything was against Omwami hence making success difficult for him due to his challenging circumstances.
3. Omwami's humble background is highlighted through his family's financial struggles, living in a run-down house on the outskirts of town and his need to work part-time jobs to support his passion for sports.
4. In his childhood, Omwami had a passion for sports, particularly soccer and basketball, spending hours practicing despite limited resources.
5. Mr Ambwere supported Omwami by recognising his talent, mentoring him and encouraging him to pursue track and field seriously.
6. Omwami did part-time jobs during his school days to afford better running shoes and support his athletic aspirations due to his family's financial constraints.
7. Words and meanings
 - a) wavered means to falter or lose determination.
 - b) renowned means well-known or famous.
 - c) ultimate means the highest or final goal or stage.
 - d) rallied means coming together for support or encouragement.

8. Omwami's lack of access to state-of-the-art facilities for training and having to practise on a muddy field show that he wasn't as privileged as other athletes competing for a spot in the Olympics.
9. Omwami's exceptional talent, dedication and perseverance led him to be chosen to take part in the Olympic Games.
10. Accept any reasonable answer.
11. In the last Olympic Games, some Kenyan athletes who won medals include Eliud Kipchoge (gold - marathon), Faith Kipyegon (gold - 1500m), and Timothy Cheruiyot (silver - 1500m).
12. Important events in the story include Omwami's humble beginnings, his passion for sports, Mr Ambwere's guidance, Omwami's struggles and triumphs in qualifying for the Olympics and his ultimate victory in becoming an Olympic champion.
13. Learners retell the story.

E. Writing

Activity 1

Accept any descriptive word or phrase used in the story.

Activity 2

Accept a well-written composition

15 Tourist Attraction Sites – Africa

A. Listening and Speaking

Activity 1

- There are various species of wild animals.
- There are tourists walking along the coastal beach.
- The tourists are entertained by Maasai dancers.
- There are foreign tourists in a tourist hotel.

Activity 2

- An oral report is any presentation of factual information using the spoken word.
- An oral report is given in order to educate, inform, entertain or present an argument.
- (Check the learning tips)

Activity 3

- The report is about the visit to The Great Rift Valley.
- They inform people of some of the very important things.
- With a greeting; “Good morning, everyone.”
- The reporter shares her experience with the audience and recommends the place as one of the best destinations to visit.

B. Reading

Activity 1

- It saves time as it allows you to process information faster.
(Any other relevant response is accepted.)
- Positive emotions such as happy, delighted, excited, ecstatic, love etc. There are also negative emotions such as sad, sorrow or grief, loneliness, and so on.
- (refer to learning tips)
- It enables one to understand the text being read.

Activity 3

Question 4

- The Pyramids of Giza
- They were built as tombs for Pharaohs.
- Wildebeest

- Kenya
- Markets, beautiful gardens and historic palaces.
- Hiking

C. Grammar in use

Activity 1

- What was this place like in its heydays?
- Who keeps it in such a great condition?
- Why did we not think of coming here earlier?
- What happened to this place?
- How did it fall into ruin?
- What will happen to this place?
- Will it be preserved for future generations to see?

Activity 2

- Kenya beckons travellers with its captivating blend of natural wonders and vibrant culture, doesn't it?
 - Safari enthusiasts flock to witness the annual wildebeest migration, don't they?
 - The allure of Kenya does not just lie in its awe-inspiring landscapes, does it?
 - Beyond the wilderness, Kenya's culture is a treasure waiting to be explored, isn't it?
 - They can also savour sumptuous Kenyan cuisine, can't they?
- isn't it?
 - won't they?
 - are you?
 - aren't I?
 - doesn't it?
 - does he/she?
 - can't it?
 - have they?
 - don't they
 - shouldn't we?
 - mustn't she?
 - will you?
 - have we?
 - shall we?
 - has it?

D. Reading

Activity 2

1. The poem is about Lake Nakuru and its significance as a haven for diverse wildlife and nature.
2. 'Their pink bodies like a cloud.'
3. The phrase 'A feast for the eyes and the soul' means that witnessing the spectacle of the flamingos and wildlife at Lake Nakuru is not only visually stunning but deeply fulfilling and spiritually enriching.
4. The rhyming words in each stanza are:
 - a) First stanza: throng/shroud
 - b) Second stanza: sight /soul
 - c) Third stanza: wonder/untold
 - d) Fourth stanza: here /rest
 - e) Fifth stanza: abundant/plenty
 - f) Sixth stanza: nature/enjoy
5. According to the passage:
 - a) throng means a large gathering or crowd.
 - b) feast refers to a plentiful or abundant supply of something, in this context, a visually and spiritually rewarding experience.
 - c) abundant means plentiful or existing in large quantities.
 - d) cherished means valued and cared for deeply.
6. Accept any relevant title.
7. Tourists visiting Lake Nakuru can see various animals such as giraffes, zebras, wildebeests, rhinos and hippopotamuses.
8. Conservation of wild animals can be achieved through measures like creating protected areas, implementing anti-poaching laws, promoting sustainable tourism and educating communities about the importance of preserving habitats.
9. A country benefits from tourism through economic growth, job creation, cultural exchange and infrastructure development.
10. Other tourist attractions in Kenya include Maasai Mara National Reserve, Amboseli National Park, Tsavo National Park, Mount Kenya and the coastal areas with beautiful beaches like Mombasa and Diani Beach.

11. Word classes

- a) reflected: verb
- b) beauty: noun
- c) plenty: noun

E. Writing

Activity 1

1. date
2. title
3. events
4. name
5. activity

Activity 2

Accept a well-written journal

MODEL TEST PAPERS

Model Test Paper 1

Task 1: Reading comprehension

Question 1

- She prepared porridge for her mother, took care of the farm when her mother was sick and picked and prepared herbal medicine to treat her mother.
- She prepares breakfast, goes to the farm to tend to the crops and comes home with vegetables and fruits.
- Because of the distance, Kerubo could not take her mother to the hospital for medication. Instead, she opted for herbal medicine to cure her mother.
- They taught Kerubo how to mix the herbal medicine that eventually treated her mother.
- It helped in treating Achien'g.

Question 2

- It helps in maintaining the health and productivity of the soil.
- Deforestation and improper land use.
- Contour ploughing, cover cropping and the use of retaining structures.

Task 2: Grammar in use

- bookstore
- firefighter
- mysterious
- more challenging
- Sleek new red Japanese
- Beautiful white silk wedding
- Heavy waterproof black leather Chinese
- will have
- have
- Does she go to madrasa every day?
- Anybody
- Nobody
- A
- herself
- themselves

Task 3: Oral literature and poetry

Question 1

- He had vast knowledge and was gentle in nature.
- It was caused by the strong wind and heavy rain.

- He showed determination to help by seeking the guidance of Tula, the wise old owl.
- He had a connection with the divine.
- He was wise and had divine powers.
- He demonstrated a pure intention.
- The earth, the wind, the water and the fire
- To protect him and his kin from harm.

Question 2

- Conservation of nature
- Man relies on nature for survival, nature relies on man for preservation. They need each other.
- Forests, rivers and mountains
- It is a home for aquatic life.
- The sky provides air which we breathe.
- Human activities may lead to pollution of the environment.
- To unite in order to conserve the environment for a greener day.

Task 4: Class readers

- He was humorous.
- A cat wearing sunglasses with the caption "Dealing with Monday like a boss."
- It is a project offering services to the client. The project is doing well according to Onyango.
- The HR was not pleased.
- Happy and delightful.
- Kazungu – Funny, Happy
Nyaboke - Thoughtful and composed
Onyango - Quiet and observant one

Model Test Paper 2

Task 1: Reading comprehension

Question 1

- Africa
- 45 miles per hour
- They are very strong and they are used for mobility and as a weapon.
- A male ostrich is black in colour while the female is brown in colour.
- plants and seeds

Question 2

- Fire breakout
- Because of fear, they gathered in the town square and watched helplessly.
- They cleared vegetation and created barriers to halt the fire's progress.
- To stop the fire from spreading further.

- e. It reinforced the effort of the local firefighters and this sped up the process of putting out the fire.

Task 2: Grammar in use

1. but
2. though
3. besides
4. The sun was shining as/and/while the birds were singing.
5. perfect
6. hopeless
7. simple
8. not sincere
9. painful
10. a fox
11. a mouse
12. lamb
13. well
14. most beautiful
15. more quickly

Task 3: Oral literature and poetry

Question 1

- a. Thunder was viewed as the voice of mighty sky father.
- b. It was used as a sacred place where the tribe gathered to worship the sky father.
- c. The elders
- d. They were adorned in garments woven with symbols of lightning.
- e. It was interpreted as the laughter of the sky father.
- f. It was seen as the sky father's wrath.
- g. The dance was fascinating and it was done in order to gain favour from the sky father.
- h. They beseeched the sky father through prayers.
- i. When they finally get the bountiful harvests.

Question 2

- a. They are happy.
- b. They tell the tales of courage.
- c. It provides a good place for telling the stories of the heroes and the heroines.
- d. Lioness at the Serengeti emerges as powerful and a majestic creature.
- e. It is depicted as tall and a silent sentinel. It symbolizes that even the heroes and heroines actions can rise as tall as Mount Kilimanjaro.

- f. The African countries along the Nile such as Burundi, Congo-Kinshasa, Egypt, Eritrea, Ethiopia, Kenya, Rwanda, South Sudan, Sudan, Tanzania, and Uganda. Each of these countries are origins of heroes and heroines.
- g. It is highlighted as a mosaic of cultures – which demonstrates the diversity and the pride of the rich African cultures.

Task 4: Class Readers

- a. At Keino's house
- b. He proposes that they embark on an epic adventure.
- c. Hiking the mountains or hunting for buried treasure.
- d. A road trip where they would have a journey of discovery.
- e. Towns, hidden waterfalls, and winding roads.
- f. They were excited about it.
- g. The holiday that followed.

Model Test Paper 3

Task 1: Reading comprehension

- a. It makes one look and feel their best.
- b. Bathing or showering, brushing teeth, combing hair, wearing clean clothes, trimming nails and wearing deodorant.
- c. Twice a day.
- d. It makes one look put together.
- e. It makes a positive impression on others and it also shows that you care about yourself and those around you.

Question 2

- a. She noticed a group of children near an oak tree. Curious to know what the children were pointing, she approached the tree.
- b. A kitten was stranded on a high branch.
- c. She asked the kids to stand back and then she climbed the tree to rescue the cat.
- d. Her heroic act was run on the front page of the local newspaper.
- e. She started volunteering at the town's animal shelter by helping rescue and animals in need.

Task 2: Grammar in use

1. didn't you
2. would he
3. do they
4. all ready
5. All of a sudden

6. responsible
7. tough
8. resembles
9. continue
10. over
11. with
12. few
13. little
14. postponed
15. prescription

Task 3: Oral literature and poetry

Question 1

- a. Hare and the Elephant
- b. It was on a sunny day and the two friends were walking through the greenery.
- c. He took shortcuts and he also organized with mischievous monkeys to make him a makeshift bridge which he used to cross the river.
- d. They had to run through the jungle and they also had a river blocking their way.
- e. They made a makeshift bridge that helped the hare to cross the river.
- f. He was too heavy to use it.
- g. It is good to win fairly.

Question 2

- a. How a teenager should behave decently as they grow.
- b. A decent behaving teenager won't fail easily.
- c. The way they interact with their elders and friends.
- d. They guide the teenagers on how to live a respectful life.
- e. They should stand tall.
- f. Sweet words cannot hurt others.
- g. They should learn from their setbacks.
- h. It acts as a guide to the teenagers.

Task 4: Class reader

- a. Rachel starts the conversation by reminding her friends that there is no need complaining about their circumstances. She suggests that they need to plan to change their lives.
- b. Ariana was good at taking care of plants. She could sell some of her plants to earn them money.
- c. She feels that their skills are as important as money is.

- d. She would offer repair services.
- e. They could use their different talents to develop something helpful to them.
- f. They plan to start something bigger.
- g. Their collective effort and talents would help other people rise above their circumstances.

Model Test Paper 4

Task 1: Reading comprehension

1. Her old washing machine had had started showing signs of tear and wear.
2. When the deal is too good think twice/ All that glitters is not gold.
3. stumbled upon
4. 'She would have started using it immediately had she not had some errands to run at the local market'.
5. dishonest

b)

1. They act as a carbon sink. They lessen the effects of climate change by reducing greenhouse gases in the atmosphere.
2. important/significant
3. Substance from trees that is used to make papers.
4. They hold the soil firmly.
5. deforestation, illegal logging and urbanisation

Task 2: Summary writing

Accept a well-written summary of about 100 words.

Section B

Task 2: Grammar in use

1. The lady said, "It's likely to rain heavily tonight, is it?"
2. The shopkeeper said, "You can buy ladies' clothes and children's jackets at low prices."
3. James' storybook got lost on the last Thursday of May.
4. argument
5. accommodate:
6. entrepreneur
7. broke down
8. came to/ came around
9. anticipated
10. When will your aunt be visited by you?

11. The old lady was helped to lift the load by them.
12. Clothes are being washed by George.
13. for
14. at
15. to

Section C

Task 4:

1. Sibuur's unkindness towards other animals is evident in the passage through his relentless cruelty and the havoc he wreaked on the other creatures. He declared sole control over the watering hole, leaving the animals with no choice but to seek water elsewhere.
2. The word in the story that means the same as sly is 'cunning'.
3. They were timid or fearful.
4. The relationship between Mwanda and the other animals seems to be one of admiration and hope. They admire Mwanda's courage and cunning and they seem to pin their hopes on her ability to outsmart Sibuur for their collective benefit.
5. Mwanda's praise of Sibuur's unrivalled strength showcases her brilliance and cleverness. By flattering the lion, she was able to stroke his ego and manipulate him into agreeing to a race, knowing that his arrogance would cloud his judgment.
6. Mwanda likely came up with the challenge of a race because she understood Sibuur's ego and saw an opportunity to use it against him and help the other animals to gain access to the source of water.
7. After losing the race, Sibuur reacted with humiliation, defeat and wounded pride. He felt greatly humiliated and defeated, slinking away into the depths of the savannah, likely nursing his wounded ego.

Task 5: Poetry

1. The poem consists of eight stanzas.
2. According to the second stanza, the importance of sports lies in embracing unity and establishing friendship.
3. Two words that rhyme with lore and core are store, explore, more and before.

4. The word resilience is used as a noun in the poem.
5. The main idea in the second last paragraph is that sports teach us about embracing both victory and loss equally.

Section D

Task 6: Class reader

1. Richard felt a sense of accomplishment and satisfaction as he looked at his plantation.
2. He decided to practice floriculture because, despite advice to grow tea or vegetables, he was an unconventional entrepreneur inspired by the Hanging Gardens of Babylon and Lord Delamere's flower farms.
3. Richard's decision to practice floriculture was met with ridicule and criticism from his family and friends.
4. One trait portrayed by Richard according to the third paragraph is determination or confidence in the success of his business venture.
5. Two words that mean the same as hazardous are dangerous and risky.
6. Richard opted not to use pesticides because they posed a threat to the environment by contaminating water used for drinking and farming.
7. The excerpt implies Richard's employees were industrious because they nurtured the delicate flowers well, used proper cultivation techniques and were trained by specialists to increase productivity.
8. The flowers were beautifully packed to appeal to clients, showcasing the attention to detail and attractiveness of the product, potentially attracting more buyers.

Composition

Accept a well-written composition about a trip to the game park.

Model Test Paper 5

Task 1: Reading comprehension

a)

1. An entrepreneur is someone who starts and operates a business, taking on financial risks in the hope of making a profit.

2. After finishing college, Maingi fell into drug addiction due to negative influences from his peers.
3. The phrase 'the grip of addiction tightened' means that Maingi became increasingly controlled and trapped by his addiction. It describes how the hold of addiction became stronger and more powerful over him.
4. Maingi stole money from his parents to fund his addiction and satisfy his cravings for drugs.
5. Maingi was likely violent at the rehabilitation centre due to his initial resistance and unwillingness to accept living without the drugs he had depended on. His frustration and struggle with the withdrawal process might have led to outbursts of violence as he grappled with the situation.
6. One character trait of Maingi as he worked towards recovery at the rehabilitation centre was determination. Despite his initial resistance and struggle, he showed sheer determination to overcome his addiction and reclaim his life.
7. Maingi's experience helped the youth in his locality by serving as an example and cautionary tale. He educated and empowered them through his personal story, leading awareness campaigns, workshops and providing support to those dealing with addiction. His efforts inspired many young people to stay away from drug abuse and motivated those addicted to seek help in rehabilitation centres, thus positively impacting their lives.

b) Read the passage below and answer the questions that follow. 5 questions

1. The word 'maiden' in the sentence 'exciting maiden trip to Amboseli National Park' indicates that Moses and his friends were visiting Amboseli for the first time.
2. The youngsters felt amazed and fascinated when they saw the wildlife in Amboseli National Park. They were captivated by the diverse animals and the beauty of the landscape.
3. Having a tour guide, Mutai, was necessary for them because he provided them with information about the animals, pointed out various bird species and guided them through the park. He ensured they had a comprehensive and safe experience.

4. When they visited the Maasai village, the youngsters learned about the vibrant culture of the Maasai people, including traditional dances, stories about their way of life and experienced their warm hospitality.
5. A suitable title for the story could be A visit to Amboseli National Park.

Task 2: Summary writing

Accept a well-written summary.

Section B

Task 2: Grammar in use

1. exhilarating
2. occasionally
3. privilege
4. to
5. of
6. in
7. The task will be done well.
8. What is being done?
9. An interesting song will be sung.

Punctuate the following sentences correctly.

10. Mr Mwangi, our agriculture teacher, is passionate about his work.
11. The farmer said, "I have employed three twenty-five-year-old servants."
12. Gladys' aunt works as a cashier at Maisha Bora Supermarket.

Complete the statements with the correct question tag.

13. shall we?
14. do they?

Write the meaning of the idiom.

15. To be very happy.

Section C

Task 4: Oral literature

1. Mayienga's cruel actions, boasting about trapping and hunting wild animals for fun and setting snares to catch the fox family demonstrate his cruelty as a hunter.
2. isolated
3. The owl called the animals for a meeting because he could not tolerate Mayienga's cruelty towards the forest creatures any longer and wanted to address the issue collectively by gathering support from other animals.

- The proof that the owl was respectable lies in the passage mentioning that the other animals responded to his call and had profound respect for him. Additionally, the owl took charge, organized a council and led the animals in deliberating on how to deal with the hunter.
- It was necessary to involve many animals in the plan against Mayienga because each animal possessed unique skills and abilities that when combined, could effectively execute the plan to teach the hunter a lesson.
- When the animals began making unusual sounds, Mayienga reacted with panic, thinking the forest was haunted. He tried to flee only to find himself ensnared by his own traps.
- According to the last paragraph, Mayienga displayed the character trait of remorse for his past actions and a willingness to change by becoming an advocate for conservation of wildlife and dedicating his life to protecting the forest and its inhabitants.

Task 5: Poetry

- The main message in the first stanza is the portrayal of travelers exploring various places seeking beauty and new experiences.
- A word that can replace **tread** in the poem could be **walked**.
- According to the fourth stanza, tourists marvel at wondrous sights painted by the morning light.
- A word that rhymes with flame and frame is claim.
- The poet communicates in the second last stanza that tourism acts as a bridge connecting cultures, reflecting hearts and minds, and serves as a quest for joy and discovery.

Section D

Task 6: Class reader

Read the excerpt below and answer the questions that follow.

- The writer was eager to visit Miss Beam's School because he had heard a lot about it. It was the talk of the town and many parents wished to enroll their children there. He wanted to see firsthand what made it so special.

- The phrase 'I was full of mirth' means that the writer was filled with joy, happiness or amusement.
- Miss Beam's immediate recognition and warm welcome when the writer introduced himself indicates that she had been expecting the writer's visit.
- Students in Miss Beam's School were made to act as though they had different forms of physical impairment as part of a method to help them appreciate and understand misfortune, encouraging empathy and understanding towards others' challenges.
- When the writer first saw students who appeared lame or blind, he felt a mix of sympathy and concern for the students' apparent disabilities.
- If a student had a 'blind day,' they would have their eyes bandaged overnight, waking up blind and were expected to honourably keep the bandage on throughout the day. Other students were given the responsibility of helping and guiding the 'blind'.
- The students seemed to embrace the teaching method at Miss Beam's School. They appeared to find it engaging, as it was described as a game and an opportunity to learn. There was no misery attached to the experience and they were eager to participate.
- The writer felt reluctant to leave Miss Beam's School because he expressed regret at not being able to spend more time there to learn essential life skills. This indicates a strong desire to continue experiencing and understanding the unique teaching methods and atmosphere of the school.

Composition

Accept a well-written friendly letter.

Model Test Paper 6

Task 1: Reading comprehension

- Didier Drogba played for two French teams: Le Mans and Guingamp before moving on to Olympique de Marseille.

2. Drogba helped Chelsea immensely as a player due to his dominance, goal-scoring ability, leadership and pivotal performances. He played a crucial role in securing titles and notably contributed to the club's victory in the UEFA Champions League in 2012.
3. The word **pivotal** is an adjective in the passage, describing moments that are crucial or decisive.
4. During Ivory Coast's civil war, Drogba used his influence and prominence as a unifying force. He worked to bridge divides among the people and instilled hope, using his platform to advocate for peace and reconciliation among his countrymen.
5. Philanthropic endeavors refer to charitable or humanitarian activities and initiatives undertaken by an individual or organization aimed at promoting the welfare of others, often focusing on social causes like healthcare, education or humanitarian aid without seeking personal gain.

b)

1. **Crucial or important** could replace vital in the passage.
2. All wild animals are essential because each species, regardless of its size, contributes to the interconnected web of life within an ecosystem. Even seemingly small or insignificant species play a role in maintaining the balance by contributing to biodiversity and supporting the survival of various other organisms.
3. Bees aid in plant reproduction by facilitating pollination. As they collect nectar for their food, bees inadvertently transfer pollen grains from the male parts of flowers to the female parts of other flowers, thus enabling fertilization and the production of seeds or fruits in many plants, including those relied upon by humans for food.
4. The scientific significance of wildlife lies in their study, which provides insights into understanding the natural world. Observing their behaviour, genetics and adaptations helps advance scientific knowledge, leading to potential applications in medical advancements, biotechnology, and conservation efforts.

5. The main cause of problems experienced by wild animals today is primarily attributed to human activities such as habitat destruction, pollution, poaching and climate change.

Task 2: Summary

Accept a well written summary.

Section B

Task 2: Grammar in use

1. a swan.
2. the ocean.
3. Kites are being made.
4. A new car has been bought.
5. Cold water is drunk.
6. What a lazy man he is!
7. "Where are you going, Samwel?" enquired David.
8. "Shut up!" shouted my uncle.
9. on
10. with
11. on
12. yacht
13. hierarchy
14. definitely
15. give up

Section C

Task 4: Oral literature

1. The wise and fair leadership of the lion fostered an environment of equality, where each animal contributed its unique abilities for the jungle's prosperity. Mutual respect, cooperation and understanding among the animals also played a crucial role in maintaining peace and unity.
2. The phrase 'his life was hanging in the balance' indicates that the lion's life was in a critical state, uncertain and at a point where the outcome could sway in either direction - survival or death.
3. Yes, it was necessary for the animals to choose a new leader because the lion, who was the ruler, fell ill and became too weak to perform his duties effectively. With the leader's life in jeopardy, the jungle needed a figure to guide and govern them for their collective well-being and prosperity.

4. The hare displayed agility and wit as notable character traits in the story.
 5. The hare's greatest shortcoming during the race was overconfidence. Believing in his speed, he underestimated his opponent, the tortoise and decided to take a nap, assuming victory was assured.
 6. The tortoise won the race through determination, perseverance, and a slow but steady approach. While the hare slept, confident in his speed, the tortoise continued steadily without giving up, ultimately reaching the finish line.
 7. The tortoise chose the hare as his advisor likely due to the hare's intelligence, despite the hare's earlier shortcomings. The tortoise recognized the hare's quick thinking and cleverness, qualities that could complement the tortoise's steady and thoughtful nature in making decisions for the jungle's benefit.
2. Disaster can best replace catastrophe in the excerpt.
 3. Immediately after discovering her house was on fire, Anita dragged her two children outside the house to safety.
 4. The phrase 'It had taken her blood, sweat and tears to put up this magnificent mansion' means that Anita had put in a significant amount of effort, hard work and dedication to build her beautiful home.
 5. If the construction workers had not been in the neighbourhood that night, no one might have noticed the fire until much later, potentially resulting in a greater disaster as the nearby houses were unoccupied and it happened in the dead of night.
 6. It was not practical to put out the fire with water because burned, live wires scattered inside the house worsened the fire when water was applied.

Task 5: Poetry

1. The phrase 'choking cloud' in the poem refers to the enveloping veil of pollution that covers the Earth's skies.
2. The words that rhyme with few and view are cue, slew, pew and grew.
3. The presence of drones in the air likely contributes to noise pollution, disrupting natural habitats and potentially affecting wildlife behaviour.
4. Creatures vanish due to the destruction of their habitats caused by pollution, deforestation and human encroachment, leading to their displacement or extinction.
5. The main idea in the last stanza is about the hope held by a few individuals for change and the power humans possess to restore and heal the Earth despite the prevailing pollution and its consequences.

Section D

Task 6: Class reader

1. Anita was surprised when she heard people shouting because her neighborhood was known for its tranquility.

Composition

Accept a well-written a descriptive story about your dream career.

MAJIBU YA KISWAHILI

A. Kusikiliza na Kuzungumza

1. Kusikiliza kwa makini, Kuepuka vizuizi vya mawasiliano, Kumtazama mzungumzaji ana kwa ana, Kutumia viziadalugha ili kuonyesha kuelewa swali au wazo, Kutumia maneno ya kumhimiza msemaji aendelee kuongea
2. Kujikita kwenye kiini cha mjadala, Kudadisi, Kutumia lugha ya adabu, Kuzungumza kwa ukakamavu, Kutomkata kalima mzungumzaji, Kujibu wakati ufaao
3. Tathmini maigizo hayo iwapo vipengele vinavyofaa vimetumika.

B. Kusoma

1. Walimu
2. Walienda katika vyoo/misala
3. Walitulia na kusubiri
4. Wakati wa likizo ya Desemba
5. Tathmini matukio na mpangilio wake
6. Tathmini utabiri wa mwanafunzi
7. Kueleza maana za maneno
 - a) majalala - mahali pa kutupia taka
 - b) vyoo - vyumba ambamo watu huenda haja
 - c) kunawa - kusafisha mikono
 - d) mazingira - hali au mambo yanayomzunguka mtu
 - e) usafi - hali ya kutokuwa na uchafu

C. Kuandika**a) Alama ya Hisi**

1. Hisi
2. Kujaza nafasi
 - a. Aha! Chakula hiki kinapendeza sana.
 - b. Alhamdulillah! Timu yetu imeibuka mshindi.
 - c. Pukachaka! Baadhi ya watu bado wanachafua sehemu za umma.
 - d. Hewala! Tutasaidiana kusafisha ukumbi huo wa mikutano.
 - e. Ala! Kwa nini hamzingatii usafi wa sehemu za umma?
3. Tathmini sentensi

b) Alama ya ritifaa

1. Ritifaa
2. Asubuhi hiyo nilipoamka, niliwatoa ng'ombe katika zizi kisha nikapata kiamshakinywa. Nilianza kusoma kitabu changu nilichonunuliwa mwaka wa '95 na mjomba wangu. Wakati huo mjomba alikuwa akifanya kazi kule ng'ambo. Ilipofika saa mbili za

asubuhi, niliandamana na marafiki zangu ili tuende kung'arisha uwanja wa michezo katika mji wetu. Tulikuwa tumeng'amua kuwa usafi wa sehemu za umma una manufaa si haba.

3. Tathmini sentensi

D. Sarufi**a) Viwakilishi vya nafsi**

1. Tathmini majibu k.v. mimi, wewe, sisi, nyinyi, yeye
2. Tathmini sentensi

b) Viwakilishi vionyeshi

1. huyu, vile, hii, yale, humu
2. Kuzaja nafasi

a. wao	b. Hiki
c. huyu	d. Huku
e. Pale	

3. Tathmini kifungu

c) Viwakilishi vya idadi

1. mawili, mingi, chache, kadhaa, viwili
2. nyingi, mengi, wachache, mbili, vinne
3. Tathmini sentensi

MIZANIYA SURAYA KWANZA

1. Mahojiano ni kuuliza mtu maswali ili kupata ujuzi au maarifa fulani kuhusu mada teule.
2. Vipengele vya kusikiliza mahojiano ni kama vile:
 - a) Kusikiliza kwa makini
 - b) Kuepuka vizuizi vya mawasiliano
 - c) Kumtazama mzungumzaji ana kwa ana
 - d) Kutumia viziadalugha ili kuonyesha kuelewa swali au wazo
 - e) Kutumia maneno ya kumhimiza msemaji aendelee kuongea
3. Vipengele vya kujibu mahojiano ni:
 - a) Kujikita kwenye kiini cha mjadala
 - b) Kudadisi
 - c) Kutumia lugha ya adabu
 - d) Kuzungumza kwa ukakamavu
 - e) Kutomkata kalima mzungumzaji
 - f) Kujibu wakati ufaao
4. nini, nani, lini, wapi
5. hisi
6. ritifaa
7. Tathmini sentensi
8. Tathmini sentensi
9. kiwakilishi cha nafsi, kiwakilishi kionyeshi
10. Tathmini sentensi

A. Kusikiliza na Kuzungumza

- 1) Kupigia mstari sauti
gamu, ghamu
gali, ghali
gulamu, ghulamu
gani, ghani
gashi, ghashi
- 2) Tathmini matamshi
- 3) Hakiki sentensi

B. Kusoma

- 1 Tathmini mifano ya msamiati iliyosoma
- 2 Tathmini sentensi
- 3 Tathmini ujumbe ulioandikwa

C. Kuandika

- 1) Tathmini majibu
- 2) anwani ya mwandishi, tarehe, mtajo, maamkuzi na utangulizi, kiini cha kuandika barua (mwili), hitimisho, jina la anayeandika
- 3) Tathmini barua

D. Sarufi**(a) Viwakilishi vya sifa**

- 1) kubwa, tajiri, hodari, shujaa, kifupi
- 2) Kujaza nafasi
 - a. wazuri
 - b. mrefu
 - c. fupi
 - d. mashujaa
 - e. nyekundu
- 3) Tathmini sentensi

(b) Viwakilishi vya pekee

1. Kupigia mstari viwakilishi
 - a) Wanafunzi wenyewe wamefua zote.
 - b) Wengine wamejipusha na dawa za kulevya.
 - c) Wenye madhara mengi utazuilika tukidumisha usafi.
 - d) Usafi wa kibinafsi unafaa kudumishwa na yeyote.
 - e) Kwenyewe kuna miti mingi mno.

2. Kujaza nafasi
 - a. Mengine
 - b. Chochote
 - c. wote
 - d. Zenyewe
 - e. wenye

3. Tathmini sentensi

(c) Viwakilishi viulizi

1. Kutambua viwakilishi
gani, yupi, wangapi, mingapi, zipi
2. Kujaza nafasi
 - a) yupi/gani/wangapi
 - b) gani
 - c) yupi
 - d) mingapi
 - e) wangapi
3. Tathmini sentensi

MIZANI YA SURAYA PILI

1. Tathmini sentensi
2. gashi ghashi
gani ghani
3. Tathmini majibu kwa kurejelea matini iliyosomwa
4. kiwakilishi cha sifa, kiwakilishi cha pekee
5. Tathmini majibu k.v. gani, yupi, vingapi
6. Tathmini sentensi
7. Tathmini sentensi
8. anwani, tarehe, mtajo, utangulizi n.k.
9. Tathmini majibu
10. Tathmini barua

A. Kusikiliza na Kuzungumza

- Mighani ni hadithi za mashujaa au majagina wa jamii fulani ambazo huaminika kuwa zilitokea.
- Sifa za mighani ni:
 - huhusisha mashujaa wa jamii fulani.
 - wahusika hukabiliana na hali ngumu.
 - mhusika hukomboa jamii yake dhidi ya maadi.
 - huzungumzia matukio ya kihistoria.
 - mashujaa hupewa uwezo usio wa kawaida.
- Vipengele vya uwasilishaji
 - Kutumia lugha kulingana na hadhira
 - Kuihusisha hadhira kwa kutumia maswali ya balagha
 - Kuzingatia mtiririko unaofaa
 - Kutumia mbinu za lugha ili kuipamba lugha
 - Kutumia ishara za uso na mikono ili kuichangamsha hadhira
- Tathmini usimulizi

B. Kusoma

- Tamthilia ni utungo uliogawanywa katika maonyesho na huwasilisha ujumbe kwa njia ya mazungumzo.
- Tathmini majina ya tamthilia k.v. Maisha Mapya na Wema Hauzi
- Sifa za tamthilia
 - huwasilishwa kwa njia ya mazungumzo.
 - imegawanywa katika maonyesho.
 - huweza kuigizwa jukwaani.

C. Kuandika

Tathmini insha ya mwanafunzi

D. Sarufi

a) Viwakilishi vimilikishi

- Kuchagua viwakilishi

C	H	A	N	G	U	A	Y	A	Y
T	E	M	A	A	N	E	E	E	A
K	I	O	O	R	G	E	N	A	M
W	A	K	O	I	A	U	A	U	M
C	H	U	N	G	U	T	A	F	U
C	H	O	M	B	O	E	K	A	L
H	U	Y	U	O	A	Z	U	T	A
Z	A	O	W	E	W	E	H	U	O

- Kujaza nafasi wetu, chetu, wao, lake, wangu

- Tathmini sentensi

b) Viwakilishi visisitizi

- Kupigia mstari viwakilishi visisitizi kwenye sentensi zifuatazo.
 - Kicho hicho kitaliwa na wanafunzi.
 - Aliyenusurika kutokana na dhiki nyingi ni yuyu huyu.
 - Wanafunzi wawa hawa wamewasili, wao hao bado wanafanya mazoezi.
 - Kalamu zile zile ni zangu, zizo hizo ni za walimu.
 - Mumo humo ndimo walimoingia.
- Tathmini sentensi

MIZANI YA SURA YA TATU

- Mighani ni hadithi za mashujaa au majagina wa jamii fulani ambazo huaminika kuwa zilitokea.
- Sifa za mighani kama vile:
 - huhusisha mashujaa wa jamii fulani.
 - wahusika hukabiliana na hali ngumu.
 - mhusika hukomboa jamii yake dhidi ya maadi.
 - huzungumzia matukio ya kihistoria.
 - mashujaa hupewa uwezo usio wa kawaida.
- Vipengele vya uwasilishaji
 - Kutumia lugha kulingana na hadhira
 - Kuihusisha hadhira kwa kutumia maswali ya balagha
 - Kuzingatia mtiririko unaofaa
 - Kutumia mbinu za lugha ili kuipamba lugha
 - Kutumia ishara za uso na mikono ili kuichangamsha hadhira
- Mifano ya mighani ni kama vile Luanda Magere, Fumo Liyongo n.k.
- Tamthilia utungo uliogawanywa katika maonyesho na huwasilisha ujumbe kwa njia ya mazungumzo.
- Sifa za tamthilia
 - huwasilishwa kwa njia ya mazungumzo.
 - imegawanywa katika maonyesho.
 - huweza kuigizwa jukwaani.
- Tathmini majina ya tamthilia k.v. Natala, Kilio cha Haki, Amezidi, Maisha Mapya na Wema Hauzi
- kiwakilishi kimilishi, kiwakilishi kisisitizi
- Tathmini sentensi
- Tathmini insha

A. Kusikiliza na Kuzungumza

1. Visasili ni hadithi zinazoeleza asili ya matukio fulani katika jamii kama vile kifo, jua, lugha, zilizala na kiangazi.
2. Sifa za visasili
 - a) hurithishwa kizazi hadi kingine.
 - b) wahusika huweza kuwa binadamu, wanyama, miti na kadhalika.
 - c) husimulia asili ya hali au matukio katika jamii.
 - d) huwa na misingi ya kihistoria.
 - e) huaminika na wanajamii kuwa vya kweli.
3. Vipengele vya kimsingi vya uwasilishaji wa visasili ni kama vile:
 - a) ujumbe
 - b) wahusika
 - c) mbinu za lugha
 - d) mandhari
 - e) mtiririko
4. Tathmini uwasilishaji

B. Kusoma

Tathmini usomaji kwa kuzingatia kanuni za kusoma kwa ufasaha.

C. Kuandika

1. Tathmini mifano iliyoandikwa
2. Hakiki insha ya mwanafunzi

D. Sarufi**a) Hali ya mazoea**

1. Hali ya mazoea huonyesha mambo ambayo hufanyika mara kwa mara.
2. Tathmini sentensi

b) Hali timilifu

1. Hali timilifu huonyesha jambo lililofanyika muda mfupi uliopita.
2. Tathmini sentensi

MIZANIYA SURAYA NNE

1. Visasili ni hadithi zinazoeleza asili ya matukio fulani katika jamii kama vile kifo, jua, lugha, zilizala na kiangazi.
2. Sifa za visasili ni kama vile
 - a) hurithishwa kizazi hadi kingine.
 - b) wahusika huweza kuwa binadamu, wanyama, miti na kadhalika.
 - c) husimulia asili ya hali au matukio katika jamii.
 - d) huwa na misingi ya kihistoria.
 - e) huaminika na wanajamii kuwa vya kweli.
3. Vipengele vya kimsingi vya uwasilishaji wa visasili ni kama vile:
 - a) ujumbe
 - b) wahusika
 - c) mbinu za lugha
 - d) mandhari
 - e) mtiririko
4. Tathmini majibu kama vile 'kwa nini paka huwala panya', 'kwa nini jua huchomoza upande wa mashariki na kuzama magharibi'
5. Kusoma kwa matamshi bora, Kusoma kwa kasi inayofaa, Kusoma kwa sauti inayofaa, Kutumia ishara zinazofaa
6. a) Hali ya mazoea - huonyesha mambo ambayo hufanyika mara kwa mara
b) Hali timilifu - huonyesha jambo lililofanyika muda mfupi uliopita
7. Tathmini sentensi
8. Tathmini mbinu zilizoandikwa kama vile methali, chuku, tashbihi na sitiari.
9. Tathmini mifano ya mbinu
10. Tathmini insha

A. Kusikiliza na Kuzungumza

1. Maagizo ni maelekezo yatolewayo kwa mtu au watu wengine ili wafanye au wasifanye jambo fulani.
2. Usitupe taka hapo, Pitia nyuma ya mti huo, Kunywa maji kila baada ya kula
3. Huwa na lugha rahisi, Hutoka upande mmoja, Huwa ya moja kwa moja
4. Tathmini utoaji na uigizaji wa maagizo

B. Kusoma

- 1 Akina mama
- 2 Nyakati hizi
- 3 Tathmini majibu k.v. majukumu ya kijinsia
- 4 Katika Kijiji cha Ingusi
- 5 Kueleza maana za maneno
 - a. Kimaumbile - hali ya asili au ya umbo la kiumbe
 - b. Kuwanyonyesha - kuwapa watoto maziwa ili wanyonye
 - c. Majukumu - wajibu, kazi inayofanywa na mtu/watu
 - d. Wanawake - mtu wa jinsia ya kike
 - e. Kuwachunga - kuwapeleka mifugo malishoni

C. Kuandika

1. Insha ya maelekezo hutoa mwongozo wa kutekeleza jambo fulani.
2. Sifa za insha ya maelekezo
 - a) Kichwa huandikwa kwa herufi kubwa na kupigiwa mstari
 - b) Hutoa habari sahihi
 - c) Huwa na mpangilio wa maelekezo wenye mantiki
 - d) Hutumia lugha rahisi au sahili
 - e) Maelekezo hufuatana hatua kwa hatua tangu mwanzo hadi mwisho
 - f) Maelekezo huweza kuorodheshwa ili kuonyesha utaratibu unaofaa
3. Tathmini insha ya mwanafunzi

D. Sarufi**a) Wakati uliopita hali timilifu**

1. Wakati uliopita hali timilifu huonyesha jambo lililokuwa limekamilika kufanyika.
2. Kupigia mstari viambishi
 - a) Ng'ombe alikuwa amelala chini ya mti.

- b) Shangazi alikuwa ameanzisha kilimobiashara.
 - c) Waakazi walikuwa wameacha mila potovu.
 - d) Wanafunzi walikuwa wamethamini jinsia zote.
 - e) Unyanyasaji wa kijinsia ulikuwa umekomesha.
3. Tathmini sentensi
 4. Tathmini kifungu
- b) Wakati ujao hali timilifu**
1. Wakati uliopita hali timilifu huonyesha jambo lililokuwa limekamilika kufanyika.
 2. Kupigia mstari viambishi
 - a) Ufisadi utakuwa umeisha kufikia mwaka ujao.
 - b) Uzalendo utakuwa umeongezeka nchini kabla ya uchaguzi.
 - c) Nitakuwa nimelala utakapofika.
 - d) Yeye atakuwa amekula mboga na matunda.
 - e) Watoto watakuwa wamenawa kabla ya kula.
 3. Tathmini kifungu
 4. Tathmini sentensi

MIZANI YA SURA YA TANO

1. Maagizo ni maelekezo yatolewayo kwa mtu au watu wengine ili wafanye au wasifanye jambo fulani.
2. Fungua mlango, Usitembee usiku
3. Huwa na lugha rahisi, Hutoka upande mmoja, Huwa ya moja kwa moja
4. nini(ujumbe), nani(wahusika), wapi(mandhari), lini
5. Tathmini majibu
6. a) Wakati uliopita hali timilifu huonyesha jambo lililokuwa limekamilika kufanyika.
b) Wakati ujao hali timilifu huonyesha jambo litakalokamilika kufanyika.
7. Viambishi vya wakati na hali
 - a) Alikuwa amemkama mbuzi wake.
 - b) Nitakuwa nimeenda Mombasa.
8. Tathmini sentensi
9. Kichwa huandikwa kwa herufi kubwa na kupigiwa mstari, Hutoa habari sahihi, Huwa na mpangilio wa maelekezo wenye mantiki, Hutumia lugha rahisi au sahili, Maelekezo hufuatana hatua kwa hatua tangu mwanzo hadi mwisho, Maelekezo huweza kuorodheshwa ili kuonyesha utaratibu unaofaa
10. Tathmini insha

A. Kusikiliza na Kuzungumza

1. Usalama nyumbani; Tathmini majibu mengine
2. Unahusiana na matukio ya kawaida ya usalama wa nyumbani; Tathmini majibu mengine
3. Tathmini majibu ya mwanafunzi

B. Kusoma**a. Maudhui**

1. Maudhui ni ujumbe mkuu au habari kuu inayozungumziwa katika kazi ya fasihi.
2. Tathmini majibu kwa kurejelea tamthilia iliyosomwa
3. Tathmini maelezo ya mwanafunzi

b. Dhamira

1. Dhamira ni lengo au nia ya mwandishi wa kazi yoyote ya fasihi.
2. Tathmini majibu kwa kurejelea tamthilia iliyosomwa
3. Tathmini maelezo ya mwanafunzi

C. Kuandika

1. Tathmini insha ya mwanafunzi
2. Tathmini insha ya mwanafunzi

D. Sarufi**a) Vivumishi vya sifa**

1. Tathmini majibu k.v. mzuri, mwema, shujaa, kibaya n.k.
2. Kujaza nafasi
 - a. safi
 - b. kipya
 - c. mweupe
 - d. kitamu
 - e. waaminifu, nzuri
3. Tathmini sentensi

b) Vivumishi viashiria

1. Kupigia mstari vivumishi viashiria
 - a. huyu, yule
 - b. huu
 - c. huo
 - d. haya, wale
 - e. kile
2. Tathmini sentensi

MIZANIYA SURYA SITA

1. Tathmini ujumbe kwa kurejelea matini iliyosomwa
2. Tathmini majibu
3. Maudhui ni ujumbe mkuu au habari kuu inayozungumziwa katika kazi ya fasihi.
4. Tathmini majibu kwa kurejelea tamthilia iliyosomwa
5. Dhamira ni lengo au nia ya mwandishi wa kazi yoyote ya fasihi.
6. Tathmini majibu kwa kurejelea tamthilia iliyosomwa
7. Vivumishi vya sifa k.v. -zuri, -eupe, -eusi, -bovu
8. Tathmini sentensi
9. Vivumishi viashiria
10. Tathmini sentensi
11. Kivumishi cha sifa, Kivumishi cha sifa
12. yule, huo
13. Tathmini sentensi
14. Tathmini sentensi
15. Insha ya mdokezo ni insha ambayo mwanafunzi hupewa mwanzo au mwisho wa insha. Yeye huhitajika kuendeleza insha aliyopewa mwanzo wake au kumaliza insha kwa kutumia maneno aliyopewa.
16. Insha ya mdokezo huwa za aina zifuatazo
 - a) ya kuanzia
 - b) ya kumaliza
17. Vipengele vya insha ya mdokezo ni kama vile:
 - a) kubuni inwani inayooana na kisa
 - b) kuandika kisa kinachoelekezwa na maneno uliyopewa
 - c) kutumia lugha ifaayo
 - d) kuzingatia muundo ufaao
18. Tathmini insha
19. Tathmini insha ya mwanafunzi

A. Kusikiliza na Kuzungumza

1. Usikilizaji husishi ni kupokea maneno yanayotamkwa na msemaji huku ukishiriki au ukihusika ili kuonyesha umakini wako.
2. Vipengele vya kuzingatia katika usikilizaji husishi ni kama vile:
 - a) kusikiliza kwa makini
 - b) kutomhukumu mzungumzaji
 - c) kutodakia mazungumzo
 - d) kutumia ishara zinazoweza kumhimiza mzungumzaji
3. Tathmini mazungumzo

B. Kusoma

1. Ufupisho ni kueleza ujumbe wa habari kwa maneno machache.
2. Vipengele vya kuzingatia
 - a) Taja habari kuu za kila aya katika habari hiyo.
 - b) Andika habari kuu za kila aya kwa sentensi moja.
 - c) Panga sentensi hizo jinsi zilivyofuatana katika habari.
 - d) Unda aya moja kwa kuunganisha sentensi hizo ukitumia viunganishi na viakifishi vinavyofaa.
3. Tathmini ufupisho iwapo umezingatia vipengele vinavyofaa.

C. Kuandika

Tathmini insha

D. Sarufi**a) Vivumishi vimilikishi**

1. Vivumishi vimilikishi k.v. -angu, -ako, -ake
2. Kujaza nafasi
 - a. wangu
 - b. wake
 - c. yao
 - d. wetu
 - e. yao
3. Tathmini sentensi

b) Vivumishi vya idadi

1. Vivumishi vya idadi k.v. mmoja, wengi, kadhaa
2. Kuzaja nafasi

- a. wengi
 - b. wachache
 - c. kumi na viwili
 - d. miwili
 - e. kadhaa
3. Tathmini sentensi

MIZANIYA SURAYA SABA

1. Usikilizaji husishi ni kupokea maneno yanayotamkwa na msemaji huku ukishiriki au ukihusika ili kuonyesha umakini wako.
2. Vipengele vya kuzingatia katika usikilizaji husishi ni k.v. kusikiliza kwa makini, kutomhukumu mzungumzaji, kutodakia mazungumzo, kutumia ishara zinazoweza kumhimiza mzungumzaji
3. Ufupisho ni kueleza ujumbe wa habari fulani kwa kutumia lugha ya mkato.
4. kutaja habari kuu za kila aya katika habari hiyo, kuandika habari kuu za kila aya kwa sentensi moja, kupanga sentensi hizo jinsi zilivyofuatana katika habari, kuunda aya moja kwa kuunganisha sentensi hizo ukitumia viunganishi na viakifishi vinavyofaa.
5. vivumishi vimilikishi
6. Tathmini sentensi
7. Vivumishi vya idadi k.v. moja, kumi, wachache, nyingi
8. Tathmini sentensi
9. Tamathali za lugha k.v. tashbihi, chuku, tashihisi
10. Tathmini mifano kwa kurejelea tamathali zilizoandikwa
11. Hujenga sifa za wahusika, hujenga mandhari, huleta ufananisho k.v. tashibihi na sitiari
12. Tathmini insha

A. Kusikiliza na Kuzungumza

1. Uzungumzaji wa papo kwa papo ni mazungumzo ambayo hutolewa mbele ya hadhira bila kufanya mipangilio au maandalizi ya awali.
2. Vipengele vya kuzingatia katika uzungumzaji wa papo kwa papo ni k. v. ukakamavu, ujumbe unaolenga hadhira husika, ubunifu, utumiaji wa sauti ya chini, upangaji wa hoja, utumiaji wa lugha ya kawaida, utumiaji wa ishara, utumiaji wa sauti ifaayo
3. Tathmini kazi ya mwanafunzi

B. Kusoma**a) Mandhari**

1. Mandhari ni mazingira ambamo matukio hufanyika katika kazi ya fasihi.
2. Tathmini majibu kwa kurejelea tamthilia husika
3. Umuhimu wa mandhari k.v.
 - a) Husaidia katika uteuzi wa lugha ya kutumia
 - b) Husaidia kutimiza dhamira ya mwandishi
 - c) Humdhihirishia msomaji picha halisi ya hali
 - d) Huwajenga wahusika na tabia zao

b) Ploti

1. Ploti ni jinsi matukio yanavyofuatana katika fasihi. Ni mtiririko wa matukio.
2. Tathmini maelezo kwa kurejelea tamthilia iliyosomwa
3. Umuhimu wa ploti k.v.
 - a) Humchorea msomaji picha ya matukio
 - b) Husaidia katika kuwasilisha ujumbe
 - c) Hudhihirisha sifa za wahusika
 - d) Hutoa uhalisia wa kazi ya fasihi
 - e) Humwezesha msomaji kufuatilia kazi ya fasihi kwa urahisi

C. Kuandika**a) Alama ya mtajo**

1. “ ”
2. Matumizi ya mtajo k.v. kutajia maneno ya lugha ngeni katika matini, kunukuu maneno ya usemi halisi, kutajia majina ya filamu na vipindi
3. Tathmini sentensi

b) Alama ya mshazari

1. mshazari
2. Tathmini sentensi

D. Sarufi**a) Ngeli ya I-ZI**

1. kamba, chupa, njia, karai, kalamu, ndizi, ndoo
2. Kupigia mstari viambishi vipatanishi
 - a) Ngazi imewekwa katika ghala.
 - b) Bendera yetu inatukumbusha kuhusu uhuru wetu.
 - c) Nchi hii ina wazalendo wengi.
 - d) Ngoma ilichezewa mtalii huyo.
 - e) Ngozi iliyonunuliwa ni ya kutengenezea viatu.
3. Kuandika katika wingi na kupigia mstari viambishi
 - a) Ngazi zimewekwa katika maghala.
 - b) Bendera zetu zinatukumbusha kuhusu uhuru wetu.
 - c) Nchi hizi zina wazalendo wengi.
 - d) Ngoma zilichezewa watalii hao.
 - e) Ngozi zilionunuliwa ni za kutengenezea viatu.
4. Tathmini sentensi

b) Ngeli ya I-I

1. hasira, hofu, asali, samli, pombe, miwani, mirathi
2. Tathmini sentensi
3. Tathmini viambishi

MIZANI YA SURAYA NANE

1. Uzungumzaji wa papo kwa papo ni mazungumzo ambayo hutolewa mbele ya hadhira bila kufanya mipangilio au maandalizi ya awali.
2. Vipengele vya kuzingatia katika uzungumzaji wa papo kwa papo ni k. v. ukakamavu, ujumbe unaolenga hadhira husika, ubunifu, utumiaji wa sauti ya chini, upangaji wa hoja, utumiaji wa lugha ya kawaida, utumiaji wa ishara, utumiaji wa sauti ifaayo
3. Tathmini uzungumzaji wa wanafunzi
4. Mandhari ni mazingira ambamo matukio hufanyika katika kazi ya fasihi.
5. Tathmini majibu kwa kurejelea tamthilia husika
6. Umuhimu wa mandhari k.v. husaidia katika uteuzi wa lugha ya kutumia, husaidia kutimiza dhamira ya mwandishi, humdhihirishia msomaji picha halisi ya hali, huwajenga wahusika na tabia zao
7. Ploti ni jinsi matukio yanavyofuatana katika fasihi. Ni mtiririko wa matukio.

8. Tathmini maelezo kwa kurejelea tamthilia iliyosomwa
9. Umuhimu wa ploti k.v. humchorea msomaji picha ya matukio, husaidia katika kuwasilisha ujumbe, hudhihirisha sifa za wahusika, hutoa uhalisia wa kazi ya fasihi, humwezesha msomaji kufuatilia kazi ya fasihi kwa urahisi
10. (a) Alama ya mtajo, (b) Alama ya mshazari
11. Tathmini sentensi
12. Sahani hizi zilinunuliwa jana.
13. Sahani hizi zilinunuliwa jana.
14. Miwani iliyonunuliwa na kijana huyo inapendeza.
15. Miwani iliyonunuliwa na kijana huyo inapendeza.
16. kutajia maneno ya lugha geni katika matini, kunukuu maneno ya usemi halisi, kutajia majina ya filamu na vipindi
17. kuchukua nafasi ya 'au', kuonyesha akisami, kuandika tarehe, kuonyesha visawe
18. Tathmini nomino k.v. meza, karatasi, dawa n.k.
19. Tathmini nomino k.v. mvua, chai, soda n.k.
20. (a) Kahawa (Ngeli ya I-I), (b) huzuni (Ngeli ya I-I), (c) dawa (Ngeli ya I-ZI), (d) pua (Ngeli ya I-ZI)

9.0

MAJUKUMUYA MNUNUZI

A. Kusikiliza na Kuzungumza

1. Kupigia mstari sauti **k** na **gh**
 - a) kala ghala
 - b) kazi ghazi
 - c) kila ghila
 - d) kafi ghafi
 - e) kali ghali
2. Tathmini utamkaji
3. Tathmini vitanzandimi

B. Kusoma

- 1 wanunuzi, wauzaji
- 2 Tathmini ujumbe kama vile majukumu ya mnunuzi, jinsi ya kununua bidhaa n.k.
- 3 mchana, usiku, wakati wowote
- 4 dukani, mahali popote
- 5 mnunuzi hatanunua bidhaa au huduma hizo
- 6 Kueleza maana za maneno
 - a. kipaumbele - jambo muhimu
 - b. bajeti - makadirio ya mapato na matumizi
 - c. kukata shauri - kufanya uamuzi/kuamua
 - d. mnunuzi - mtu anayenunua bidhaa au huduma
 - e. piga bei - elewana kuhusu bei ya bidhaa au huduma
- 7 Tathmini majibu k.v. kuandaa bajeti kabla ya kuenda kununua chochote

C. Kuandika

Tathmini insha ya mwanafunzi

D. Sarufi

a) Ngeli ya U-U

1. moshi, uchafu, wasiwasi, ugoro, werevu, wivu
2. Kupigia mstari viambishi
 - a) Waasa huu utatumika kufanyia mazoezi.
 - b) Ulafi ulimsababishia fisi huyo madhara.
 - c) Upendo katika nchi hii unaleta faida.
 - d) Ugimbi ulimletea ugonjwa wa figo.

- e) Wasia uliosomwa ulieleza kuhusu urithi.
3. Kuandika wingi wa sentensi na kupigia mstari viambishi
 - a) Waasa huu utatumika kufanyia mazoezi.
 - b) Ulafi uliwasababishia fisi hao madhara.
 - c) Upendo katika nchi hizi unaleta faida.
 - d) Ugimbi uliwaleta magonjwa ya figo.
 - e) Wasia uliosomwa ulieleza kuhusu urithi.

b) Ngeli ya U-YA

1. maonevu, mawano, matete, maweke
2. uonevu, uwiano, utete, uwele
3. Tathmini kifungu
4. Tathmini viambishi kwenye sentensi za kifungu

MIZANIYA SURAYA TISA

1. Kupi Tathmini majibu
2. Tathmini usomaji
3. Tathmini kitanzandimi
4. ujumbe, mandhari, wahusika, wakati
5. uji: U-U, uovu: U-YA, umaskini: U-U, ugonjwa: U-YA
6. Tathmini sentensi
7. a) Malezi hayo yaliwasaidia.
b) Upishi wao ulizingatia sheria bora.
8. Kuandika sentensi katika wingi.
 - a. Uji wa watoto una maziwa.
 - b. Unga wa mtama umenunuliwa.
 - c. Uchoyo umeachwa na vijana hao.
 - d. Mabua yaliangushwa na upepo mkali.
 - e. Magonjwa hayo yalisababishwa na uchafu.
 - f. Mapishi yetu yaliwapendeza wageni.
9. mada, utangulizi, kati, hitimisho
10. kila wazo kuu kuwa katika aya yake, kutoa maelezo toshelevu kwa kila hoja kuu katika aya yake, kuepuka urudiaji wa hoja katika aya, kuepuka uchanganyaji wa hoja katika aya
11. Tathmini insha

A. Kusikiliza na Kuzungumza**a) Hurafa**

1. Hurafa ni hadithi ambayo wahusika wake huwa wanyama.
2. Vipengele vya uwasilishaji wa hurafa ni k.v. kiini cha hadithi, kiwango cha lugha, mpangilio wa matukio, sauti ifaayo, ishara za mwili
3. Tathmini usimulizi

b) Hekaya

1. Hekaya ni hadithi ambayo mhusika mmoja hudhihirika kuwa mjanja. Mhusika huyo hutumia ujanja wake kujifaidi kutoka kwa mhusika mwingine ambaye huwa mpumbavu.
2. Vipengele vya uwasilishaji wa hekaya ni kama vile: kiini cha hadithi, kiwango cha lugha, mpangilio wa matukio, sauti ifaayo, ishara za mwili
3. Tathmini uwasilishaji

B. Kusoma

1. Tathmini jina la tamthilia
2. Tathmini majina ya wahusika
3. Tathmini sifa za wahusika
4. Tathmini mafunzo

C. Kuandika

Tathmini barua ya mwanafunzi

D. Sarufi

- a) Vinyume vya vitenzi
 1. Kinyume cha maneno ni maneno yanayokinzana na maneno yaliyotajwa.
 2. Kujaza nafasi
 - a. walitoka
 - b. alikunjua
 - c. Mfungue
 - d. Niliamka
 - e. tunachukia
 3. Tathmini sentensi
- b) Vinyume vya vielezi
 1. Kinyume cha maneno ni maneno yanayokinzana na maneno yaliyotajwa.
 2. Kuandika sentensi upya
 - a. Ndama alipofunguliwa, alitembea haraka hadi zizini.

- b. Waziri aliongea sana/mno kuhusu jinsi ya kudhibiti msongo wa mawazo.
- c. Hata nikiwa nimekasirika, mimi huongea kwa furaha.
- d. Miti hiyo itapandwa mbali na mlima.
- e. Sungura wake wanachezacheza nje ya kibanda.
3. Tathmini sentensi

MIZANIYA SURAYA KUMI

1. Hurafa ni hadithi ambayo wahusika wake huwa wanyama.
2. Hekaya ni hadithi ambayo mhusika mmoja hudhihirika kuwa mjanja. Mhusika huyo hutumia ujanja wake kujifaidi kutoka kwa mhusika mwingine ambaye huwa mpumbavu.
3. Vipengele vya uwasilishaji wa hekaya na hurafa ni kama vile kiini cha hadithi, kiwango cha lugha, mpangilio wa matukio, sauti ifaayo, ishara za mwili
4. Tamthilia
 - a) Tathmini jina la tamthilia
 - b) Tathmini majina ya wahusika
 - c) Tathmini sifa za wahusika
 - d) Tathmini mafunzo
5. Kinyume
 - a) Kinyume cha maneno ni maneno yanayokinzana na maneno yaliyotajwa.
 - b) lala – amka, keti – simama
6. a) polepole – haraka b) asubuhi – jioni
7. Tathmini sentensi
8. Anwani ya mwandishi, Tarehe, Anwani ya mwandikiwa, Mtajo, Mada, Mwili, Hitimisho, Jina la mwandishi na sahihi
9. Lugha huwa rasmi na inayoeleweka kwa urahisi.
10. Tathmini insha ya mwanafunzi

A. Kusikiliza na Kuzungumza

1. Kuzungumza kwa kutumia vidokezo ni kutoa mazungumzo kwa kuelekezwa na hoja muhimu zilizo rodheshwa.
2. Mazungumzo kwa kutumia vidokezo huweza kutumika katika miktadha ifuatayo.
 - a) Unapozungumzia wenzako shuleni kuhusu haki za watoto
 - b) Ukiwa mzungumzaji maalum katika kongamano
 - c) Unapomtambulisha mgeni wa heshima katika hafla fulani
 - d) Ukiwa mzungumzaji katika semina
 - e) Unapozungumza na wanakijiji kuhusu unyanyasaji wa kijinsia
3. Vipengele vya kuzingatia katika kuzungumza kwa kutumia vidokezo ni kama vile kubainisha kiini cha mazungumzo, mpangilio wa mawazo wenye mantiki, kutosoma vidokezo, kutazama vidokezo kwa ufupi tu, kufanya mazoezi kabla ya kuzungumza, kuweka vidokezo juu ya meza wakati wa kuzungumza
4. Tathmini vidokezo vilivyoandaliwa
5. Tathmini uwasilishaji

B. Kusoma

1. Hakikisha kuwa matini imechaguliwa na kusomwa
2. Tathmini maana na matumizi ya msamiati uliochaguliwa
3. Tathmini ujumbe ulioandikwa

C. Kuandika

1. Vipengele vya insha ya maelezo ni k.v. Mada, Utangulizi, Mwili, Hitimisho
2. Tathmini insha

D. Sarufi**a) Kauli ya kutendeka**

1. Kutambua vitenzi katika kauli ya kutendeka
 - a. kikapambika
 - b. akaumbika
 - c. imeimarika
 - d. inasikika
 - e. linaendesheka

2. Kunyambua vitenzi chomeka, pendeka, andikika, choreka, failika
3. Tathmini sentensi

b) Kauli ya kutendewa

1. Kutambua vitenzi katika kauli ya kutendewa: hupelekewa, hupikiwa, huimbiwa, wanapokaririwa
2. Kunyambua vitenzi
 - a. somewa
 - b. pikiwa
 - c. andikiwa
 - d. paliliwa
 - e. tembelewa
3. Tathmini sentensi

c) Kauli ya kutendatenda

1. Kutambua vitenzi katika kauli ya kutendatenda: kutembeatembea, waliokotaokota, waliochekacheka, niliangaliaangalia, walipaapaa, alipulizapuliza
2. Kunyambua vitenzi
 - a. somasoma
 - b. pikapika
 - c. andikaandika
 - d. paliliapalilia
 - e. lalalala
3. Tathmini sentensi

MIZANI YA SURAYA KUMI NA MOJA

1. Kuzungumza kwa kutumia vidokezo ni kutoa mazungumzo kwa kuelekezwa na hoja muhimu zilizo rodheshwa.
2. Umuhimu wa kuzungumza kwa kutumia vidokezo
 - a) humsaidia msemaji ili asisahau hoja yoyote
 - b) humwezesha mzungumzaji kuwa na mpangilio anapozungumza
 - c) humwepushia msemaji kusahau hoja muhimu
 - d) humwezesha msemaji kutiririsha mazungumzo yake bila kusitasita
3. Miktadha ya mazungumzo kwa kutumia vidokezo
 - a. Unapozungumzia wenzako shuleni kuhusu haki za watoto
 - b. Ukiwa mzungumzaji maalum katika kongamano

- c. Unapomtambulisha mgeni wa heshima katika hafla fulani
- d. Ukiwa mzungumzaji katika semina
- e. Unapozungumza na wanakijiji kuhusu unyanyasaji wa kijinsia
4. Kusoma matini
- a) Tathmini uteuzi na usomaji wa matini
- b) Tathmini majibu
- c) Tathmini msamiati ulioandikwa na maana zake
5. Kujaza jedwali
- | | Kutendeka | Kutendewa | Kutendatenda |
|----|-----------------|-----------------|-----------------|
| a) | <u>andikika</u> | <u>andikiwa</u> | andikaandika |
| b) | <u>fulika</u> | <u>fuliwa</u> | <u>fuafua</u> |
| c) | <u>someka</u> | somewa | <u>somasoma</u> |
6. Kunyambua vitenzi katika kauli ya kutendeka
- a) imba - imbika

- b) ruka - rukika
- c) choma - chomeka
7. Kunyambua vitenzi katika kauli ya kutendewa
- a) nyoa - nyolewa
- b) fua - fuliwa
- c) chukua - chukuliwa
8. Kunyambua vitenzi katika kauli ya kutendatenda
- a) tambua - tambuatambua
- b) anika - anikaanika
- c) uliza - ulizauliza
9. Tathmini vitenzi katika kauli ya kutendeka, kutendewa, kutendatenda
10. Tathmini sentensi
11. Tathmini sentensi
12. Tathmini sentensi
13. Mada, Utangulizi, Mwili, Hitimisho
14. Tathmini insha ya mwanafunzi

12.0 MAGONJWA YASIYOAMBUKIZWA

A. Kusikiliza na Kuzungumza

1. Tathmini majibu kama vile afya ya figo, magonjwa ya figo n.k.
2. Tathmini maelezo ya maana za maneno k.v.
- (a) figo - kiungo cha mwili ambacho husafisha damu
- (b) tutunze - angalia kitu kisiharibike
- (c) kisukari - ugonjwa unaoletwa na kuzidi au kupungua kwa sukari kuliko kiwango kinachofaa
- (d) shinikizo la damu - nguvu inayosukuma damu mwilini na huwa na tatizo ikiwa juu sana au chini sana
- (e) afya - nguvu au hali nzuri ya mwili

B. Kusoma

Tathmini usomaji wa mwanafunzi ukizingatia vipengele mwafaka vya kusoma kwa ufasaha.

C. Kuandika

1. Hotuba ya kutoa ufafanuzi ni hotuba ambayo hutoa maelezo ya kina kuhusu jambo fulani.
2. Tathmini insha ya mwanafunzi

D. Sarufi

1. Sentensi changamano ni sentensi zinazotumia kirejeshi kama vile amba- au -o-.

2. Kuchagua sentensi changamano
- Magonjwa huwa na madhara sana maishani. Watu ambao huugua hawawezi wakafurahia maisha. Wao hushindwa kufurahi kwa sababu magonjwa huleta maumivu. Vilevile, mgonjwa hawezi akafanya kazi vizuri. Magonjwa yamegawanywa katika makundi mawili. Magonjwa yanayoweza kusambaa kutoka kwa mtu mmoja hadi mwingine ni magonjwa ambukizi. Magonjwa ambayo hayawezi yakatoka kwa mtu mmoja hadi mwingine ni magonjwa yasiyoambukizwa. Watu ambao huishi bila kujali huweza kujipata na magonjwa yasiyoambukizwa. Hata hivyo, mengine hutokana na ukoo. Ni vyema kufanyiwa uchunguzi wa kimatibu ili kubaini hali yako ya afya. Wale wanaofanyiwa uchunguzi huweza kudhibiti maradhi kabla ya kuwaletea matatizo mengi.
3. Watu ambao huugua hawawezi wakafurahia maisha.
- Magonjwa yanayoweza kusambaa kutoka kwa mtu mmoja hadi mwingine ni magonjwa ambukizi.
- Magonjwa ambayo hayawezi yakatoka kwa mtu mmoja hadi mwingine ni magonjwa yasiyoambukizwa.

Watu ambao huishi bila kujali huweza kujipata na magonjwa yasiyoambukizwa.
Wale wanaofanyiwa uchunguzi huweza kudhibiti maradhi kabla ya kuwaletea matatizo mengi.

4. Tathmini sentensi

MIZANI YA SURAYA KUMI NA MBILI

1. Kusoma makala kwa ufasaha huzingatia vipengele vifuatavyo.
 - a) matamshi bora
 - b) kasi ifaayo
 - c) sauti ifaayo
 - d) ishara zifaazo
2. Kusoma kwa sauti ifaayo kunahusu kusoma kwa sauti inayosikika na kiimbo kinachofaa.
3. Kiimbo ni kupanda na kushuka kwa mawimbi ya sauti katika usomaji.

4. Ishara za uso, ishara za mikono, ishara za mwili n.k.
5. Sentensi changamano ni sentensi zinazotumia kirejeshi.
6. Kuchagua sentensi changamano
 - c) Kijana ambaye ni mwadilifu amepewa tuzo.
 - d) Matunda yaliyooshwa vizuri yamepelekewa wageni.
 - f) Kizimba ambacho kimejengwa ni cha kuku wangu.
7. Tathmini sentensi
8. Hotuba ya kutoa ufafanuzi ni hotuba ambayo hutoa maelezo ya kina kuhusu jambo fulani.
9. Lugha nyepesi inayooleweka
10. Ujumbe unaolenga kinachotolewa ufafanuzi.
11. Mada, Utangulizi, Mwili, Hitimisho

13.0

HESHIMA KWA TAMADUNI ZA WENGINE

A. Kusikiliza na Kuzungumza

1. Tathmini majibu
2. Tathmini majina ya wahusika
3. Tathmini majibu
4. Tathmini majibu
5. Tathmini hadithi iliyotungwa. Tathmini utambaji

B. Kusoma

1. Tathmini mbinu za lugha na mifano yake
2. Faida za kutumia mbinu za lugha ni k.v. hurahisisha katika uwasilishaji wa ujumbe, hutumika kuipamba lugha, huleta heshima katika uzungumzaji, hutumika kutimiza dhamira ya mwandishi, huchora picha ya hali na mahali n.k

C. Kuandika

1. Mada, Mwili, Hitimisho
2. Tathmini insha

D. Sarufi

a) Ukanushaji wa hali ya mazoea

1. Ukanushaji ni hali ya kukataa kitendo fulani.
2. Kutambua sentensi katika hali ya mazoea
 - a) Kalume hulipa ushuru kila mara.
 - d) Wakazi hao hutumia majalala ipasavyo.
 - f) Fanaka husisitiza usawa wa kijinsia.

3. Kutambua sentensi zilizokanushwa katika hali ya mazoea
 - c) Yeye hatumii mali ya umma vibaya.
 - d) Kezo hali kwa mikono michafu.
 - f) Mimi silali kabla ya kupiga dua.
4. Tathmini sentensi
5. Tathmini ukanusho wa sentensi hizo
- b) Ukanushaji wa hali timilifu**
 1. Ukanushaji ni hali ya kukataa kitendo fulani.
 2. Kutambua sentensi katika hali timilifu
 - b) Mmewasili kwa wakati uliotarajiwa.
 - d) Wenye maadili wamepewa tuzo na mgeni wa heshima.
 - e) Amehamasisha jamii kuhusu lishe bora.
 - f) Majangili hao wametiwa mbaroni mara moja.
 - g) Nimempa jarida linalohusu magonjwa yasiyoambukizwa.
 3. Kutambua sentensi zilizokanushwa katika hali timilifu
 - a) Kadzo hajawachochea vijana hao.
 - d) Shangazi hajapanga kumwoza binti yake.
 - e) Majirani hawajasambaza ujumbe wa ukabila.
 - f) Dereva hajaendesha gari hilo kwa kasi isiyofaa.
 4. Tathmini sentensi
 5. Tathmini ukanusho wa sentensi

MIZANIYA SURYA KUMI NA TATU

1. Tathmini wahusika
2. Tathmini sifa za wahusika
3. Tathmini mafunzo yaliyoandikwa
4. Tathmini jina la tamthilia
5. Tathmini mbinu za lugha kwa kurejelea tamthilia iliyosomwa
6. hurahisisha katika uwasilishaji wa ujumbe, hutumika kuipamba lugha, huleta heshima katika uzungumzaji, hutumika kutimiza dhamira ya mwandishi, huchora picha ya hali na mahali

7. Ukanushaji ni kukataa au kukana kitendo fulani.
8. Kutambua hali
 - a) hali ya mazoea
 - b) hali timilifu
9. Kukanusha sentensi
 - a) Yohana (huwa) hatembezi kutoka kazini hadi nyumbani.
 - b) Hidaya hajayanywa maji safi.
10. Tathmini insha

14.0 KUWEKA AKIBA

A. Kusikiliza na Kuzungumza

1. Kutambua vipengele vya lugha k.v.
 - a) urudiaji - hakutaka..., Hakutaka..., Hakutaka.....
 - b) tashbihi - alikasirika kama mkizi
 - c) tanakali za sauti - akilia kwikwikwi
 - d) nahau - wale mumbi
 - e) methali - mchumia juani hulia kivulini
2. Umuhimu wa vipengele vya lugha k.v. huipamba lugha, humburudisha msikilizaji, humchorea msikilizaji taswira kamili, husaidia katika kuwasilisha ujumbe, huficha ukali wa maneno fulani
3. Tathmini usimulizi

B. Kusoma

1. Kueleza mambo katika hadithi
 - a) Wahusika - serikali, raia, mfanyakazi n.k.
 - b) Mandhari - nchini Kenya, mashambani, mijini n.k.
 - c) Wakati - kale hadi wakati huu
 - d) Ujumbe - kuweka akiba
2. Tathmini mifano ya msamiati mpya
3. Tathmini maelezo ya maana ya msamiti
4. Tathmini sentensi
5. Mitazamo miwili ilijitokeza:
 - i) Serikali inafaa kuhakikisha kuwa raia wanajiweka akiba
 - ii) Mtu binafsi ndiye anayefaa kujiweka akiba

C. Kuandika

Tathmini insha ya mwanafunzi

D. Sarufi

1. Kutambua nomino katika udogo
 - a) kijikono
 - b) kijibwa, kijuso
 - c) kijijiko
 - d) kijitanda
 - e) kijoka, kijitu
2. Kuambatanisha nomino za wastani na udogo

	Wastani	Udogo
a)	mtu	kijitu
b)	nyumba	kijumba
c)	meza	kijimeza
d)	jicho	kijijicho
e)	ngoma	kigoma

Kubadilisha nomino

- a) mwalimu - kijalimu
 - b) mkono - kijikono
 - c) ngamia - kigamia
 - d) jino - kijijino
 - e) kitambaa - kijitambaa
3. Tathmini sentensi
 4. Kujaza jedwali

	Wastani	Udogo
a)	<u>mtoto</u>	kitoto
b)	<u>mji</u>	<u>kijiji</u>
c)	<u>mbuzi</u>	<u>kibuzi</u>
d)	<u>uso</u>	kijuso
e)	<u>nyumba</u>	<u>kijumba</u>
f)	<u>mwana</u>	kijimwana
g)	<u>jicho</u>	kijijicho

h)	nyoka	<u>kijoka</u>
i)	kiatu	<u>kijiatu</u>
j)	<u>kikombe</u>	kijikombe

MIZANI YA SURAYA KUMI NA NNE

1. Vipengele vinavyotumika katika hadithi ni urudiaji, istiara, maswali ya balagha, tanakali za sauti, nahau, methali na tashbihi
2. Umuhimu wa kutumia vipengele vya lugha katika hadithi ni k.v. huipamba lugha, humburudisha msikilizaji, humchorea msikilizaji taswira kamili, husaidia katika kuwasilisha ujumbe, huficha ukali wa maneno fulani
3. Tathmini usimulizi
4. ujumbe, mandhari, wakati, wahusika
5. kidovu
6. Kubadilisha nomino katika udogo
 - a) mkebe - kijikebe
 - b) nguo - kijinguo
 - c) ng'ombe - kigombe
 - d) jiwe - kijiwe/kijijiwe
 - e) ufagio - kijifagio
 - f) meza - kijimeza
 - g) kitambaa - kijitambaa
7. Tathmini sentensi
8. Nomino za hali ya udogo huonyesha kuwa kitu, mtu au kiumbe ni kidogo kushinda hali ya kawaida.
9. Ngeli ya KI - VI
10. Kuandika sentensi katika udogo
 - a) Kijitabu hicho ni cha kitoto hicho.
 - b) Kijumba chake kina kikuta kizuri.
 - c) Kijisimu chenyewe ni cha kijalimu chetu.
 - d) Kijitunda kilichoiva kitaliwa na kizee hiki.
 - e) Kijiredio kipya kimeshikwa kwenye kijikono.
11. Kuandika sentensi katika wingi
 - a) Vijitabu hivyo ni vya vitoto hivyo.
 - b) Vijumba vyao vina vikuta vizuri.
 - c) Vijisimu vyenyewe ni vya vijalimu vyetu.
 - d) Vijitunda vilivyoiva vitaliwa na vizee hivi.
 - e) Vijiredio vipya vimeshikwa kwenye vijikono.
12. Vipengele vya insha ya maelekezo k.v. matumizi ya lugha sahili, mpangilio ufaao wa maelekezo, ubanaji, hatua zilizopangwa ipasavyo
13. Tathmini insha

A. Kusikiliza na Kuzungumza

- Usikilizaji husishi ni kusikiliza huku ukiwa makini na mwangalifu ili kuonyesha kuwa unahusika.
- Vipengele vya usikilizaji husishi k.v. kutumia ishara zifaazo, kuwa makini, kuuliza maswali yasiyoelezeka, kuomba ufafanuzi, kumtazama mzungumzaji, kuelewa ujumbe unaotaka kupitishiwa, kumhimiza mzungumzaji badala ya kutoa ushauri
- Miktadha isiyo rasmi
 - mazungumzo baina ya mzazi au mlezi na watoto
 - mwanafunzi mmoja anapozungumza na wenzake uwanjani
 - kijana anapowaeleza wenzake matokeo ya mechi
- Miktadha iliyo rasmi
 - daktari wa mifungo anapozungumza na wafugaji
 - mwalimu akizungumza na wanafunzi gwarideni
 - chifu akizungumza na wakazi kuhusu maadili ya kijamii
- Tathmini uzungumzaji

B. Kusoma

Tathmini ufupisho ukizingatia vipengele vinavyofaa vya ufupisho.

C. Kuandika

- Tathmini insha ya mwanafunzi
- Mwanafunzi atumie maoni aliyopewa kuiboresha kazi yake

D. Sarufi

- Kutambua sentensi katika usemi halisi
 - “Kesho tutajifunza mengi kuhusu manufaa ya maadili,” Fanaka akasema.
 - Nuru alimwambia Zawadi, “Njoo hapa tumsaidie mama yetu kufua nguo.”
 - “Mimi na Tunu tunapenda kuimba wimbo wa taifa hili,” mwanafunzi alisema.
- Kutambua sentensi katika usemi taarifa
 - Rais alisema kwamba kifaru na ndovu walikuwa wakiwavutia watalii wengi.

- Daktari alimwambia Shana kwamba angedumisha usafi asingepatwa na maradhi.
 - Adili alitaka kujua kama mtoto alioga siku iliyopita.
- Kubadilisha sentensi
 - Fanaka alisema kuwa wangejifunza mengi kuhusu manufaa ya maadili siku iliyofuata.
 - Nuru alimwambia Zawadi kuwa aende pale wamsaidie mama yao kufua nguo.
 - Mwanafunzi alisema kwamba yeye na Tunu walipenda kuimba wimbo wa taifa hilo.
 - Kubadilisha sentensi
 - “Kifaru na ndovu wanawavutia watalii wengi,” Rais alisema.
 - Daktari alimwambia Shana, “Ukidumisha usafi hutapatwa na maradhi.”
 - “Je, mtoto alioga jana?” Adili aliuliza.
 - Tathmini sentensi
 - Tathmini sentensi
 - Hakikisha kuwa usomaji umefanyika na maoni kutolewa

MIZANIYA SURAYA KUMI NA TANO

- Usikilizaji husishi ni kusikiliza huku ukiwa makini na mwangalifu ili kuonyesha kuwa unahusika.
- Vipengele vya usikilizaji husishi k.v. kutumia ishara zifaazo, kuwa makini, kuuliza maswali yasiyoelezeka, kuomba ufafanuzi, kumtazama mzungumzaji, kuelewa ujumbe unaotaka kupitishiwa, kumhimiza mzungumzaji badala ya kutoa ushauri
- Tathmini miktadha rasmi kama vile mwalimu akizungumza na wanafunzi majilisini
- Tathmini miktadha isiyo rasmi kama vile mazungumzo baina ya watoto wawili
- Vipengele vya ufupisho wa kifungu k.v. habari muhimu katika aya, lugha ya anayefupisha, kudumisha mtazamo kwa kifungu, idadi ya maneno
- usemi wa taarifa
- usemi halisi
- Tathmini sentensi
- Tathmini sentensi
- Tathmini baruapepe ya mwanafunzi

MAJARIBIO YA MITIHANI

JARIBIO LA KWANZA

A. KUSOMA - UFAHAMU

1. siha, rai, nguvu
2. mwili huwa wenye nguvu, mwili huwa si dhaifu
3. ni lazima
4. kwa kuwa wanamichezo, kwa kufanya kazi zinazohusiana na michezo
5. ni jambo linalojulikana kila mahali au na kila mtu
6. uchumi utarudi chini au uchumi utadorora
7. umoja, ushirikiano, heshima
8. kila mmoja ashiriki katika michezo na kufanya mazoezi mbalimbali
9. kuelimisha jamii kuhusu umuhimu wa michezo, kumshauri msomaji ashiriki katika michezo
10. michezo ni muhimu, kila mmoja anafaa kushiriki katika michezo

B. UFUPISHO

1. Njia ya usafiri iliyotumika kitambo ni kutembea kwa miguu.
2. Usafirishaji ulifanyika kwa kutumia wanyama kama vile punda, fahali na ngamia.
3. Njia nyingine ya usafiri ilikuwa kutumia mashua kwenye maji.
4. Walioishi penye maji walitumia mashua kusafirisha mizigo.
5. Ufupisho ni kueleza ujumbe wa habari kwa kutumia maneno machache au muhtasari.

C. FASIHI

1. Ni hadithi za mashujaa ambao huwa na nguvu zisizo za kawaida.
2. Luanda Magere, Samsoni, Fumo Liyongo
3. Huaminiwa na jamii kuwa vya kweli, huwa na misingi ya kihistoria, wahusika huwa watu, miungu, mawe na kadhalika
4. Ni visa ambavyo hueleza chanzo, asili au chimbuko la hali fulani kama vile kifo, njaa au jamii
5. Kwa nini gamba la kobe limepasuka, kwa nini mwewe huwala vifaranga, kwa miguu ya fisi ya nyuma ni mifupi
6. Huaminiwa na jamii kuwa vya kweli; Huwa na misingi ya kihistoria; Wahusika huwa watu, miungu, mawe na kadhalika
7. Tathmini majibu
8. Tamthilia – ni maandishi ya kisanaa ambayo huwasilisha ujumbe kwa kutumia mazungumzo au mchezo wa kuigiza.

9. Wema Hautozi, Maisha Mapya, Natala, Kilio cha Haki
10. hugawanywa katika maonyesho, huweza kuigizwa kwenye jukwaa, huwa kwa njia ya mazungumzo

D. MATUMIZIYA LUGHA

1. A
2. B
3. D
4. C
5. B
6. C
7. B
8. C
9. A
10. B
11. hisi
12. Tathmini sentensi
13. Tathmini sentensi
14. Kiwakilishi kisisitizi
15. Kuonyesha kuwa herufi haikuandikwa, kuonyesha kuwa nambari haikuandikwa, kuwakilisha sauti zenye ving'ong'o
16. Tathmini sentensi
17. Tathmini nomino k.v. miwani, mvua, huzuni, furaha
18. Nomino hizo hazibadiliki katika wingi
19. Tathmini sentensi
20. Tathmini sentensi
21. a) anua,
b) polepole/asteaste/kwa taratibu
22. Tathmini sentensi, lazima zitumie vinyume (funga – fungua, juu ya mti – chini ya mti)
23. Tathmini kanuni k.v. wakati uliopo katika usemi halisi hubadilika kuwa wakati uliopita katika usemi wa taarifa, alama za mtajo hutumika katika usemi halisi ilhali alama hizo hazitumiki katika usemi wa taarifa
24. Uwele wa mtoto wangu umenawiri.
25. u, ya

E. KUANDIKA

Tathmini insha

JARIBIO LA PILI

A. KUSOMA - UFAHAMU

1. miaka mitano
2. uharibifu wa mali, vifo, hurudisha chini maendeleo
3. kuzungumza na kusameheana
4. jirani humsaidia mtu anapokumbwa na matatizo
5. kuchanga bia/ kusema kwa sauti moja

2. Tathmini majibu
3. Tathmini majibu
4. Tathmini majibu
5. Tathmini majibu kama vile tashbihi – mwenye bidii kama mchwa, sitiari – alikuwa simba
6. hurahisisha katika uwasilishaji wa ujumbe, hutumika kuipamba lugha, huleta heshima katika uzungumzaji, hutumika kutimiza dhamira ya mwandishi, huchora picha ya hali na mahali
7. Tathmini majibu kama vile urudiaji, chuku, methali n.k.
8. kuwasilisha ujumbe, kuipamba lugha, kuchangamsha msikilizaji, kutimiza dhamira ya fanani
9. Hurafa
10. Tathmini majibu kama vile Kaka Sungura na Fisi

D. MATUMIZIYA LUGHA

1. B
2. A
3. D
4. B
5. A
6. D
7. B
8. C
9. D
10. A
11. Kivumishi hutoa habari zaidi kuhusu nomino au kiwakilishi; kiwakilishi hutumika badala ya nomino/huchukua nafasi ya nomino
12. dawati, meza, kitabu, kiti n.k.
13. Tathmini sentensi
14. Lo! Ng'ombe wake ametoa maziwa mengi mno.
15. kiwakilishi, kivumishi, kielezi
16. Tathmini sentensi
17. Tathmini sentensi
18. "Wafanyabiashara hawa watalipa ushuru kesho," Fauzia alisema.
19. Tathmini sentensi
20. Huonyesha hisia kama vile mshangao, huzuni, furaha n.k.
21. Hali timilifu
22. Tathmini sentensi
23. anwani, tarehe, mtajo, utangulizi, mwili, hitimisho
24. Maria hajala wala hajashiba.
25. Tathmini sentensi

E. KUANDIKA

Tathmini insha iliyoandikwa na mwanafunzi

JARIBIO LA NNE

A. KUSOMA-UFAHAMU

1. Tathmini majibu kama vile alitangulia mbele ya haki, aliacha mkono
2. Yakobo alifaulu maishani baada ya kuteseka.
3. mvumilivu, mwenye bidii, msikivu n.k.
4. Tunapovumilia hali ngumu, mwishowe mafanikio hutokea; Bidii huleta mafanikio katika maisha; Usikivu hutusaidia kufuata ushauri katika maisha.
5. Maisha ya Yakobo na jinsi alivyofaulu maishani.
6. Kijiji cha Buraha, shule ya msingi, shule ya upili,
7. Tathmini majibu
8. Tathmini majibu
9. Tathmini majibu
10. Tathmini majibu

B. UFUPISHO

- 1 Magonjwa ni hali inayofanya mtu asihisi vizuri na yana madhara kwa mtu binafsi, familia na nchi nzima.
- 2 Mgonjwa hupatwa matatizo kama kuwa dhaifu, kupata maumivu, kukonda na kutoweza kufanya mambo mengi.
- 3 Mgonjwa hukosa pesa na familia yake kuteseka.
- 4 Magonjwa hurudisha nyuma maendeleo ya mtu binafsi na nchi kwa jumla.
- 5 Kila mmoja anafaa kujitolea ili kuhakiksha kuwa haambukizwi magonjwa.
- 6 Hakiki ufupisho wa kifungu chote. Mwanafunzi anaweza akaunganisha sentensi alizounda ili ziwe aya moja. Atumie viunganishi na viakifishi mwafaka.

C. FASIHI

1. Ni hurafa – wahusika wake ni wanyama
2. Fasihi simulizi
3. ushairi simulizi, semi, mazungumzo, maigizo n.k.
4. Simba, Fisi, Kobe n.k.
5. Tathmini majibu k.v. Fisi – mwenye tamaa, Kobe – mwenye busara
6. Tathmini majibu k.v. tamaa haifai
7. Tathmini majibu kama vile kiini cha hadithi, kiwango cha lugha, mpangilio wa matukio, sauti ifaayo, ishara za mwili n.k.
8. Msitu wa Najipenda, madukani n.k.
9. Tathmini majibu mengine kama vile kuionya jamii dhidi ya tamaa.
10. Tamaa mbele mauti nyuma, Mtaka yote hukosa yote n.k.

D. MATUMIZIYA LUGHA

1. B
2. C
3. A
4. A
5. B
6. D
7. C
8. D
9. A
10. B
11. U – YA
12. ubua – mabua; ugonjwa – magonjwa, wano – mawano
13. walikuwa – kitenzi kisaidizi, wakianika – kitenzi kikuu
14. hodari – kivumishi cha sifa, lile – kivumishi kionyeshi/kiashiria
15. Tathmini sentensi
16. Tathmini mifano k.v. ni, si, yu, ki
17. Meza zenyewe zimewekwa karibu na nyumba zao.
18. Meza zenyewe zimewekwa karibu na nyumba zao.
19. Tathmini sentensi
20. mvua – mvua, karatasi – karatasi
21. Kalamu ya chura huyo ni nzuri.
22. Zahra hasomi gazeti.
23. Tathmini sentensi
24. Aliyekasirika/nuna ametembea haraka kutoka nyumbani.
25. Tathmini nomino k.v. unga, uji, wino, wema n.k.

E. KUANDIKA

Tathmini insha iliyoandikwa na mwanafunzi

JARIBIO LA TANO

A. KUSOMA-UFAHAMU

1. Binadamu hutumia mazungumzo, maandishi na ishara kuwasiliana lakini wanyama hutumia njia zisizoeleweka na binadamu.
2. mazungumzo, maandishi, ishara
3. mazungumzo
4. a) mawasiliano ya ishara – lazima wanaowasiliana wajue maana ya ishara husika
b) mawasiliano ya maandishi – lazima wanaowasiliana wajue kusoma na kuandika
5. kumtuma mesenja, matumizi ya mbiu, matumizi ya moshi n.k.
6. kumtumia mesenja
7. maendeleo ya kiteknolojia
8. isingeweza kutumika wakati wa usiku, isingeweza kutumika wakati wa mvua
9. kuna njia zaidi ya zile zilizotajwa katika kifungu
10. Tathmini ujumbe kama vile njia za mawasiliano zilizotumika kitambo

B. UFUPISHO

1. Baada ya wiki iligundulika kuwa fisi na wenzake waliwaua wanyama na kuwala.

2. Walielewana kuwa binadamu awafae nao wamsaidie kwa njia mbalimbali.
3. Tathmini ufupisho huo, uwe na habari kuu za kifungu.

C. FASIHI

1. Tamthilia
2. Fasihi andishi
3. Tai, Mbuni, Kasuku n.k.
4. Tathmini sifa za wahusika kama vile Mbuni – mwenye heshima na nidhamu, Chiriku – msumbufu, mwenye dharau
5. uzalendo, umoja, ushirikiano, mshikamano n.k.
6. kukuza umoja na uzalendo katika jamii
7. Tathmini majibu kama vile tashibihi, methali
8. Tathmini majibu kama vile tashibihi – tulia kama maji ya mtungi, methali – heshima si utumwa
9. huipamba lugha, humburudisha msikilizaji, humchorea msikilizaji taswira kamili, husaidia katika kuwasilisha ujumbe, huficha ukali wa maneno fulani n.k.
10. Umoja ni nguvu utengano ni udhaifu. Kubali methali yoyote ya amani na ushirikiano.

D. MATUMIZIYA LUGHA

1. B
2. C
3. D
4. C
5. D
6. B
7. B
8. D
9. B
10. C
11. Ni kuonyesha neno ambalo linakinzana na neno lingine.
12. Marko alinyolewa nywele na kinyozi.
13. Tathmini sentensi
14. Hekima hatembe (huwa hatembe) kwa miguu kila asubuhi.
15. Tathmini sentensi
16. pikika
17. Ni sentensi iliyotumia kirejeshi.
18. hali timilifu
19. Kijiwe kile kimewekwa karibu na kidoo.
20. Tathmini sentensi
21. Jicho la ndovu limegongwa na mti.
22. kivumishi, kielezi, kiwakilishi
23. Tathmini sentensi
24. Ukanushaji ni kukataa au kukana kitendo fulani
25. Mitume wamemaliza kufanya kazi za maseremala wale.

E. KUANDIKA

Tathmini insha iliyoandikwa na mwanafunzi

INTEGRATED SCIENCE ANSWERS

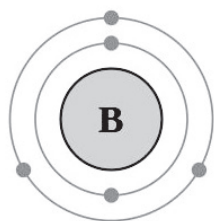
b) Metals

Boron
Aluminium
Lithium
Magnesium

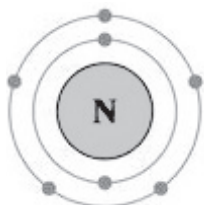
Non-metals

oxygen
fluorine

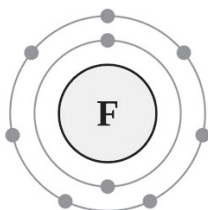
4. Electron arrangement of;
Beryllium-2.2
Nitrogen-2.5
Magnesium-2.8.2
- 5.a) Boron (5 electrons)



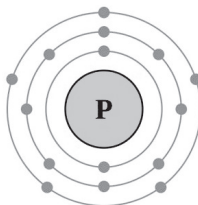
- b) Nitrogen (7 electrons)



- c) Fluorine (9 electrons)



- d) Phosphorous (15 electrons))



- 6.
- Aluminium is used in cooking equipment such as sufurias are made of aluminum and roofing sheets that are used in roofing houses.
 - Potassium, calcium and magnesium are used as inorganic fertilisers.
 - Silver and gold are used to make jewellery.
7. a) B-19
b) A
c) 15

8. a) A-2.2 B-2.4
 C-2.8.2 D-2.6
 E-2.7 F-2.8.2
- b) A, C and F
c) A, B, D and F.

1.4 Oxygen

Assessment exercise 1.4 pg 285

- O
- a) X - manganese (IV) oxide
b) I) Z-Flat bottomed flask
 II) W-Gas jar
c) Over water method
- Physical properties**
 - Colourless
 - Odourless
 - Slightly soluble in water
 - The gas is neither acidic nor basic.

Chemical properties

- Magnesium combines with oxygen to form a white solid magnesium oxide.
- Sodium combines with oxygen to form sodium oxide and sodium peroxide.
- Oxygen supports combustion, it causes a fire to spread.
Oxygen is used to burn fuels such as those for propelling rockets.
Oxygen is used as one of the reactants in fuel cells.
- Classes of fires
Class A - controlled by water, foam, dry powder, wet chemical and extinguisher.
Class B - controlled by carbon IV oxide, form and dry powder.
Class C - controlled by dry powder.
Class D - controlled by dry powder.
Class F - controlled by wet chemical extinguisher
- Air enriched with oxygen is used in hospitals by patients with breathing problems.
When mixed with helium is used by mountain climbers and deep sea divers.
During steel making, oxygen is used to remove iron impurities.
-
- Magnesium oxide, sodium peroxide, sodium oxide
- White solid
- To remove the thin oxide layer usually forms on their surface.

2.0 LIVING THINGS AND THEIR ENVIRONMENT

2.1 The cell

Assessment Exercise 2.1 Pg 292

1. A microscope - is an optical instrument used for viewing very small objects
2. a) 1- eyepiece lens
2 - Objective lens
3- Revolving nose piece
4-objective lens
5-stage
6-condenser
7-mirror
8-course adjustment knob
9-arm/limb
10- base
- b) 1-has magnifying lens used to view through the microscope.
2-used for specimen imaging
3-holds the objective lenses
4-used in combination with eye piece lenses to bring the desired magnification
5-flat platform where specimen on the slide is placed.
1. Mirrors and lenses should not be touched with fingers this makes them wet and dirty.
2. Dirty lenses should be cleaned using soft lens tissue or tissue paper moistened with ethanol to avoid scratches.
3. Other parts of the microscope may be cleaned using a soft cloth or tissue paper.
4. Water is not used in cleaning the microscope it can cause rust.
5. After using the microscope always clean and store in a safe place, free from dust and moisture.
4. a) iodine solution-used to make component clear and visible.
Sharp scalpel or razor blade- used to cut thin sections and to avoid damaging the onion cell.
Cover slips-removes bubbles and stops the cell moving around.
5. Cell- is the basic unit of living organisms.
6. Components in
Plant cells - chloroplast, sap vacuole, cell wall
Animal cell - cell membrane, nucleus, cytoplasm

7.

Plant cell	Animal cell
Has a cell wall	Has no cell wall
Irregular in shape	Regular in shape
Has chloroplasts	Has no chloroplast
Usually, large	Often smaller

8. A- cell membrane
B- nucleus
C-cytoplasm
D- nucleus
G-cell wall
H-chloroplast
9. a) $10 \times 10 = X100$
b) $5 \times 4 = X20$
10. $600/40 = X15$
11. i) To provide support
ii) They are made of glass to avoid breakage.

2.2 Movement of materials in out of the cell

Assessment Exercise 2.2 Pg 299

1. a) cell membrane
b) A-Protein layer
B- Phospholipid layer.
c) allow selective movement of substances in and out of the cell
It encloses all the cell contents.
d) plasma membrane.
2. semi-permeable
Sensitive to change in temperature and PH
Possess electric charges.
- 3a) diffusion-is the movement of particles from a region of high concentrated region to a low concentrated region.
- b) **in plants**
gaseous exchange
absorption of materials
transpiration
in animals
gaseous exchange
removal of nitrogenous wastes

- c) temperature
 size of diffusing molecules
 diffusion gradient.
 surface area to volume ratio
 size of molecules
- 4a) osmosis-is the movement of water molecules from a region of high concentrated of water molecules to a region of low concentrated water molecules across a semi- permeable membrane.
- b) role of osmosis in plants
1. Absorption of water from soil
 2. Support
 3. Opening and closing of stomata
 4. Feeding in insectivorous plants.
- c) role of osmosis in animals
1. absorption of nutrients
 2. absorption of water in large intestines
 3. in kidney cells, water is reabsorbed back to the body
- d) Temperature
 Size of solute molecules
 Concentration gradient
 osmotic pressure
5. Both diffusion and osmosis are involved in movement of molecules.
 Both processes occur in living organisms
 Both do not require any extra energy to occur.

6.

Diffusion	Osmosis
<ol style="list-style-type: none"> 1. Molecules move from a region of higher concentration to lower concentration. 2. Solvent molecules move across semi permeable membrane. 3. Occurs in liquids and gases 4. Dependent on the presence of other molecules apart from the solvents 	<ol style="list-style-type: none"> 1. Only water molecules move from a region of higher concentration to lower concentration 2. Molecules move freely at random without semi permeable membrane. 3. Occurs only in liquids. 4. Depends on the number of solute molecules in the solvent.

7. Place a bottle of perfume in one corner of the classroom, open the bottle, the perfume releases scented particles into the particle move randomly and spread out in all directions, some of the particles will reach the learners who are far away. When one gets closer to the bottle of perfume, the scent becomes more concentrated.
8. Sodium chloride dissolved in the soil solution forming a hypertonic environment hence plants cells lost water by osmosis hence drying up.
9. Insects that carry out pollination are attracted by the smell from flowers, this may lead to pollination.

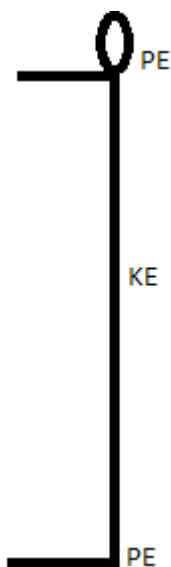
3.0 FORCE AND ENERGY

3.1 Transformation of energy

Assessment exercise 3.1 page 305

1. Heat energy
Light energy
Sound energy
Electric energy
2. Energy transformation is change of energy from one form to another form using a transducer.
3. Electrical energy to mechanical energy
4. Generator, speaker, microphone, solar cells
5. A. chemical energy to electric energy to light energy to heat energy
B. electrical energy to heat energy
C. PE to KE to PE
6. light energy
Sound energy
Heat energy
Mechanical energy

7



3.2 Pressure

Exercise page 307

1.
 - i. The leg of an elephant has wide area hence exerting low pressure to the soft ground.
 - ii. When the knife is sharp the area is reduced hence the pressure is increased

2. 4000000Pa
3. 428240.74Pa
4. 5000Pa
5. 0.04m²

Exercise page 308

1. A 20000Pa
B 5000Pa
2. A. 50N
B. 416.67Pa
C 83.3 Pa

Exercise page 310

1. a. Pressure increases with depth
b. to increase the height and increase the pressure
c. the in liquid increases with depth.
2. 103m
3. 84000 Pa
4. a 150000Pa
b. 75 000 Pa

Assessment exercise 3.2 page 310

1. pressure is the force acting normally per unit area
2. 1500Pa
3. 3by 4 side
4. Small area exerts great pressure
5. A. 96N
B. 5.3N
6. 400kg
7. 200Pa
8. by increasing the area into contact with the ground.
9. help in cutting, walking, construction

MODEL PAPERS

MODEL PAPER 1 pg 311-312

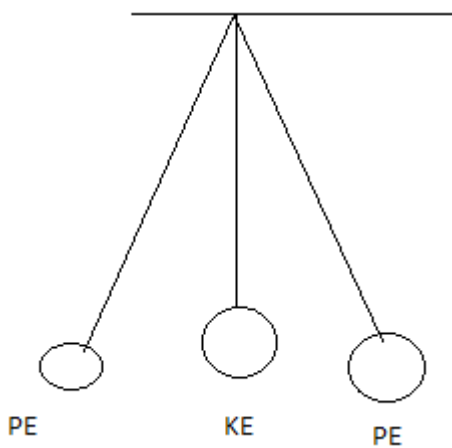
1. a) The level of water rose in the glass.
b) To show that solids occupy space
2. Half fill a glass with water. Mark the level of water with a felt pen.
Place the piece of stone inside the glass. Mark the new level of the water. On putting the piece of stone, the water rises to a new level. The difference between the two levels gives the space occupied by the piece of stone which is equal to its volume
3. Energy- is the ability to do work
4. P.E-K. E - P. E
5. a) a microscope.
b) 1-Fine adjustment knob
2-revolving nose piece
3-objective lens
4-mirror
5- base
6. Use both hands to carry a microscope, one hand should hold the base to provide support while the other hand holds the limb.
Never place the microscope too close to the edge of the bench.
Dirty lenses should be cleaned using a tissue moistened with ethanol.
Dirty lenses should be cleaned using soft lens tissue to avoid scratches.
After using the microscope always clean and store in a safe place, free from dust and moisture.
7. Element- are pure substances that cannot be broken down into other substances.
Compound- are pure substances consisting of two or more different types of elements.
8. a) an element-is a pure substance that cannot be broken down into other substances examples include oxygen, nitrogen, aluminium, iron and silver
b) mixture-consists of two or more substances mixed together in which the individual component retains their physical and chemical properties. Example is maize and beans, iron filings and Sulphur.

c) compound- is a pure substance consisting of two or more different types of elements. Examples include water, sodium chloride and iron III chloride.

9. Pressure - is the acting perpendicularly or normally per unit area. SI unit is newton per square meter.
- 10 a) loud speaker and microscope
b) sound energy-electrical energy-sound energy
11. Materials used- soft lens tissue or tissue paper, ethanol
Dirty lenses should be cleaned using soft lens tissue or tissue paper moistened with ethanol to avoid scratches
12. Assess learner's work
13. Hydrogen and water
14. a) to allow light to pass through the section
b) used to make component clear and visible.
c) to keep section turgid/tough to avoid drying.
- 15.a) A - cell wall
B - cytoplasm
C - nucleus
D - sap vacuole.
16. 200 Pa
17. Elephant's foot has large surface area that exerts low pressure while antelopes has small surface which exerts high pressure.
18. a) cell wall
b) cytoplasm
c) nucleus
- 19.

Plants	Animals
1. Most are green in colour have chlorophyll	1. Lack chlorophyll
2. Do not move about	2. Move about
3. Respond slowly to changes in their environment	3. Respond rapidly to changes in the environment

20.



21. a) i Sulphur
li iron fillings.
b) grey-yellow.
- 22.a) diffusion
b) is the movement of particles from a region of high concentrated region to a low concentrated region.
- 23.a) shiny black crystals.
b) purple
c) reversible;
24. The candle wax melted into liquid wax.
- 25.
- density of the liquid
 - acceleration due to gravity
 - depth below the free surface
26. 9600Pa
27. Chemical energy to light energy to heat energy
28. Components in plant cell - cell wall, chloroplast, tonoplast, nucleus and sap vacuole.
Components in animal cell-cell membrane, cytoplasm and nucleus
Components in both cells-cell membrane, nucleus, cytoplasm.
29. a) $10 \times 40 = \times 400$
b) $675/15 = \times 45$.
30. a) Diffusion
b) High concentration to low concentration
c) The rate of diffusion is low.

MODEL PAPER 2 pg 312-314

1. a) Pores
b) Proteins
c) Phospholipid layer
2. To increase the surface area in contact to reduce pressure exerted.
3. 30000Pa

4. Diffusion

5.

Plant cell	Animal cell
Has a cell wall	Has no cell wall
Irregular in shape	Regular in shape
Has chloroplasts	Has no chloroplast
Usually, large	Often smaller

6. Total magnification = $5 \times 4 = \times 20$

7. a) Blue.
b) White

8.

Temporary changes	Permanent changes.
Reversible	Irreversible
No new substance is formed.	New substance is formed

9. chemical energies to PE to KE to PE

10. Mechanical – electrical – heat – light

11.

Eyepiece lens magnification	Objective lens magnification	Total magnification
X10	X5	X50
X4	X2	X8
X15	X40	X600

12. PE to PE to mechanical energy to electrical energy

13. 27200Pa

14. Products of when sodium is heated in air is heavier because sodium combines with oxygen to form the oxide while the mass of potassium manganese (VII) is light when heated, because the products formed are gaseous and escape into the air.

15. Compound - is a pure substance consisting of two or more different types of elements.

16. Mix iron filings and sulphur on a white plain paper and spread it out. Hold a magnet above the mixture, iron filings will be attracted to the magnet because they are magnetic while Sulphur remains on the plain paper, it will not be attracted on the magnet because it is non-magnetic.

17. a) cell membrane.

- b) A- Protein layer
B - phospholipid layer

c) Allow selective movement of substances in and out of the cell
It encloses all the cell contents.

18. Semi-permeable
Sensitive to change in temperature and PH
Possess electric charges.
19. a) i) protons
ii) electrons
iii) neutrons
20. a) i) brown
ii) black
b) copper (II) oxide.
21. The water turned to a purple colour; the particles of the red cabbage spread from its high concentrated region to a low concentrated region in water.
22. a) diffusion
b) the particle of chapati were highly concentrated in the kitchen, they spread from the kitchen to classes where it is low concentrated region.
c) **in plants**
gaseous exchange
absorption of materials
transpiration
in animals
gaseous exchange
removal of nitrogenous wastes
23. a) copper II oxide and two gases oxygen (colourless) and nitrogen IV oxide (brown).
b) A glowing wooden splint relights
c) decreased; when copper II nitrate is heated there is formation of gases oxygen and nitrogen IV oxide which escape in air.
24. When you drop a mango from platform to ground
25. When water turn generator to give electricity, light match stick
26. Pressure in liquid increases with depth
27. a) Cu
b) Al
c) Na
d) Fe
e) C
f) N
g) F
h) Mg
i) Li
j) B
28. 5000 Pa
29. **Components in**
Plant cells- chloroplast, sap vacuole, cell wall
Animal cell- cell membrane, nucleus, cytoplasm.

30. a) the water turned brown the colour of tea leaves.
b) the one with cold water took time to dissolve.
c) the one with hot water dissolved faster; hot water had high temperature which makes the tea leaves to dissolve faster.

MODEL PAPER 3 pg 314-315

- a) Calcium, iron, and sodium
b) Assess learner's feedback
- Diffusion- is the process by which particles move from a high concentrated region to a low concentrated region.
- Put the bottle of perfume in one corner of the classroom, after some time the smell of perfume will spread all over the classroom. The particles were highly concentrated in the bottle spreading in the classroom where it is lowly concentrated region.
- urine dissolved in the soil solution forming a hypertonic environment hence plants cells lost water by osmosis hence drying up.
- insects that carry out pollination are attracted by the smell from flowers, this may lead to pollination.

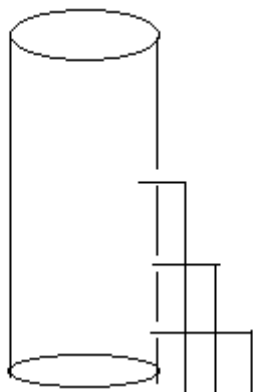
6.

Diffusion	Osmosis
1. Molecules move from a region of higher concentration to lower concentration.	1. Only water molecules move from a region of higher concentration to lower concentration
2. solvent molecules move across semi permeable membrane.	2. molecules move freely at random without semi permeable membrane.
3. occurs in liquids and gases	3. occurs only in liquids.

7. examples of
- element- oxygen, nitrogen, aluminium, iron and silver
 - compound- water, sodium chloride and iron iii chloride.

- 8.a) atom- is the smallest particle of an element that can take part in a chemical reaction
 b) atomic number- is the number of protons in the nucleus of an atom.
 c) Mass number- is the sum of protons and neutrons in an atom of an element.
9. 1000000Pa
10. KE- energy possessed by a body due to motion
 PE- energy possessed by a body by virtue of its position
- 11.a)cell membrane-) allow selective movement of substances in and out of the cell
 It also encloses all the cell contents.
 b)cell wall-gives the plant cell a definite shape,
 c) chloroplast-contain chlorophyll necessary for photosynthesis.
 d) nucleus- controls all the activities of the cell.
 e) cytoplasm-
12. Size of molecule
 Surface area to volume ratio
 Thickness and thinness of membrane
 Size of solute molecules
 Concentration gradient
 Osmotic pressure
13. Metals-are elements or atoms that react by losing electrons to become stable e.g. sodium and aluminium
 Non-metals- are elements or atoms that react by gaining electrons to become stable e.g. oxygen and fluorine.
- 14.a)electron arrangement-2.8.2
 b)
15. a)C
 b) A
16. Assess learner's work
- 17 a. KE
 b. PE
 c. PE
18. a)hydrogen peroxide.
 b) manganese IV oxide
 c) over water method
 d) because the gas is mixed with air which was originally in the flask.
19. colourless
 Odourless
 Slightly soluble in water
 Boiling point -183°C
20. - Air enriched with oxygen is used in hospitals by patients with breathing difficulties.
 - When mixed with helium it is used by mountain climbers and deep-sea divers.
 - During steel making, oxygen is used to remove iron impurities
21. a) role of osmosis in plants
 ✓ Absorption of water from soil
 ✓ Support
 ✓ Opening and closing of stomata
 ✓ Feeding in insectivorous plants.
 b)role of osmosis in animals
 ✓ absorption of nutrients
 ✓ absorption of water in large intestines
 ✓ in kidney cells, water is reabsorbed back to the body.
22. Chemical energy to electrical energy to mechanical energy
- 23 A. loud speakers
 B. microphone
 C. motor
- 24.osmosis- is the movement of water molecules from a region of high concentration of water molecules to a region of low concentration of water molecules across a semi-permeable membrane.
25. a) i) swell
 ii) the level of water decreases
 b)water molecules moved from the beaker where they are highly concentrated by osmosis to the visking tube where the molecules are lowly concentrated through semi permeable membrane which is the visking tube.
- 26.Through Osmosis.Water molecules moves from concentration region to low concentration region of water molecules.
 To increase the rate of absorption
27. a) Air-
 b) Water-
28. C
29. A rock exerts a pressure of 100000N/m² over an area of 0.8m².What is the mass of the rock?
 Answer
 8000Kg
30. Passive, higher, lower evenly

1.



2. White solid is observed.

3.

Cell component	Function
Cell membrane	Encloses the cell content
Nucleus	Controls all the activities of the cell
Chloroplast	Has chloroplast for photosynthesis

4. Cell wall, chloroplast, sap vacuole, tonoplast.
5. Arrow from 4 percent sugar to 2 percent sugar
6. is an optical instrument used for viewing very small objects.
7. Air enriched with oxygen is used in hospitals by patients with breathing problems. When mixed with helium is used by mountain climbers and deep-sea divers. During steel making, oxygen is used to remove iron impurities.

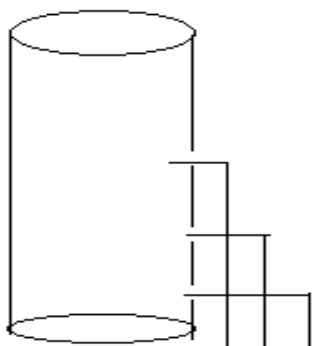
8

Part	Function
Objective lens	used for specimen imaging.
Eyepiece lens	has magnifying lens used to view through the microscope.
Diaphragm	Controls the amount of light that reaches the specimen.
Condenser	Used to collect and focus light from the mirror into the specimen on the stage.

Fine adjustment knob	Moves the body tube to bring the image into sharp focus.
Course adjustment knob	Moves the body tube and brings the image into rough focus.

9. Potential energy to kinetic energy
10. Assess learner's work
11. Chemical energy
12. Classes of fire
 - Class A
 - Class B
 - Class C
 - Class D
 - Class F
13. to reduce area and increase the pressure exerted
14. 50000 Pa
15. small area large pressure
16. a) white solid
b) white solid
17. to remove a film of oxide layer
18. O
19. a) A- controlled by water, foam, dry powder, wet chemical and extinguisher.
Class B- controlled by carbon IV oxide, foam and dry powder.
Class C- controlled by dry powder.
20. a- electron
b- neutron
c- proton
21. 1298.7 N/m²
22. Take plastic bottle and make holes a round and fill it with water and observe.
23. to increase height to increase the pressure
24. Neutron
25. Fine adjustment knob brings the image into sharp focus.
26. Proton
27. Dynamos
28. Chemical energy to electrical energy to mechanical energy
29. PE to KE to PE
30. Density
31. Electron.

1. Cause electric shock, burning
2. Chemical energy to mechanical energy
3. **Potential Energy** is the stored **energy** in an object or system because of its position or configuration. **Kinetic energy** of an object is relative to other moving and stationary objects in its immediate environment. **Potential energy** is not relative to the environment of an object.
4. two electrons.
- 5 a 7.5 N
b. 156.25Pa
6. 150000Pa
- 7.



8. Eight electrons.
9. Chemical energy to electric energy to heat energy to light energy
10. Sound energy
11. Visking tubing is synthetic i.e non-living while cell membrane is living, i.e found in animals.
12. Water
13. Mass number- is the sum of protons and neutrons in an atom of an element.
14. Atoms are-beryllium and oxygen.
15. Examples of
 - a) metals- sodium, potassium, calcium magnesium.
 - b) non-metals – nitrogen, oxygen, fluorine.
16. a) solidifies
b) evaporates.
17. i) sodium
ii) Na.
iii) $11+12=23$ hence the mass number.
18. a) Zn
b) Au
c) Hg
19. a) sodium and chlorine
b) hydrogen and oxygen

20. a) osmosis.
b) level of water in the petri dish decreased the sugar level increased.
c) osmosis will not take place because the potato peel has been boiled destroying its nature of cell membrane.
- 21 a) strip A-increased in length
Strip B- decreased in length
b) A- water moved into the strip A by osmosis, water being highly concentrated move into the strip where molecules were low.
D- water moved out of the strip D by osmosis, water being lowly concentrated in the strip it moved out of the strip .
22. absorption of water in the large intestines
Absorption of nutrients in plants
23. Assess the learner's work.
24. Sodium chloride used as a food additive
Water used for drinking and other domestic uses.
25. it relights a glowing splint.
26. controls all the activities of a cell.
- 27 a heat energy
B chemical energy to mechanical energy
28. 273.33 Pa
29. 70000000N
30. Assess the learners work.

1 GAMES BASKETBALL

1.1 Equipment and facilities in Basketball

Test your learning

- (a) 28.65m (b) 15.5m
- Three zones of the basketball court are
 - the back court
 - the front court
 - the center circle
 - the free semi circles
 - restricted area
- Give list of the basketball equipment below.
 - Equipment needed for players to practise basketball.
 - The basketball ball
 - The whistle
 - The basket or ring fitted with a net
 - Sports sneakers
 - Equipment that a player needs to play a match of Basketball
 - The basketball ball
 - The whistle
 - The stop watch
 - The basket or ring fitted with a net and the backboard
 - Basketball vests and shorts
 - Sports sneakers
 - Scoreboards
- Name the following equipment.
 - Sports sneakers
 - Half time break boards
- List three ways of which you can take care of the basketball court
 - Regular sweeping
 - Dry moping
 - Cleaning it
 - Covering the top or putting a roof over it
 - Sealing and painting
 - No unnecessary marks

1.2 Passes and reception in Basketball

Test your learning

- Passes that can be used in the game of basketball
 - chest pass (b) bounce pass
 - overhead pass (d) baseball pass
- Refer to number 1.

- Two similarities between baseball pass and bounce
 - They are both swift passes.
 - They are directed at open players.
 - The thrower is usually marked tightly.
- Three differences of bounce pass and baseball.

	Bounce pass	Baseball pass
(a)	It is thrown by both hands.	Thrown with one hand.
(b)	It is a short pass.	It is a long pass.
(c)	The ball must bounce on the floor.	It is not a must for the ball to bounce.
(d)	Can be performed in many ways.	Has only one way of performing.

Assess the values learnt exhibited by the learner.

1.3 Dodging and marking in Basketball

Test your learning

- Dodging
- Marking
 - Man to man marking technique
 - Follow the leader marking technique
 - Screening marking technique
- Maintain safe space during practice
 - Practice on a flat surface
 - Avoid collision and contact at any time
 - Wear correct shoes to avoid accidents
 - Do not practice on a wet floor
- Marking stance in basketball



1.4 Dribbling in basketball

Test your learning

- Low dribble (b) High dribble
- Low dribble (b) High dribble
- To beat the defenders
 - To create a good passing option
 - To control the ball
 - To maintain possession of the ball
 - To create a chance to score

4. Assess the safety measures.
5. Assess the value learnt like love, unity, honesty, sportsmanship and social justice.

1.5 Footwork in Basketball

Test your learning

1. (a) Pivoting (b) Ready position
2. A position that a player is comfortable to either shoot, dribble or pass the ball.
3. (a) dribbling (b) passing (c) shooting
4. Landing is stepping on the ground with both or one foot while pivoting is landing and moving one leg only as you keep the other on the ground.
5. (a) Moving both feet
(b) Pivoting on a flat foot
(c) Exchanging the pivot foot while pivoting

1.6 Shooting in Basketball

Test your learning

1. Shooting is scoring in basketball.
2. (a) Lay up shot (b) Set shot (c) Jump shot
- 3.

Set shot	Jump shot
(a) Feet on floor	Feet of the floor
(b) Jumping	No jumping

Assess the drill named by the learner.

4. Self esteem is enhanced and love develops.

1.7 Volley and punt kicks in soccer

Test your learning

1. (a) punting
(b) volley kick
2. When he or she catches the ball during a open play and starts the play.
3. **Punting** is a skill in soccer that is mostly used by goalkeepers. This a skill that enables a player hit the ball high and far. Volleying is kicking the ball while it is still in the air before dropping on the ground.
4. Game equipment in the game of soccer
 - (a) A soccer ball
 - (b) A goal post
 - (c) A net
 - (d) A whistle
 - (e) Referees card
5. When starting an open play.
6. When the ball is in the air.

1.8 Dribbling is soccer

Test your learning

1. (a) Single dribble
(b) Double dribble
2. Single leg dribble one foot is used to dribble while double leg dribble both feet are used.
3. Single dribble and double dribble help the player to move forward with the ball in soccer.
4. Single dribble
5. Assess the pattern put forward by the learner.

1.9 Dodging and marking in soccer

Test your learning

1. Dodging is a skill of evading an opponent in soccer.
2. Marking is a skill in soccer of preventing an opponent from getting the ball or passing the ball to teammate.
3. (a) Man marking
(b) Space marking
4. (a) Wear correct attire
(b) Practice on a flat surface
5. Assess.

1.10 Tackling in soccer

Test your learning

1. (a) Slide tackle
(b) Block tackle
2. Block tackle
3. Instep
4. (a) Wear proper sports attire for soccer.
(b) Warm up before practising.
(c) Avoid direct contact with other players.

1.11 Goalkeeping in soccer

Test your learning

1. Goalkeeping is preventing players from scoring goals.
2. dueling, side to side movements, jumping, diving, sprint movements
3. Assess.
4. Assess.
5. To improve reaction time.

End of strand 1.0 Assessment Task

- (a) Basket balls
(b) The basket and the ring
- (a) The half court
(b) The no charge area
(c) The three point
- (a) Bounce pass (b) Baseball pass
- (a) Baseball pass (b) Bounce pass
- (a) Dodging is a skill in basketball that enables an attacking player to evade a defending player.
(b) Marking is a skill in basketball that enable a defending player to aquire possession of the ball from an attacking player
(c) Dribbling is a skill used in basketball that enable a player to move with the ball by bouncing it on the floor
- (a) Jump shot
(b) Set shot
(c) Layup shot
- (a) Set shot is made at a standing position while jump shot is made by a player after jumping.
(b) Set shot and layup shot - set shot is made from a standing position while lay up shot is made up from a dribbling run
- (a) Volley shot
(b) Punting
- Dribbling skill
- Slide and block tackle
- In the penalty area
- Assess.
- To prevent muscle injuries.
- This is a game played in a simple way with less or more number of players than it is to be.
- Assess: gloves, shoes, vests and shorts.

2 ATHLETICS

2.1 Triple jump

Test your learning

- (a) runway (b) Take off point (c) Landing pit
- (a) Approach is the sprinting within the runway to the take off board.
(b) Take off is the board or line where the athlete pushes themselves up hard to start the flight.
(c) Landing is the last phase where the athlete lands in the sand pit.

- Place where the athlete pushes themselves very high to achieve maximum hop.
- Assess the friends written.
- Assess the values such as social justice, love, unity, honesty and patriotism.

2.2 Glide style in shot put

Test your learning

- Shot put
- (a) The stance (b) The grip
(c) The dirty chin (d) The glide
(e) The release (f) The follow through
- Assess.
- The shot makes the chin dirty as it touches the chin before being put.
- Assess the rating scale of the shot put team.

2.3 Middle distance races in track events

Test your learning

- 800m, 1500m, 3000m, 3000m steeple chase
- Ready position, reaction time, take off, acceleration, pacing and finishing.
- Reaction time, pacing and finishing (Assess.)
- Pacing with wide steps, increase pace on homestretch
- Assess the diary.

2.4 Rhythm in hurdling races

Test your learning

- (a) 100m race hurdles for women
(b) 110m race hurdles for men
(c) 3000 steeple chase for men
- (a) Approach (b) Take off
(c) Flight (d) Landing
- This is the systematic slow to fast and big to small steps when clearing hurdles.
- Assess.
- Assess.

End of strand 2.0 Assessment Task

- (a) Approach
(b) Take off
(c) Flight
(d) Landing

2. (a) Triple jump
 - (b) i. Run way
 - ii. Take off mark
 - iii. Landing area
3. Glide style in shot put
4. (a) Stance
 - (b) Grip
 - (c) Dirty chin
 - (d) Release
 - (e) Follow through
5. (a) Shot put implement
 - (b) A shot put sector
6. (a) Stand behind the shot put landing area.
 - (b) Throw the shot put one at a time.
 - (c) Get the correct grip when putting the shot.
7. (a) 100m hurdles women
 - (b) 110m hurdles men
 - (c) 3000m steeple chase
8. (a) Have the stride pattern
 - (b) Have equal strides between the hurdles
9. This is the systematic slow to fast and big to small steps when clearing hurdles.
10. Assess.
11. By practising more and checking on striding.
12. Assess.
13. Assess.
14. Assess leadership, responsibility and unity.
15. Assess.

3 PHYSICAL FITNESS AND HEALTH

3.1 Pre- assessment for fitness

Test your learning

1. (a) beep sound
 - (b) tape measure
 - (c) cones
 - (d) pen and a book
2. (a) tape measure or 1 metre ruler
 - (b) improvised cones
 - (c) marking materials (lime or ash)
 - (d) strings
 - (e) timers
3. (a) 1 metre long ruler or Yardstick
 - (b) Calculator
 - (c) a chair
4. Assess.
5. Assess.

3.2 Fitness activities for fitness components

Test your learning

1. (a) Swimming
 - (b) Running medium or long distance races
 - (c) Cycling
 - (d) Rope skipping
 - (e) Running planks
2. (a) Running on a treadmill with increased speed
 - (b) Resistant elastic running
 - (c) Towing
 - (d) Hill sprints
 - (e) Fartlek practice
3. (a) Drop and catch of the ball
 - (b) Tossing the ball against the wall
 - (c) Shuffle reaction with the ball
 - (d) Dropping and picking competition
 - (e) Colour choice play game
4. Provides the necessary body nutrients.
5. To be hydrated.

3.3 Post-assessment for fitness components

Test your learning

1. (a) beep sound
 - (b) tape measure
 - (c) cones
 - (d) pen and a book
2. (a) tape measure or 1 metre ruler
 - (b) improvised cones
 - (c) marking materials (lime or ash)
 - (d) strings
 - (e) timers
3. (a) 1 metre long ruler or Yardstick
 - (b) Calculator
 - (c) a chair
4. Assess.
5. Assess the journal.

End of strand 3.0 Assessment Task

1. (a) This is the amount of time a person takes before responding to something.
 - (b) This is the ability to move the whole body or part of your body as fast as possible.
 - (c) This is the ability of the heart and lungs to support the body throughout the exercise activity.
2. (a) Speed
 - i. Lunges
 - ii. Quadriceps stretch
 - iii. calf stretch
 - iv. side bend

- (b) Reaction time
 - i. Hand stretch
 - ii. Arm cycling
 - iii. Wrist rotation
 - iv. Finger calling
- (c) Cardio respiratory endurance
 - i. slow jog
 - ii. hopping freely
 - iii. Star jump
 - iv. side bends
 - v. ankle circles
- 3. (a) Reaction time
 - i. 1 metre long ruler or Yardstick
 - ii. Calculator
 - iii. a chair
- (b) Speed
 - i. tape measure or 1 metre ruler
 - ii. improvised cones
 - iii. marking materials (lime or ash)
 - iv. strings
 - v. timers
- (c) Cardio respiratory endurance
 - i. beep sound
 - ii. tape measure
 - iii. cones
 - iv. pen and a book
- 4. (a) Carbohydrates: maize, sweet potatoes, yams and cassava
- (b) Vitamins: mangoes, carrots, avocados, ripe bananas, apples and quavers
- (c) Proteins: meat, milk, beans, peas and chicken
- 5. To assess fitness level before exercise
- 6. Walking, running, jumping and playing
- 7. Walking, playing, running and jumping.
- 8. To measure the effect of exercises done.
- 9. Speed tests, drop ruler tests, running and tossing the ball against the wall
- 10. By carrying out fitness activities.
- 11. To prevent lifestyle diseases, develop muscles and make body strong.
- 12. By ensuring fitness activities entail fitness components of cardiorespiratory endurance, speed and reaction time.
- 13. Use of inaccurate tools, effects of weather, conditions of a person and the reason for assessing cardiorespiratory endurance, speed and reaction time.
- 14. Use of accurate tools, exercise during good weather, one to exercise when in good body conditions.
- 15. It is important during take off in sprints.
- 16. To remain hydrated.

4.1 Fitness and sports related careers

Test your learning

1. coaching, teaching marketing, journalism, physiotherapist among others.
2. Assess.
3. Making a budget, saving in a SACCO, starting a business, buying an appreciating asset among others.
4. It enables a person to prepare for income earned and yet to be earned.
5. To know the availability of commodities, prices and where they are found.

End of strand 4.0 Assessment Task

1. (a) Sports journalist
(b) Sports marketer
(c) Physiologist
(d) Coach
(e) Sports instructor (Among others)
2. (a) Investing in a business
(b) Keeping in a society, Sacco or investment bank
(c) Using it in relation to the budget prepared
(d) Buying investment properties
(e) Supporting others (Among others)
3. (a) Investing in a business
(b) Keeping in a society, Sacco or investment bank
(c) Using it in relation to the budget prepared
(d) Buying investment properties
4. Knowledge and skills in fitness and sports
5. Journalism, sports doctor, teaching, coaching, marketing, sportswear productions among others
6. Drugs and drugs abuse, injuries, racism among others.
7. Avoid drugs abuse, carry out physical fitness, practise sportsmanship and avoid racism.
8. (a) Establishing your pricing.
(b) Establishing the target audience.
(c) Creating marketing positions.
(d) Creating unique marketing propositions.
9. Statutory laws, rules and regulations must be adhered to, Products must meet the required standards among others.

10. They can use technology in the marketing, keeping records, researching on products and markets and keeping data.
11. Physical fitness and talent in respective field
12. Assess the speech. Consider budget preparation and saving and investing of income earned.
13. Assess the brochure.
14. (a) Saving in banks and SACCOs.
(b) Avoid debts and overspending
(c) Pay taxes
(d) Have different investment
(e) Prepare a budget
(f) Seek financial advice.
15. (a) Assess the financial goals of the learner. They must be practical and involve savings and investments.

OPTIONAL GAMES

5 SWIMMING

5.1 Breast stroke in swimming

Test your learning

1. This is floating on water while facing down.
2. Gliding is moving forward in swimming at the end of each stroke without arm or leg action.
3. To enable inhaling.
4. What Time is it Mr shark (assess)
5. Frog kicks

5.2 Inverted Breast stroke

Test your learning

1. This is floating on water while facing the sky.
2. Assess.
3. Assess.
4. Breathing happens easily as the face is out of water.
5. Assess.

End of strand 5.0 Assessment Task

1. Prone position is floating on water facing down while gliding is moving in water at the end of the stroke.
2. (a) Leg action in inverted breast stroke
(b) supine body position
3. Breast stroke.
4. The free moving at the end of the stroke in swimming.

5. Assess.
6. The arm action, the leg action and breathing
7. Assess.
8. Assess.
9. Water balloon toss, Mr Shirk and Minnows, Pool race, Marco polo, atomic whirlpool among others
10. They must be centred on personal safety and that of others as well as good use of the swimming pool.
11. Prone is facing down while supine is facing up while floating in water.
12. It is inhaling phase.
13. Digital devices are used when searching for digital materials and videos about swimming.
14. One might slip and fall hence causing injuries.
15. To remain hydrated.

6 HOCKEY

6.1 Dribbling in hockey

Test your learning

1. (a) Side dribble
(b) Straight one-handed dribble
(c) Reverse one-handed dribble
2. The toe faces down.
3. Straight one-handed dribble the toe faces the sky while in reverse one-handed dribble the toe faces down.
4. It is faster and easy to control the ball
5. This is shown when a player is injured or measures are put in place to avoid injuries.

6.2 Tackling in hockey

Test your learning

1. Lunge and jab tackling.
2. The player's one knee goes down as the hand with the hockey stick extends to put the stick parallel to the ground.
3. When the stick blocks the stick of the opponent.
4. When the stick touches the body of the opponent.
5. Assess.

End of strand 6.0 Assessment Task

1. Vest, shorts, socks, boots, gloves, helmet among others
2. It is the deliberate shot pushing of ball forward.
3. Side dribbling, straight one-handed dribbling, reverse one-handed dribbling
4. Keep the hockey stick down, do not hit the ball up (Assess).
5. Assess warm up activities in hockey.
6. Assess the mini games as long as they are practical and bring out hockey skills intended.
7. Straight one-handed dribble is a right handed dribble done on one side of the field while side dribble is dribbling of the ball with both hands from side to side.
8. 11 players
9. This is the tacking away of ball from an opponent through jab of lunge tackles.
10. Assess.
11. Assess.
12. (a) The skill must come out clearly
(b) It must be aimed for fun and enjoyment
(c) It must have opponents
(d) It may have more or less number of players as in the real game
13. Assess.
14. Assess.
15. Jab tackle the player jabs at the ball while in lunge tackle the player has to put the stick parallel to the ground.

7 KABADDI

7.1 Defensive skills in Kabaddi

Test your learning

1. (a) Ankle hold is a defensive skill in Kabaddi where the player holds the ankle of the attacking player.
(b) Knee hold is a defensive skill in Kabaddi where the player holds the knee of the attacking player.
(c) Waist hold is a defensive skill in Kabaddi where the player holds the waist of the attacking player.

2. Waist hold is a defensive skill in Kabaddi where the player holds the waist of the attacking player while knee hold is a defensive skill in Kabaddi where the player holds the knee of the attacking player.
3. (a) Wrist hold is applied when the attacking player attacks by hand while ankle hold is applied when the attacking player attacks by the foot.
4. Assess.
5. Assess.

7.2 Attacking skills in Kabaddi

Test your learning

1. Toe touch and dubki techniques
2. (a) The raider uses extends his or her leg and used the toe to touch the defender.
(b) The raider escapes the defenders by bowing below the arm span of the host defender and successfully escapes from their clutches.
3. Assess.
4. It has to be done as a team and once one wins an attack points are won as well as players who had been dismissed come back to play.
5. (a) Toe touch is used when the toes of the defending player are close to the attacking player
(c) Dubki is used when two defending players are holding hands and there is spaces between them to escape through.

End of strand 7.0 Assessment Task

1. (a) Toe touch
(b) Dubki
2. Defending in Kabaddi requires team work in order to outnumber the attacking player and score points.
3. Speed and reaction time
4. Winning points for the team
5. Avoiding injuries
6. Lunges, jumping jacks, push ups, arm twists among others
7. To prevent injuries
8. Assess.
9. Wrist hold, waist hold, ankle hold, knee hold and others

10. The player who goes in the opponent's areas to score points by touching on the opponent's player
11. Assess
12. This is shouting "Kabaddi" when raiding.
13. Swift, agile, strong, flexible among others
14. The defending players in Kabaddi
15. By obeying Kabaddi rules
16. Religious studies emphasizes on unity so as it is in Kabaddi
17. Defensive skills: ankle hold, waist hold, wrist hold, knee hold
Attacking skills: toe touch, foot touch, dubki, squat leg thrust

MODEL TEST PAPERS

MODEL TEST PAPER 1

1. basketball
2. (a) Three point area
(b) restricted area
(c) the free semi circle
(d) the centre circle (Among others)
3. (a) Dribbling in Basketball
(b) Basketball
4. Chest pass, lob pass, baseball pass, bounce pass among others
5. volleying
6. Goal keeping
7. Jab and lunge tackles
8.

(a)	Triple jump	Field event
(b)	Medium distance race	Track event
(c)	Shot put	Field event
(d)	Relays	Track event
(e)	Sprints	Track event
9. Triple jump
10. Assess such as push ups, running, star jumps and jumping jacks
11. Assess.
12. Baseball pass.
13. It is defensive skill in hockey.
14. Midcourt line, three-point line, sideline among others
15. Handball, basketball, soccer among others
16. This is a kick used by a player to start play.
17. Handball, netball and basketball
18. Double or single leg landing.
19. Gloves, vest, shorts, boots, socks among others.

20. It is creating space to get the ball in the presence of opponents
21. This is preventing a player from scoring, getting the ball or passing it.
22. This is the position a goalkeeper expects a ball.
23. The shot put implement
24. The phase of putting the shot put implement next to the chin.
25. The stance, grip, dirty chin, release and follow through
26. To levelize the landing pit
27. (a) Sprint races are race below 400m
(b) Middle distance races are races between 800m to 3000m.
28. Toe touch, squat thrust or dubki among others
29. In reverse one-handed dribble in hockey dribbling is carried out by one hand as the toe of the hockey stick faces down.
30. This shows sportsmanship.

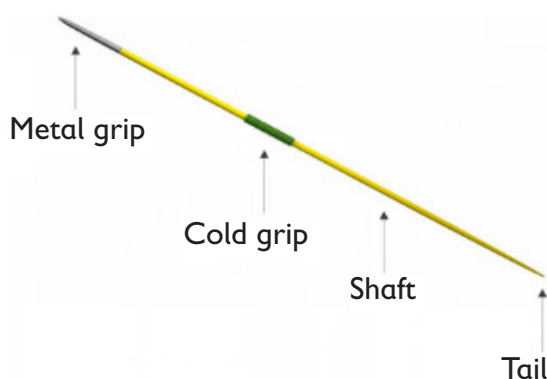
MODEL TEST PAPER 2

1. Bounce pass the ball bounces on the ground before reaching the receiver while the baseball pass the ball is passed at the shoulder level towards the receiver.
2. Jump shot the player jumps to place the ball in the hoop while in front of the hoop while lay-up the player places the ball in the hoop while at the side.
3. High and low dribbles
4. Double and single leg pivoting.
5. Front and backwards pivoting.
6. Preventing opponents from scoring.
7. In long jump the athlete takes off from the board and lands in the landing pit while in triple jump the athlete takes off at the take off board and makes hop step and jump before flying and landing in the landing pit.
8. Shoot put in field event
9. Glide style in shot put
10. 800m, 1000m, 1500m, 3000m
11. Relay is a race or handing over batons to the next athlete
12. Sprints is a race where the athlete starts and finishes at a very high speed.
13. This are races between 800m to 3000m.
14. This are races where athletes clear obstacles called hurdles.
15. Pacing, increasing and reducing strides.

16. Prone is floating facing down while supine is floating facing the sky.
17. Throwing facility is the same for the field events with a net that is put when it comes to a discus throw.
18. To stay hydrated.
19. Sit and reach box
20. Beam
21. Juggling balls, eye ball coordination
22. Straight one-handed dribble
23. Take of in sprints (reaction time)
24. Pacing
25. Push ups, lunges, mountain climbers or jumping jacks and running
26. Running, star jumps, high knee hugs among others
27. Juggling, throwing balls on the wall, drop ruler test among others
28. Inclining trade mill
29. Sit and reach test box
30. Rubber bands

MODEL TEST PAPER 3

1. Bunch start in sprints
2. "Onto your marks!" "Set!" "Go!"
3. Run through finish technique
4. (a) The outgoing runner must have the baton and run carrying it to the end.
(b) The outgoing runner receives the baton without looking at the incoming runner
(c) The incoming runner hands over the baton to the outgoing runner while still at the designated area.
5. Landing foam
6. High jump
7. Measuring tape, uprights and the horizontal stick
8. Scissors technique in high jump
- 9.



10. Reeds, sticks rubber among others

11. Side by side skipping
12. Side step skipping
13. Inside the foot
14. Over arm serve
15. When the receiving team touches the ball more than three times or when the ball served goes out of the field.
16. Side line, goal line and centre line
17. Dribbling
18. Raider
19. Assess.
20. Assess.
21. Doping, racism, lack of facilities among others
22. Goal scorer
23. Balls, beeps, shoes, bags, hoops, nets, vests among others
24. Bounce pass
25. Chest pass, overhead pass and baseball pass
26. Crouch surface dive in swimming
27. Clap catch technique
28. Hand stand balance
29. Power
30. twigs

MODEL TEST PAPER 4

1. Preventing life style diseases, career choices, sources of employment among others
2. From left hand: right corner, right inn, right cover, centre, left cover, left inn, left corner
3. (a) squat thrust (b) dubki
4. Wrist hold, waist hold, knee hold, ankle hold among others
5. Hockey
6. Reverse one-handed dribble
7. Jab and lunge tackle
8. Assess.
9. Investing in a business, saving in a SACCO or bank
10. Assess.
11. Helmet, leg guard, gloves, shoulder guard, goalie stick among others
12. Use the commodities well, keep the money in a savings SACCO or bank or start an investment
13. Advise on how they should use the awards that they will get.
14. Breaststroke is swimming while facing down while in inverted breaststroke is swimming while facing the sky.
15. This is the motion or movement that happens at the end of each stroke in swimming.

16. This is the complete cycle of arm pulls in swimming while facing the sky.
17. This is the kicks of the legs in swimming while facing down.
18. Freestyle, backstroke, breaststroke and butterfly
19. High pressure of dry cold air
20. Bandage, scissors, cotton wool, pain killers, medical gloves, razorblade, spirit among others
21. Cohesive, roller, gauze, tabular bandages among others
22. This is preventing an open wound from bleeding and protecting it as well as enhance healing.
23. Rest, Ice, Compression and Elevation
24. Assess
25. It is the ability of the body to carry out physical fitness without tiring up.
26. It is the shortest time taken to complete a task.
27. Reaction time
28. The approach, the take off, the flight and landing
29. When the partner is far away.
30. The bounce pass is accurate and it cannot be intercepted by an opponent.

MODEL TEST PAPER 5

1. Assess.
2. Assess.
3. Inverted Breast Stroke.
4. Swimming while facing the sky.
5. Wrist hold, ankle hold, thigh hold, waist hold
6. Assess.
7. To prevent injuries

8. To carry out warm up activities and follow rules.
9. Hockey enhances physical fitness which is encouraged in Integrated Science.
10. Assess.
11. Pool umbrella, coach chair, safety jackets, floaters, among others
12. Baseball pass
13. Cardiorespiratory endurance
14. Assess
15. The approach, take off, clearance, landing
16. Assess.
17. The hop, step and jump stages
18. The fingers of the throwing hand open up in the direction of the throw with the dominant leg coming forward for stability.
19. The referee, the assistant referee, the VAR team and the fourth official
20. For fun and enjoyment as the skills and knowledge are enhanced.
21. Assess.
22. Pivoting
23. The shooter approaches the hoop from the side and places the ball in the hoop
24. Assess.
25. Man to man, screening marking and follow the leader marking
26. High dribble the ball bounces high above the waist level while low dribble the ball bounces below the waist level.
27. Should encourage sportsmanship, anti doping, no racism nor sexual harassment as well as upholding copyrights.
28. Assess.
29. Assess.
30. Assess.

SOCIAL STUDIES ANSWERS

2.1 Building Self-esteem

Revision Exercise 2.1

1. Self-esteem is the opinion we have about ourselves.
2. The media, friends and family, other peoples' reactions.
3. Social cohesion
4. Sports, meetings, awareness study, political action committees, art and culture activities
5. Talk positively about herself. Should not compare herself to others.
Appreciating her special qualities. She should forget the past. Exercise. Have fun.
6. Poor treatment at home and in school. Poor academic performance. Mental illness, stress and depression. Racism and discrimination. Medical problem. Ongoing stressful life events.
7. a) It makes someone have better feelings about themselves.
b) Makes one feel appreciated, liked and loved.
c) Builds ones confidence.
d) Promotes connection and closeness between people.
8. a). If he or she takes good care of themselves.
b). If the individual has a positive attitude about themselves.
c). If they often volunteer in social activities.
d). If the person maintains a healthy relationship with others.
e). If the person easily understands other people's needs and helps them.
9. Respect, responsibility, love
10. a) healthy
b) i) He has a positive attitude about himself.
ii) He does what he knows he can do best and does it to perfection.
c) Confidence, positivity

2.2 Emotional Care

Revision Exercise 2.2

1. He needs to accept whatever has happened. He needs to understand the impermanence of his emotion. He should try control his emotions and talk about it.

2. Sadness, fear, anger and hurt.
3. Emotional intelligence is the ability to identify, manage and understand emotions to help us communicate without conflict.
4. Open ended.
5. Dressing and acting intelligently.
Supporting other regardless of your situation.
Taking responsibility for mistakes. Being flexible. Taking on challenges for example asking colleagues if the need assistance from you.
6. It improves our relationships with others.
Reduce stress. Create a positive environment.
7. a) Excessive punishment. Laziness. Offensive or bad language. Favouritism.
b) Poor mental health you to stress and depression. Withdrawal from school or even interaction with others. Poor performance.
8. In decent dressing. Watching pornography. Listening to bad music. Use of vulgar language.

2.3 Resilience

Revision Exercise 2.3

1. It refers to the capacity to withstand or recover quickly from difficulties or toughness.
2. Change of school. Conflict from peers and family. Physical illness. Change of friendship. Transition from primary to high school.
3. If the person is adaptable and flexible to change. They do not depend on what they cannot control- they do what makes them happy. They use healthy coping strategies for stress management. They ask for assistance when they are going through tough times. They find happiness in small things. They do not give up easily.
4. Integrity, tolerance, persistence
5. Care givers, teachers and adults around you
6. Taking good care of themselves from dressing to investing in your hobbies. Learning from experiences. Remaining hopeful that the future will be better. Accept and find solutions or any alternative ways.

2.4 Socio-Cultural Diversity and Inclusion

Revision Exercise 2.4

- It is the coexistence of many groups with different cultures in the society.
 - It is embracing all the people irrespective of their differences by offering equal opportunities.
- Traditional dances, ways of worship, songs
- Participate in music festivals, organising cultural week.
- Engaging in activities such as sports, music festivals and traditional ceremonies.
- Making presentations from different cultures, showcasing type of food eaten in the community and traditional sport activities.

2.5 Building Healthy Relationships

Revision Exercise 2.5

- A healthy relationship is one where both people respect and support each other's feelings, boundaries and well-being.
- Trust is essential because it creates a strong foundation for honesty, openness and emotional security in a relationship.
- In a healthy relationship, both people communicate openly and respectfully. In an unhealthy relationship, there may be disrespect or abuse.
- Good communication helps people understand each other's needs, feelings and concerns, which strengthens their connection.
- Warning signs may include controlling behaviour, verbal or physical abuse, lack of respect or feeling constantly unhappy or unsafe.
- In friendships, being supportive, respecting each other's differences and communicating openly are key to maintaining a healthy bond.

2.6 Peaceful Conflict Resolution

Revision Exercise 2.6

- Conflict resolution is the process of finding peaceful ways to solve disagreements or conflicts.

- Resolving conflicts within a family is important to maintain harmony, trust and strong relationships.
- Common causes include misunderstandings, differences in opinions and sharing resources.
- Active listening means giving full attention to the speaker. It is important for understanding each other's perspectives during conflicts.
- One peaceful way is to use "I" statements, like "I feel upset when..."
- Creating a safe space for open communication and showing respect for one another's feelings fosters a peaceful atmosphere.

END OF STRAND 2 ASSESSMENT

- People who are bullied feel rejected which leads to low self-esteem.
- Seeking help when I need it. Having self-confidence.
- This value one to maintain good healthy habits. One can choose to spend time with those who make them happy.
- Assess the learner's responses.
- Self-awareness, self-regulation, motivation, social skills and empathy.
- They are optimistic and have a positive mindset. They understand that the situation is not permanent.
- Showcasing the traditional types of food and traditional sports activities.
- They influence people positively. They help us to be better in life.
- A person that asks you to do something wrong is not a good person.
- A peaceful family is filled with love and kindness. Family members care for each other and show affection through actions and words. Everyone in a peaceful family respects each other's feelings, privacy and belongings. It is like giving each other personal space and treating each other the way you would like to be treated.

3

COMMUNITY SERVICE LEARNING PROJECT

Revision Exercise 3.1

1. Community service is when people volunteer their time and efforts to help others in their local community without expecting anything in return
2. Community service is important because it helps improve the community.
3. Examples include helping at a local animal shelter, participating in food drives, cleaning up parks or assisting at the home of the aged.
4. The steps include identifying a need, setting goals, recruiting volunteers, creating a plan and executing the project.
5. Success can be measured by achieving project goals, improved conditions in the community and feedback from those you have helped.
6. Challenges may include lack of resources or unexpected obstacles. You can overcome them by seeking help and being flexible.
7. Community service teaches skills such as communication, teamwork, problem-solving, and empathy, which are valuable in life.
8. Reflection helps you understand your impact, learn from your experiences and plan better for future service projects.
9. A statement of the problem helps you understand your vision much better.
10. Community service can help you develop important life skills, make new friends and give you a sense of accomplishment and satisfaction.

END OF STRAND 3 ASSESSMENT

Assess the learners' projects.

4

NATURAL AND HISTORICAL BUILT ENVIRONMENTS

4.1 Map Reading and Interpretation

Revision Exercise 4.1

1. A map is a representation of the earth or part of the earth on a flat surface.
2. a) Title b) Scale c) Key
3. A scale is the ratio of a distance on a map to a corresponding distance on the actual ground.
4. a) Statement scale b) Linear scale
c) Representative scale
5. a) Frame b) Scale c) Key
d) Title e) Compass direction.
6. Scale helps to provide a means to determine real world distances from map distances. It also helps to measure accuracy because it represents the distances of and between geographical features.
7. Assess the learner's answers.
8. Physical features are natural landforms of a geographical area.
9. a) Mountains b) Rivers
c) Plains d) Plateaus.

10. a) Spot heights- These are points on a map whose positions and heights have been determined by surveyors.
b) Hill shading- They show relief by use of shading to show shadows.

4.2 Weather and Climate

Revision Exercise 4.2

1. Latitude affects the amount of sunlight an area receives, impacting temperature and climate.
2. Water bodies moderate temperatures, leading to more temperate climates in coastal areas.
3. Africa has climatic regions such as Tropical Rainforest, Savanna, Desert and Mediterranean, distributed across the continent.
4. The Sahara is a hot desert with low precipitation, influencing neighboring regions with arid conditions.
5. Activities such as burning fossil fuels and deforestation release greenhouse gases, contributing to climate change.
6. Trees absorb carbon dioxide, helping to reduce greenhouse gas concentrations in the atmosphere.

7. Climate dictates temperature and precipitation, influencing the suitability of crops for cultivation.
8. Ocean currents can bring warm or cold water, affecting the temperature and precipitation of coastal regions.
9. Renewable energy sources such as solar and wind power reduce reliance on fossil fuels, decreasing carbon emissions.
10. We can reduce use of fossil fuels, use of sustainable transport systems to reduce over-reliance on transport systems that are not sustainable and restore nature by planting more trees.

4.3 Vegetation in Africa

Revision Exercise 4.3

1. Vegetation refers to the plant life that covers a particular area.
2. Human activities: People carry out activities such as lumbering and charcoal burning. They even clear bushes for settlement and cultivation. This adversely affects vegetation. Animal activities-The effect of wild and domestic animals especially when their grazing is not controlled. Vegetation can be easily cleared by insects such as locusts.
3. Equatorial vegetation. Mediterranean vegetation
4. Trees are short and cone shaped. Trees have small hard evergreen leaves.
5. Mediterranean vegetation
6. Climate
7. Plants such as flowers beautify the environment. Forested areas are water catchment areas. Forests and savannah vegetation are a home to wild animals.
8. Creation of forest reserves for example the government has gazetted some forest reserves protecting water catchment areas.

4.4 Historical sites and Monuments in Africa

Revision Exercise 4.4

1. The Great Zimbabwe ruins are located in Zimbabwe.
2. Historical sites help us connect with our past, understanding traditions and customs.
3. Ancient trade routes teach us about economic exchanges, cultural interactions and historical development.

4. Planting vegetation helps prevent erosion and protects historical sites.
5. Monuments serve as symbols that carry the stories and values of our cultural heritage.
6. Local governments can allocate funds, enforce protective measures and promote sustainable tourism practices.
7. Communities can raise awareness, participate in clean-up efforts and report any damage to authorities.

END OF STRAND 4 ASSESSMENT

1. - Contour lines: Lines connecting points of equal elevation.
 - Hachures: Short parallel lines used to indicate slope and relief.
 - Shading: Use of light and dark areas to depict elevation.
2. - Trade Winds: Prevailing winds towards the equator.
 - Westerlies: Prevailing winds from the subtropics towards higher latitudes.
3. - Title, scale, legend (key), compass rose and grid.
4. - Harmattan Winds: Dry and dusty winds blowing from the Sahara across West Africa.
 - Northeast Trade Winds: Winds moving from the northeast towards the equator.
5. - Tropical Rainforest, Savanna and Desert.
6. - Linear Scale: It is a line graph showing distance on a map that is a real-world distance.
 - Representative Fraction (RF): Ratio of map distance to actual distance.
 - Statement Scale is expressed in words.
7. - Weather refers to short-term atmospheric conditions. Climate is the long-term average of weather patterns.
8. - Moderate rainfall.
 - Influenced by oceanic currents.
 - Example: Mediterranean Climate.
9. - Harmattan Winds and Northeast Trade Winds.
10. - Drought, flooding and volcanic activity.
11. - Latitude, altitude, distance from the sea, ocean currents and wind patterns.
12. - Climate, soil type and topography.
13. - Great Zimbabwe, Timbuktu and the Pyramids of Giza.
14. - Long-term alteration in Earth's climate, often due to human activities leading to increased greenhouse gas concentrations.
15. - Cultural heritage preservation, tourism attraction and understanding historical civilisations.

5

POLITICAL DEVELOPMENT AND GOVERNANCE

5.1 The Constitution of Kenya

Revision Exercise 5.1

1.

Components	Examples
Chapters	Chapter 4-The Bill of Rights Chapter 6- Leadership and Integrity Chapter 3- Citizenship Chapter 8- The Legislature Chapter 9- The Executive Chapter 10- The Judiciary
Articles	Article 1-Sovereignty of the people Article 3- Defense of the constitution
Schedules	First Schedule - Counties Second Schedule. National symbols Third Schedule. National Oaths and affirmations Fourth Schedule. Distribution of functions between National and the county governments Fifth Schedule. Legislation to be enacted by Parliament Sixth Schedule. Transitional and consequential provisions

2. The executive, legislature and judiciary
3. Judiciary-Chief justice
Executive- The President
Legislature- The Speaker
4. It implements the government policies.
5.
 - a) When doing selection of any job or election it should always be free and fair to all. This makes people in the society to believe in their leadership.
 - b) Making of any decision in our jobs or society should be done fairly. It should not be influenced by nepotism, favouritism or other corrupt means.
 - c) Accountability and selfless service based solely on the public interests.

- d) When socialising with others and places of work, discipline and commitment in service to the people.
 - e) Always demonstrate respect for the people in every situation and every day to day life.
6.
 - a) Making of any decision should be done fairly.
 - b) When socialising with others and places of work, discipline and commitment in service to the people.
 - c) Always demonstrate respect for the people in every situation and every day to day life.
 7. No one is above the law. We all respect the constitution.
 8.
 - a) Authority assigned to a state officer is a public trust to be exercised in a transparent manner.
 - b) We should be consistent with the purposes and objectives of the constitution.
 - c) We should demonstrate respect for the people.

5.2 Human Rights

Revision Exercise 5.2

1. Right to life, right to education, right to parental protection, right of protection from abuse.
2. Right to education and the right to parental protection are denied.
3. Right to non-discrimination, right to life, right to name and nationality, freedom of expression, freedom of association and the right to education.
4.
 - a) Protest inequalities: When you see someone else stand up, stand with them, when we have each other's support, we are more empowered against injustices.
 - b) Put pressure on those responsible for upholding human rights.
 - c) Support economic rights such as equal education access, free childcare and equal pay.

- d) Involve journalists and media to create more awareness on human rights protection.
- e) Punishing violators of human rights.
- f) Enshrining human rights in the constitution.
- g) Carrying out sensitisation and public awareness on the importance of protecting human rights.

5.3 Citizenship

Revision Exercise 5.3

1. *Global citizenship is being aware of and understanding the wider world and our place in it.*
2. Education, diplomatic ties among member states, trading activities, cooperation, giving support to democratically elected governments, promoting and protecting people's rights and freedoms, upholding cooperation among African countries, promotion of African cultural heritage in the community and buying locally manufactured goods to promote economy.
3. Patriotic, environmentalist, exemplary leader
4. They were against the British law that forced Indians to purchase British salt instead of producing it locally. Mahatma protested discrimination against the "untouchables," India's lowest caste and negotiated unsuccessfully for Indian home rule. Gandhi changed the face of civil disobedience around the world. He inspired change without violent incitation. He embraced Muslims even though he was a Hindu. He supported women rights.
5.

Wangari Maathai	Mahatma Gandhi
Fought against injustice.	Fought against unfair treatment.
Supported women rights	Supported women rights.
6. We should speak out against discrimination and unfair treatment in society. We can plant trees to protect the environment. We should stand for what is right.
7. Social entrepreneurship involves the activities that help to solve community-based problems.

It is the organisation of business around specific social and environmental causes. For example, it includes non-profit organisations, charities and for-profit enterprises. The main is to make a difference in the world or in the community.

8. Social entrepreneurs focus on jobs created, trees planted or donations made to solve a problem in the society. It should have an intention of creating positive changes in society. An entrepreneur should willingly show effort to connect with life's purpose, help others and make differences in the world. The main focus:
 - a) People - The human impact of the business and the ability to affect social change, improve lives and develop a community in a sustainable way.
 - b) Planet - Your environmental impact. This is how the business contributes to a sustainable planet.
 - c) Profit - Social enterprises need to make money so as to sustain themselves, pay participants and grow as an enterprise.
9.
 - a) Both were involved in nonviolent resistance such as civil disobedience, peaceful protests and diplomatic negotiations to bring about justice and fairness in the society.
 - b) Advocated for human rights: Both addressed issues such as discrimination, oppression and violations of civil liberties.
 - c) Social movements: Both participated in social movements to address racial equality, gender equity and environmental protection.
 - d) They used grassroots initiatives that they to empower local communities to address their own injustices.

5.4 Essential skills in critical thinking

Revision Exercise 5.4

1. Critical thinking is the ability to analyse, evaluate and make reasoned judgments about information, situations or problems.

- Essential skills include problem-solving, decision-making, information analysis, logical reasoning and creativity.
- When facing time management problems, inability to choose a career, influence to join bad company.
- Critical thinking is crucial because it helps us make informed decisions, solve complex problems and avoid common cognitive biases.
- It involves analysing texts, questioning assumptions and constructing well-reasoned arguments, which are vital for academic success.
- It leads to better communication, empathy and conflict resolution in relationships.
- It enables you to prioritise tasks, set goals and make efficient use of your time.

5.5 Development of Creative Thinking

Revision Exercise 5.5

- Creative thinking involves generating unique and innovative ideas by breaking away from conventional thought patterns.
- Assess the responses from learners.
- Ask for help when facing a difficult situation and be willing to listen to others' views.
- Revise thoroughly. Seek help from the teacher.
- It helps one to come up with creative ways of handling situations.
- Embracing the idea that failure is a learning opportunity can help individuals overcome their fear of failure.
- Creative thinking enhances problem-solving, self-expression, adaptability and self-confidence, promoting personal growth.
- Creative thinking fosters collaboration, as diverse perspectives often lead to more innovative and holistic solutions to social challenges.

5.6 Process of Problem Solving

Revision Exercise 5.6

- A problem-solving model is a structured approach that guides individuals or groups through the process of defining, analysing and solving problems.

- Problem-solving model provides clarity, efficiency and a systematic approach to addressing issues, making them essential tools in various contexts.
- Identifying a problem.
- These models guide decision-making by facilitating the evaluation of potential solutions and their consequences, leading to more informed choices.
- Limited resources, such as time and funding, can make it challenging to address complex problems effectively, slowing down problem-solving efforts.
- Values guide individuals and societies in making ethical decisions during problem-solving, ensuring solutions align with principles of fairness, honesty and compassion.

END OF STRAND 5 ASSESSMENT

- The Bill of Rights, leadership and integrity
- Making laws
- Objectivity and impartiality in decision making without being influenced by corrupt practices, nepotism or favouritism.
- Taking children to school, educating people, allowing free and fair elections
- Right to education, freedom of privacy
- Assess learners' responses.
- Clean environment, visiting the needy and advocating for human rights.
- Evaluation which is the ability to make decision using the available information.
- Fear of rejection and fear of failure
- Lack of resources required may hinder completely or slow the process.

MODEL TEST PAPER 1

- Fossils are preserved remains of animals, plants and other organisms from the past.
- Great Zimbabwe- Kenya, Fort Tenan – Ethiopia, Omo river basin - Zimbabwe
- Homo sapiens sapiens 6
Astralopithecus 3
Homo erectus 4
Dryopithecus 1
Homo sapiens Neanderthalensia 5
Ramapithecus 2

4. Was a hunting man. Used stones to make tools.
5. Evolution theory
6. Tribalism, selfishness and discrimination
7. Forced and early marriage, child labour, sexual harassment
8. Increase of people in place at a particular time.
9. - Lack of adequate information on matters family planning. Decrease in death rates.
10. Emigration, immigration
11. - Poor academic performance, mental instability, medical related problems, ongoing stressful life events, poor treatment at home and at school.
12. - Reduces stress
 - Improves our communication skills
 - Enhances social skills
 - Helps one to build a good health relationship
13. - Leads to poor living standards due to poor infrastructure
 - Increased economic growth of a country
 - Reduced house and school infrastructure for the increasing population.
14. Responsibility helps people to make wise decisions and avoid blaming others.
15. Discipline, support, respect and faithfulness
16. - Reduces disagreements and discrimination as people learn to tolerate and accept society.
 - Enhances creativity and innovation because people get opportunities to view and experience and even generate fresh ideas and approaches.
 - Reduces conflict by promoting understanding and respect among different cultural and social groups.
17. It boosts self-esteem because one will feel loved.
It contributes to the individual's well-being.
It encourages personal growth and development.
It shapes one's identity and a sense of belonging.
18. Dialogue
19. Forgiving those we wrong, respecting others' opinions
20. Love, social justice, respect and patience
21. The schedules, articles
22. Title and sheet name which is written at the top in bold and shows name of area represented on the map.
23. They are always willing to help and cooperate with others.

They are curious and want to learn more about the world.

They believe they can make a positive difference in the world.

They act fairly in their choices, decisions and their words.

They believe in their own ideas.

24. Railway and roads can connect to many countries to enhance transport.
25. Representative fraction scale, linear scale and statement scale
26. - Right to parental care.
 - Right to health care.
 - Right to protection from abuse.
27. Hachures, contours
28. A bill of rights- This is the section in the constitution that explains the basic rights and freedoms that should be enjoyed by the citizens of a country.
29. Wind, temperature and sunshine
30. The executive, the legislature, the Judiciary

MODEL TEST PAPER 2

1. Soils in steep areas are eroded hence discouraging growth. Waterlogged areas encourage growth of swamp vegetation.
2. Cutting down of trees should not be allowed.
3. A global citizen is one who is aware of the wider world and has a sense of his or her own role and respect and values diversity.
4. Kenya, Uganda, Tanzania
5. Egypt
6. The media, friends and family, other people's reactions
7. Social cohesion- It refers to the strength in relationships and the sense of solidarity on members of the community.
8. Assess the learner's responses.
9. -Engaging in safe social activities with others who share similar values.
 - Through losing your guardians and your elders to gain approval and good compliments.
 - Utilising the structures of social cohesion, essential self-worth growth and leads to a healthy self-esteem.
 - By interacting well with people around you.
10. Healthy relationships, unhealthy relationships
11. Fencing, employing security guards
12. Taking good care of herself and her body, exercising, eating well.

- Making time for things she likes doing for example, hobbies.
She should also talk to others about her problems.
13. Implementing laws
 14. Chapter 6
 15. This is a person who is able to withstand and recover quickly from difficulties or tough situations.
 16. Establishing when earliest human beings existed.
 17. Koobi fora.
 18. Hunting, gathering roots and wild fruits.
 19. Language - They used Swahili and developed it into written language.
Economy - They were economically civilised into trade by foreign traders from India and Persia around 11th to the 16th centuries.
Religion - This civilisation brought Islam which gave them a common religion within cities along the coast.
Social life - The life was made up of four primary groups that is local mobility, common citizens, resident foreigners and then slaves.
 21. Love makes people appreciate themselves, accept their strengths and work on their weaknesses.
 22. This helps in distribution of population in towns.
 23. People prefer having many children to assist them in chores and farm work.
 25. Population growth is the increase in the number of people in a place at a particular time.
 26. People are able to use the available stocks of food and deplete them.
 27. Greece
 28. Communication, trust, kindness, patience, respect and empathy
 29. Fosters empathy and reduces disagreements and discrimination.
Strengthens social togetherness
Reduces conflict
Embraces cultural exchange
 30. Active listening is the giving of full attention to the speaker by the listeners. It is important for understanding each other's perspectives during conflict.

MODEL TEST PAPER 3

1. People will be less affected by diseases and therefore reduce death rates.
2. Congestion, conflicts and war, unemployment, increased pollution.
3. Emigration is the movement of people out of a country.
4. Population increases in the area where people migrate to causing stress on resources.
5. Assess the line graph.
6. People spend most of their time at work and if the environment is stressful it will lower his or her self-esteem.
7. Confidence, positivity
8. It is the ability to identify, manage and understand emotions and thereby help us communicate without conflict.
9. Conflict with peers or family
Change of school
Change of friendship circle
When parents divorce
10. -Africa is referred to as the cradle of humanity because it is where the earliest hominids or ancestors first appeared years ago.
11. Archeologists - The scientists who study the evolution of human beings.
12. -Internal migration involves movement of people within a country or continent. External migration involves movement of people between different countries or continents.
13. Respect helps one not compare themselves with others.
14. When one succeeds in doing something, you feel capable and very good about yourself.
15. High population increases the pressure on Healthcare facilities there by straining resources.
16. Increased in demand for goods and services in countries
Increased level of pollution due to increase. population pressure towards the environment
Increased population. Increased racial tensions and discriminations.
The displacement of nationals from occupations in the countryside and the cities.
17. Demographic trends refer to the data collected over a long period of time and from which patterns have been formed.
18. Emotional intelligence is the ability to identify and manage our own emotion as well as those around us.
19. Charles Darwin
20. a) X- South West Monsoon winds
b) W- Mozambique current
c) Y- Harmattan Winds

21. Assess the learner's responses.
22. It helps one to honour feelings and helps us to know who we are and what is going around us.
23. Seek adult's guidance. Practise assertiveness.
24. Dialogue, mediation
25. Title, scale, key, compass direction
26. Marginal information
27. Assess the learner's answer.
28. Optimistic, possesses problem-solving skills, learns from mistakes.
29. Wind, relief, latitude, Altitude, shape of the coastline, distance from a large water body, ocean currents
30. The skull was enlarged.

MODEL TEST PAPER 4

1. They had massive jaws.
2. Love and kindness, they listen to one another, they celebrate wins together, they work as a team and they help each other.
3. A scale is the ratio of a distance on a map to a corresponding distance on the actual ground.
4. Statement scale, ratio scale and linear scale
5. Outline two characteristics of the modern man. Walks on two limbs, has the largest brain capacity, makes modern tools.
6. a) Relief
b) Windward, leeward
7. They are mostly covered in snow. Temperature ranges from 0° and below. Top of mountains experiences low temperatures.
8. Increased floods, drought and famine, migration of people
9. Embracing renewable energy, protection of all water bodies, better forestry management and use of sustainable agriculture
10. Egypt
11. Equatorial vegetation, Savannah vegetation, Desert vegetation
Mediterranean vegetation, Mountain vegetation, Temperate vegetation
12. A historical site is any building, landscape sites or structure that is of local, national or global significance.
13. Hyrax hill in Nakuru, Kariandusi near Gilgil and Orlegesallie near L. Magadi
14. Preservation of original features such that its originality is protected in terms of architectural features materials and craftsmanship.

Involve the community surrounding the site in the care and appreciation.

Having proper maintenance of the site for example, cleaning painting and repairing to prevent further deterioration.

15. Arabs, Greeks, Persians
16. Islamic religion united people in these city-states, both the locals and the foreigners. Deep natural harbours allowed ships to anchor at the coast.
17. The latitudes affect the amount of sunlight received in that area thus affecting the temperature and climate.
18. Planting vegetation around the area
19. Earliest architectural designs of Shona people, the calendar in Egypt.
20. Assess the learner's responses.
21. Hope
22. This helps one to know the practicality, the cost and the resources required.
23. Integrity, responsibility, respect
24. Critical thinking is a mental process that involves analysing, evaluating and synthesising information and ideas to make reason judgments and decisions.
25. Lack of information, peer pressure, believing everything we hear, jumping to conclusions, getting emotional.
26. When someone listens to people who agree with them and ignores those who don't agree with him or her. This can stop them from considering other views.
27. Better decision making, enables one to grow and learn.
Leads to effective communication, one will avoid mistakes, enhances career success
Makes one creative and innovative, enables one to handle life challenges more effectively.
28. Radicalisation, bullying, conflicts among communities, gambling
29. Interprets the law, brings peace between the accused and the accusers.
Ensures justice and fairness, hears and determines cases.
30. Integrity

MODEL TEST PAPER 5

1. Identify and label the emotion by knowing what it is we it anger or anxiety.
Understand the impermanence of the emotion

- Enquire and investigate about your emotions.
Turn towards your emotions with acceptance and know where it is coming from.
Let go of the need to control your emotions.
2. The Origin of Species by Means of Natural Selection in 1859.
 3. They contribute to environmental conservation. They promote historic preservation research.
 4. Climate, soil type, topography
 5. Climate change
 6. Fossils are groups of fossils that have been analysed and arranged historically and in descending order.
 7. Development of Kiswahili language, emergence of trade links
 8. Immigration is the movement of people from other countries into a country.
 9. Assess the learner's responses.
 10. It leads to Negative emotions like anger frustration and sadness.
Results in communication breakdown making it harder for people to understand each other
Physical health impact
Reduced productivity
Deterioration of relationships
 11. Rejection from family or friends, media, bullying, past experiences, constant comparison of self with others.
 12. Hachures - These are short lines drawn to represent the direction of a slope.
Layer tinting - This involves coloring and shading land according to the range of latitude.
Spot heights - These are points on a map whose positions and heights have been determined by surveyors.
 13. To be aware of unconscious bias, taking part in school music festivals, appreciating traditional food.
 14. Places near large water bodies receive more rain than those that are far from large water bodies.
 15. a) Savannah - Pastoralism and ranching,
b) Desert - Irrigation farming along River Nile, pastoralism.
 16. Wheat, barley and fruits
 17. Woodland Savannah vegetation, Grassland Savannah vegetation
 18. Playing together, doing chores together and handling conflicts without violence.
 19. External pressure - External expectations and pressure to conform can hinder creative thinking
Fear of failure - The fear of making mistakes or facing criticism can be a challenge to creative thinking.
 20. a) Personal development- Innovation, problem solving, self-expression, learning and confidence
b) Social development- Collaboration, conflict resolution, cultural enrichment and economic growth.
 21. Ineffective communication, lack of knowledge, resistance to change and lack of creativity
 22. Together with siblings, we help each other in doing house chores. We also play games.
 23. This refers to voluntary actions or work done by individuals or groups to help the local community.
 24. a) Identify the problem.
b) Write a statement of a problem.
c) Design a solution to the problem.
d) Learn to implement the design solution to the problem and implement it.
e) Record results and accounts for the concluded project.
 25. Develop a kitchen garden to grow food.
 26. It helps one develop important life skills. It enables one to make new friends.
 27. 18
 28. Rainfall and crop farming is practised in equatorial, modified equatorial, tropical and subtropical climatic zones. Nomadic pastoralism is practised in desert and semi-desert regions. Tourism is practised in Savannah regions due to presence of wild animals.
 29. The President, Deputy President
The cabinet secretaries
The Attorney General
The director of public prosecutions
The public servants
 30. Equality before the law, good leadership

