

Targeter

CBC Tracker

Grade

5

Answer Booklet



Targeter Publishers Ltd
Wings of Excellence

COMPETENCY BASED CURRICULUM

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MATHEMATICS

Exercise 1

1. a) Tens
b) Thousands
c) Tens
d) Hundreds
e) Ones
f) Hundreds
- 2.

		Hundreds of Thousands	Ten of Thousands	Thousands	Hundreds	Tens	Ones
a)	1456			1	4	5	6
b)	25639		2	5	6	3	9
c)	408713	4	0	8	7	1	3
d)	157426	1	5	7	4	2	6
e)	999999	9	9	9	9	9	9

3. a) 3 - Ones
1 - Tens
0 - Hundreds
2 - Thousands
- b) 6 - Ones
7 - Tens
8 - Hundreds
4 - Thousands
3 - Tens of thousands
- c) 4 - Ones
2 - Tens
6 - Hundreds
7 - Thousands
9 - Tens of thousands
5 - Hundreds of thousands
- d) 4 - Ones
3 - Tens
7 - Hundreds
5 - Thousands
2 - Tens of thousands
9 - Hundreds of thousands
- (e) 1 - Ones
4 - Tens
9 - Hundreds

- 3 - Thousands
- 7 - Tens of thousands
- 2 - Hundreds of thousands
- f) 1 - Ones
3 - Tens
7 - Hundreds
4 - Thousands
5 - Tens of thousands
6 - Hundreds of thousands

4. Tens of thousands
5. Hundreds of thousands
6. 2
7. 9

Exercise 2

1. a) 60
b) 6000
c) 60,000
d) 600
e) 600000
f) 6
2. a) 20 000
b) 600000
c) 0
3. a) 8 - 8
0 - 0
3 - 300
4 - 4000
1 - 10000
b) 1 - 1
6 - 60
9 - 900
3 - 3000
4 - 40000
c) 7 - 7
6 - 60
9 - 900
0 - 0
4 - 40000
3 - 300000
d) 3 - 3
2 - 20
8 - 800
5 - 5000

- 9 - 90000
- 4 - 400000
- e) 3 - 3
- 8 - 80
- 3 - 300
- 7 - 7000
- 2 - 20000
- 9 - 900000
- f) 5 - 5
- 6 - 60
- 4 - 400
- 1 - 1000
- 3 - 30000
- 7 - 700000

4. 300000
5. 7000
6. 600000
7. 900000
8. 40000
9. 10000

Exercise 3

1. 375, 624
2. 245, 789
3. 123, 456
4. 400, 550
5. 700, 312
6. 567, 403
7. 440, 404

Exercise 4

1. Twenty three thousand, four hundred and fifty six.
2. Forty five thousand, six hundred and seventy eight.
3. Ten thousand, two hundred and thirty four.
4. Four thousand, seven hundred and eighty nine.
5. Ten thousand.
6. a) Twenty thousand, three hundred and sixty seven
b) Seventy six thousand, three hundred and twenty.
7. Ninety nine thousand, nine hundred and ninety nine.
8. Four thousand, eight hundred and sixty five.

Exercise 5

1. a) 255, 358, 597, 783, 1289
b) 2976, 4302, 7500, 24999, 28429
c) 68655, 70998, 89176, 92346
d) 2685, 3735, 4552, 6743, 9860
e) 1279, 4800, 17575, 22468, 34560
f) 28608, 37608, 42608, 85608, 93608
2. 46650, 56720, 85494, 87695, 812830
3. 18520, 24880, 31250, 39950, 48000, 63850
4. a) 39024, 39042, 39204, 39240, 39402, 39420
b) Wednesday
c) Friday

Exercise 6

1. a) 5559, 3552, 2556, 1448
b) 981, 836, 579, 456, 238
c) 937, 753, 680, 593, 345
d) 93782, 82014, 63571, 41723, 35952
2. 9850, 6500, 6420, 4900, 4650
3. 84001, 54670, 45850, 36420, 23460, 17690
4. 95876, 83800, 72560, 65000, 49854
5. 3400, 2500, 1780, 1550, 560

Exercise 7

1. a) 500
b) 800
c) 700
d) 100
e) 1400
f) 2000
g) 12300
h) 45100
i) 43600
j) 72600
k) 49600
l) 77900
2. 47400
3. 35200
4. 76500
5. 15100

Exercise 8

1. a) 1000
b) 0
c) 1000
d) 1000
e) 2000
f) 3000
g) 8000
h) 25000
2. 5000
3. 10000
4. 46000
5. 12000

Exercise 9

1. 94, 100, 28, 154
2. i) 14
ii) None
iii) Yes it is divisible by 2
3. i) 16
ii) 1
iii) No it's not divisible by 2
4. i) 35
ii) Yes it's divisible by 2

Exercise 10

1. 60, 45, 125, 90, 235, 450
2. a) 15
b) Yes it's divisible by 5

Exercise 11

1. 70, 230, 260, 500, 2700, 130
2. 41
3. The number formed must end with digit zero.

Practice 12

1. 80 and 50
2. Yes
3. Both numbers end with zero or 5

4. 4
5. 90, 60 and 2060

Exercise 13

1. a) $8 = 1, 2, 4, 8$
b) $16 = 1, 2, 4, 8, 16$
c) $64 = 1, 2, 4, 8, 16, 32, 64$
d) $84 = 1, 2, 3, 4, 6, 7, 12, 14, 21, 28, 42, 84$
e) $12 = 1, 2, 3, 4, 6, 12$
f) $48 = 1, 2, 3, 4, 6, 8, 12, 16, 24, 48$
g) $60 = 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60$
2. 1, 2, 4, 7, 8, 14, 28 and 56
3. 1, 2, 5, 10, 25 and 50

Exercise 14

1. a) 1, 3 and 9
b) 1 and 2
c) 1 and 2
d) 1, 3 and 9
e) 1, 2, 4, 8 and 16
f) 1, 3, 5 and 15
2. a) 1, 2, 3 and 6
b) 1 and 7
c) 1, 3 and 9

Exercise 15

1. a) 5
b) 9
c) 24
d) 12
e) 15
f) 90
2. a) 3
b) 2
c) 26
4. 36
5. 12
6. 6
7. 12
8. 1, 2, 3, 4, 6 and 12

Exercise 16

- 16 and 20
- 30, 35 and 40
- 3, 6, 9 and 12
- 9, 18, 27, 36, 45, 54, 63, 72, 81 and 90
- 10, 20, 30, 40, 50, 60, 70, 80 and 90
- a) 49, 56, 63
b) 33, 44, 55
c) 40, 48, 64 and 72

Exercise 17

- a) 12, 24, 36 and 48
b) 35
c) 24 and 48
d) 36
e) 24 and 48
f) 12, 24, 36 and 48
- 6, 12 and 18
- 10, 20, 30, 40 and 50
- 20, 40 and 60

Exercise 18

- a) 6
b) 36
c) 72
d) 30
e) 24
f) 45
- 60
- 60
- 180

Exercise 19

- a) 749733
b) 631749
c) 959968
- a) 387958
b) 497698
c) 731785
d) 916675
- 399980
- 699797
- 706399
- 598977

Exercise 20

- a) 689999
b) 672818
c) 899795
- 577589
- 501005
- 998981
- 896890

Exercise 21

- a) 536688
b) 866768
c) 652464
- 986626
- a) 711988
b) 854565
c) 1 000 000
- 787636
- 797534

Exercise 22

- a) 1800
b) 54600
c) 278300
- 118900
- a) Estimated = 276800
Actual = 276739
b) Estimated = 90400
Actual = 90408
c) Estimated = 587900
Actual = 587923
d) Estimated = 845900
Actual = 845923
- 107400
- 5400m

Exercise 23

- a) 378000
b) 646000
c) 233000
- a) 330000
b) 132000

3. 800000
4. 855000

Exercise 24

1. a) 79950
b) 7556
c) 440000, 450000
d) 626144, 626144
e) 2600, 2750
f) 127000, 127500
2. 766
3. 80000, 85000, 90000, 95000
4. a) 874100, 874200, 874300
b) 78466, 78716, 78966
c) 29629, 32129, 34629

Exercise 25

1. a) 323228
b) 32421
c) 47326
d) 52001
2. 546412
3. 34021
4. 244221
5. 558402

Exercise 26

1. a) 121091
b) 172230
c) 51803
2. 5341
3. 2174
4. 8270

Exercise 27

1. a) 5200
b) 22300
c) 23200
2. 12100
3. 392749
4. 378000
5. 116500

Exercise 28

1. a) 54000
b) 34000
c) 4000
d) 23000
2. 10000
3. 384000
4. 42000
5. 149000

Exercise 29

1. a) 94
b) 350
c) 114
d) 270
e) 821
f) 656
2. 3716
3. 1, 100, 188

Exercise 30

1. a) 26234
b) 3692
c) 230001
d) 67354
e) 5232
2. 25823litres
3. 390000shillings
4. 55500, 53000, 50500, 48000
5. a) 7556, 7296, 7036
b) 996731, 994731, 992731
c) 800000, 600000, 400000
6. 24000, 22000, 20000, 18000, 16000, 14000

Exercise 31

1. a) 3010
b) 2775
c) 10212
d) 15096
e) 8673
f) 4056
2. a) 3072
b) 3984

- c) 8536
- d) 6809
- 3. 6300shillings
- 4. 7630people
- 5. 4532passengers

Exercise 32

- 1. a) 24900
- b) 7600
- c) 3800
- d) 6400
- e) 2300
- f) 2900
- 2. a) 1500
- b) 8800
- c) 26500
- d) 8400
- 3. 12000chairs
- 4. 3300shillings

Exercise 33

- a) 4900
- b) 18000
- c) 34000
- d) 36000
- e) 16000
- f) 19800
- g) 2000
- h) 21700
- i) 35600

Exercise 34

- 1. a) 150
- b) 600
- c) 200
- d) 140
- e) 60
- f) 740
- g) 154
- h) 361
- 2. 100, 105, 110, 115, 120, 125

Exercise 35

- 1. a) 32
- b) 64
- 2. 78bags
- 3. 46litres
- 4. 54packets
- 5. 74cows

Exercise 36

- 1. a) 12tablets
- b) 156tablets
- 2. a) 5crayons
- b) 180crayons
- 3. a) 69apples
- b) 23children

Exercise 37

- 1. 39
- 2. 28litres
- 3. sh. 100
- 4. 7 rabbits
- 5. 10

Exercise 38

- 1. a) 31
- b) 41
- c) 8
- d) 76
- e) 59
- f) 69
- g) 68
- h) 12
- i) 14
- j) 42
- 2. 20cows
- 3. 2 pineapples
- 4. 4 cakes
- 5. 5eggs
- 6. 10litres

Exercise 39

- 1. a) $\frac{2}{4}$, $\frac{3}{6}$ and $\frac{4}{8}$
- b) $\frac{4}{6}$, $\frac{6}{9}$, $\frac{8}{12}$
- 2. $\frac{6}{8}$ and $\frac{9}{12}$

3. $\frac{6}{10}$ and $\frac{9}{15}$

4. $\frac{2}{12}$, $\frac{3}{18}$ and $\frac{4}{24}$

5. $\frac{2}{6}$, $\frac{3}{9}$, $\frac{4}{12}$

Exercise 40

1. a) $\frac{1}{2}$ b) $\frac{3}{4}$

2. $\frac{3}{5}$ 3. $\frac{1}{32}$

4. $\frac{6}{7}$ 5. $\frac{3}{4}$

Exercise 41

1. The headteacher
2. Factory B
3. Peter
4. Mangoes
5. $\frac{8}{9}$

Exercise 42

1. a) $\frac{2}{3}$, $\frac{1}{2}$, $\frac{1}{6}$ and $\frac{1}{8}$

b) $\frac{3}{4}$, $\frac{2}{5}$, $\frac{1}{3}$ and $\frac{1}{4}$

2. $\frac{1}{6}$, $\frac{2}{5}$, $\frac{1}{2}$ and $\frac{5}{6}$

3. $\frac{7}{9}$, $\frac{3}{4}$, $\frac{5}{8}$ and $\frac{1}{2}$

4. $\frac{3}{8}$, $\frac{5}{12}$, $\frac{7}{12}$ and $\frac{4}{6}$

5. $\frac{7}{8}$, $\frac{3}{4}$ and $\frac{4}{9}$

Exercise 43

1. a) $\frac{6}{7}$ b) $\frac{6}{12}$ or $\frac{1}{2}$

2. $\frac{9}{12}$ or $\frac{3}{4}$

3. $\frac{7}{8}$

4. $\frac{10}{11}$

5. $\frac{9}{12}$ or $\frac{3}{4}$

Exercise 44

1. a) $\frac{5}{9}$ b) $\frac{4}{8}$ or $\frac{1}{2}$

2. $\frac{2}{4}$ or $\frac{1}{2}$

3. $\frac{2}{8}$ or $\frac{1}{4}$

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

5. $\frac{4}{7}$

Exercise 45

1. a) $\frac{3}{4}$ b) $\frac{7}{10}$

2. $\frac{5}{8}$

3. $\frac{5}{8}$ metres

4. $\frac{10}{12}$ or $\frac{5}{6}$

5. $\frac{7}{8}$

Exercise 46

1. a) $\frac{1}{6}$ b) $\frac{1}{9}$

2. $\frac{4}{10}$ or $\frac{2}{5}$

3. $\frac{3}{12}$ or $\frac{1}{4}$

4. $\frac{3}{8}$

5. $\frac{3}{12}$ or $\frac{1}{4}$

Exercise 47

1. a) Hundredths
b) Thousandths
2. Thousandths
3. Thousandths

- Tenths
- Hundredths

Exercise 48

- 0.19, 0.25, 0.52, 0.84
 - 0.045, 0.134, 0.567, 0.9
 - 0.189, 0.194, 0.29, 0.45
 - 1.89, 2.34, 3.5, 8.45
 - 0.009, 0.1, 0.145, 0.567
- 0.179, 0.25, 0.32, 0.9
- Molly
 - 0.04, 0.125, 0.24, 0.6
 - Abdi

Exercise 49

- 0.92, 0.84, 0.56, 0.13
 - 0.07, 0.04, 0.03, 0.01
 - 0.4, 0.315, 0.29, 0.135
 - 3.2, 2.09, 1.56, 0.4
 - 8.9, 6.51, 5.237, 4.36
- 3.42, 2.5, 0.55, 0.375
- 5L, 4.2L, 3.5L, 3.2L
- 4.251, 4.205, 4.153, 4.152
- 45.654kg, 45.645kg, 45.564kg, 45.546kg
 - Alain
 - Ryan

Exercise 50

- 56.051
 - 128.644
- 8.99kg
- 99.03litres
- 7.876kg
- 259.114

Exercise 51

- 38.009
 - 219.14
- 4030.003litres
- 0.25
- 0.243
- 3.08hours

Exercise 52

- $w + 8 = 30$
- $p + 6 = 15$
- $y - 7 = 11$
- $x - 3 = 1$
- $4b = 16$ or $b \times 4 = 16$
- $2r = 14$ or $r \times 2 = 14$
- $18 \div k = 3$ or $\frac{18}{k} = 3$
- $c \div 5 = 2$ or $\frac{c}{5} = 2$

Exercise 53

- 3
- 7
- 25
- 2
- 5
- 2kg
- 21mangoes
- 4children

Exercise 54

- 6000m
 - 25000m
- 1.2km
 - 1.9km
- 3.4km
- 21000m

Exercise 55 (a)

- 8km 890m
 - 35km 080m
- 19km 040m
- 4km

Exercise 55 (b)

- 3km 050m
 - 7km 900m
 - 16km 50m
6km 60m
9km 990m
 - 6km 20m
 - 0km 128m
- 5km 330m
- 0km 350m

Exercise 56

1. a) 55km 750m
b) 120km 400m
2. 139km 296m
3. 5km 340m
4. 12km
5. 21km

Exercise 57

1. 2km 200m
2. 3km 400m
3. 6km 300m
4. 8km 200m

Exercise 58

1. 64cm^2
2. 126cm^2
3. 144cm^2
4. 96cm^2
5. 256cm^2

Exercise 59

1. Length = 7 cubes
Width = 5cubes
Layers = 6cubes
Volume = 210 cubes
2. Length = 5cubes
Width = 5cubes
Layers = 5cubes
Volume - 125cubes
3. 576 cubes
4. 900cubes
5. 1800cubes

Exercise 60

1. 27cm^3
2. 84cm^3
3. i) 1000cubes
ii) 1000cm^3
4. Own answer
5. Own answer

Exercise 61

1. 20000ml
2. 1000000ml
3. 3L
4. 210000ml
5. 10litres

Exercise 62

1. 31L 300ml
2. 28L 230ml
3. 13litres
4. 21L 300ml
5. 26L 300ml

Exercise 63

1. 17L 900ml
2. 56L 200ml
3. 5L 800ml
4. 4L 900ml
5. 12L 700ml

Exercise 64

1. 44litres
2. 49L 600ml
3. 722L 400ml
4. 18L 700ml
5. 79L 80ml

Exercise 65

1. 20L 80ml
2. 5L 100ml
3. 550ml
4. 200ml
5. 700ml

Exercise 66

1. 8000g
2. 1.6kg
3. 12200g

4. 270000g
5. 2.1kg

Exercise 67

1. 64kg 100g
2. 37kg
3. 29kg 100g
4. 13kg 100g
5. 101kg 800g

Exercise 68

1. 24kg 150g
2. 62kg 300g
3. 61kg 900g
4. 1kg 900g
5. 90kg 200g

Exercise 69

1. a) 30kg 100g
b) 321kg
c) 64kg 400g
d) 482kg 280g
2. a) 363kg 200g
b) 56kg 100g
c) 80g
d) 1155kg 552g

3. 408kg
4. 780kg

Exercise 70

1. 2kg 300g
2. 2kg 240g
3. 6kg 100g
4. 2kg 50g
5. 7kg 200g

Exercise 71

1. 300seconds
2. 1minute 20seconds
3. 120seconds
4. 2100seconds
5. 14minutes

Exercise 72

1. 36mins 08sec
2. 36mins 05sec
3. 38mins 10sec
4. 58mins
5. 51mins 05sec

Exercise 73

1. 11mins 54sec
2. 7mins 18sec
3. 14mins 11sec
4. 13mins 50sec
5. 14mins 44sec

Exercise 74

1. 45mins 12sec
2. 55mins 12sec
3. 51mins 15sec
4. 52mins 18sec
5. 55mins 10sec

Exercise 75

1. 25sec
2. 10mins 32sec
3. 9mins 22sec
4. 5mins 7sec
5. 2mins 18sec

Exercise 76

1. 90°
2. 117°
3. 68°
4. 115°

Exercise 77

a)	Colour	Talll marks	Number
	Blue	## //	7
	Pink	////	4
	Red	## /	6
	Purple	///	3
b)	Blue		
c)	Purple		

End of term Assessments

Term 1 Assessment Test

- a) Thousands
b) Tens
- 40000
- 9 999
- a) Seventeen thousand, six hundred and forty nine.
b) Seventy one thousand, four hundred and eight
- 304206, 32604, 34602, 36402
- 99963, 99846, 99703, 99376, 99317
- 21900
- 40000
- 38, 84, 22 and 8
- 35, 70, 25, 45, 60 and 95
- Ten numbers whose last digit is zero.
- 6
- a) 36
b) 48
- 40999
- 159911
- 108000
- 36458, 36558, 36658, 36758
- 44445
- 112113
- 4000
- 53206
- 24762, 4762
- 2590
- 4706
- 26600
- a) 486, 1458
b) 192, 768
- 7
- 16128
- a) 3
b) 20
- a) 37
b) 23
- $\frac{4}{8}, \frac{8}{16}, \frac{16}{32}, \frac{32}{64}, \frac{64}{128}$
- a) $\frac{1}{3}$

b) $\frac{2}{3}$

33. $\frac{2}{3}$

34. a) $\frac{1}{4}, \frac{2}{10}, \frac{1}{8}$

b) $\frac{3}{8}, \frac{6}{10}, \frac{3}{4}$

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

36. $\frac{2}{4}$ or $\frac{1}{2}$

37. $\frac{7}{12}$

38. $\frac{9}{40}$

39. 1 - Ones.

6 - Tenths

4 - Hundredths

0 - Thousandths

2 - Tens of thousandths

40. a) 8.156, 8.516, 8.615, 8.651

b) 16.827, 16.728, 16.287, 16.278

Term 2 Assessment Test

- 11.999
- 1.839m
- 6.11
- 34.424
- a) 23.688
b) 19.158
- a) Metres
b) Kilometres
c) Kilometres
d) Metres
- Own answers
- 2100m
- 64.8km
- 5km 900m
- 64km 320m
- 22km 015m
- 108km 910m
- 864km 626m

15. 57km 722m
16. 132km 24m
17. a) 676000m
b) 555km 054m
18. a) 544cm²
b) 14cm
19. 1764cm²
20. Length = 4cubes
Width = 4cubes
Layers = 4cubes
Volume = 64cubes

b) Length = 7cubes
Width = 4cubes
Layers = 5cubes
Volume = 140cubes
21. a) 216cm³
b) 384cm³
c) 8cm
d) 3cm
22. Own answer
23. a) 0.1litres
b) 20
c) 2160ml
24. 46000ml
25. 24l
26. 61l 796ml
27. 62l 040ml
28. 12l 265ml
29. 20l 521ml
30. 74l 136ml
31. 1l 248ml
32. Own answer
33. Own answer
34. 3200g
35. 35kg
36. 108kg 740g
37. a) 521kg 200g
b) 911kg 113g
38. 70kg 264g and 46kg 142g
Answer = 24kg 122g
39. a) 122kg 505g
b) 26kg 594g
40. 106kg 800g

41. 39kg 120g
42. 2kg 150g

Term 3 Assessment Test

1. 3460sec
2. 14mins
3. 40mins 56secs
4. 23mins 08sec
5. 30mins 35sec
6. 1mi 31sec
7. a) 120mins
b) 110mins
c) 6mins 32sec
8. Own answer
9. i) Save money
ii) Avoid buying things that are not necessary
iii) Encourages smart spending
iv) Helps to track where money goes
v) Helps to set goals
vi) Helps one to manage money
10. i) Build roads and hospitals
ii) PAy teachers and civil servants
iii) Build schools
iv) Help in growing the economy
v) Ensures national security
11. i) Provision of loans
ii) Money deposits
iii) Withdrawal of money
iv) Forex exchange
v) Safe custody of valuable items
vi) Clearing bills.
12. i) The institution to save with
ii) Your expenditure
iii) How much one earns
iv) Family size.
13. Horizontal lines

Vertical lines

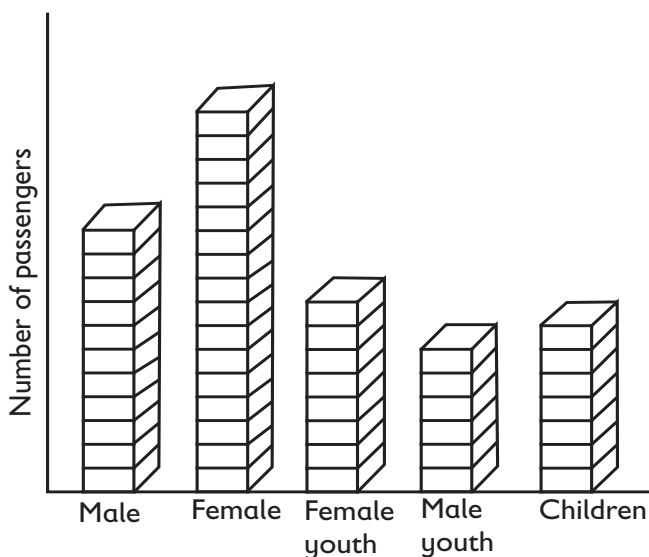


14. Own answer
15. Own answer
16. Own answer
17. a) Right angle or 90° angle
b) 180° angle
18. Own answer
19. a) 360°
b) 90°
c) 120°
20. Own answer
21. Own answer
22. Bananas - 24
Oranges - 16
Apples - 36
Pawpaws - 6
Pineapples - 8
Avocadoes - 12

23.

Town	Tally	Number
Nairobi	### //	7
Kisumu	###	5
Mombasa	///	3
Nakuru	### ///	8
Eldoret	//	2

24.



25. a) Cows and hens
b) 4
c) Sheep and goats
d) 40
26. $t + 6 = 20$
27. $k - 16 = 14$
28. 15 mangoes
29. 12 hectares
30. 24 rabbits.

KPSEA SAMPLE PAPER

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

ENGLISH

1. Child Rights and Responsibilities

Activity 1.2.1

1. Kamau
2. She will speak to the chief
3. Taking care of their children and making sure they are secure
4. (c) She was made to do difficult work
5. She took Rehema to a children's home.

Practice Exercise 1

1. Cat, bat
2. ran
3. fan
4. these
5. That
6. fell
7. safe
8. rat
9. bugs
10. of
11. needs
12. violence
13. an
14. the
15. Those

2. National celebrations

Activity 2.2.1

1. Madaraka Day
2. Very happy / Extremely happy
3. Sungura scouts, Kenya oilice, National youth service, Kenya Defence Forces
4. The president
5. Singing the National anthem
6. The president
7. Heroes and heroines
8. To mark important historical events

Practice Exercise 2

1. pet
2. brayed
3. bit
4. your
5. lark
6. myself
7. themselves
8. herself
9. We
10. litter
11. loaf
12. cup
13. practice
14. around
15. yourself

3. Etiquette -

Activity 3.2.1

1. Their inlaws
2. with open arms
3. -Eating even before prayers
-Serving himself a lot of food
-Talking with food in the mouth
4. Disappointed /Embarrassed
5. A visit to the inlaws

Activity 3.1.2

1. Throw away
2. as greedy as a hyena
3. eat like a horse
4. more than enough
5. wash the dishes
6. feel at home
7. as hungry a wolf

Practice Exercise 3

1. Thank you
2. May I

3. Sorry
4. will you mind
5. Excuse me
6. too
7. many
8. Those
9. too much
10. more
11. nothing
12. away
13. as
14. choked
15. would

4. Road Accidents - Prevention

Activity 4.1.2(d)

	F																		
	A	M	B	U	L	A	N	C	E										
	T																		
	A						B	R	A	K	E								
S	L	I	D	E															
						C													
S						O													
P						L													
E						L													
E						I													
D						D													
	P	R	E	V	E	N	T												

Activity 4.1.6(b)

1. The person writing and sending the letter
2. The person to whom the letter is sent to
3. They are friends
4. -Heading
-Salutation/ Greetings
-The body
-Closing/ Ending remarks
-The signature

Practice Exercise 3

1. advice
2. bathe

3. hit
4. soles
5. knew
6. brakes
7. He
8. my
9. your
10. I
11. them
12. Their
13. his
14. I
15. she

5. Traditional foods

Activity 5.1.4

1. delicious
2. simple
3. favourite
4. sweet
5. healthy

Activity 5.2.1(a)

1. Eating healthy
2. (a) as clear as day
(b) as keen as mustard
3. (a) carbohydrates
(b) minerals
(c) proteins
(d) Vitamins
4. (a) anaemia
(b) kwashiorkor
(c) marasmus
5. - healthy
- nutritious
- basic
- nutrients
- respond
- all and sundry
- well-being
- variety

- deficiency

Activity 5.2.1(b)

1. To eat healthy foods/ traditional foods
2. chips and burgers
3. Mursik , githeri , yam, terere, saget, osuga
4. Strong and healthy
5. Yes, traditional foods are healthier to eat than junk foods

Activity 5.3.2

1. heavier
2. sweetest
3. biggest
4. more popular
5. thickest

Activity 5.3.2

1. sleek, small, red
2. an ancient, tall, huge
3. old, torn, big
4. modern, rectangular, medium- sized
5. Old, square, checked

Practice Exercise 5

1. faster
2. more expensive
3. best
4. more
5. younger
6. cleverest
7. prettier
8. most delicious
9. blackest
10. darker
11. sweeter
12. uglier, ugliest
13. difficult more difficult
14. weak weakest
15. cleverer cleverest

6. Jobs and Occupations

Activity 6.1.2(c)

1. Job - What you do for a living
2. Dentist - looks after our teeth
3. Cobbler - makes and repairs shoes
4. Judge - hears and determine cases
5. Teacher - teaches children
6. Magician - Does magic tricks
7. As busy as a bee - very busy

Activity 6.1.5

1. Van, fan
2. Ferry, very
3. vine
4. few
5. leaf, leave

Activity 6.2.1

1. A pilot flies an aeroplane
2. Doctors saves lives and treat us when we are sick
3. To design planes and medical equipments
4. There would be no law and order
5. To ensure that all people have a clean place to live and work
6. Accept any correct answer

Activity 6.3.1

1. a little
2. each
3. a few
4. a lot
5. enough

Practice Exercise 6

1. ferry
2. staff
3. leave
4. vans

5. safe
6. life
7. some
8. any
9. a few
10. each
11. enough
12. a few
13. some
14. any
15. much

7. Learning through Technology

Activity 7.2.1

1. five (5)
2. Recycling/ cleanliness
3. Let's recycle
4. Plastic, paper and glass
5. In the right bin

Activity 7.3.1

1. Shall
2. will
3. will
4. will
5. will
6. shall/will
7. will

Practice Exercise 7

1. speaks
2. did
3. taken
4. is
5. wrote
6. is
7. am
8. are
9. is
10. is

11. carefully
12. angrily
13. quickly
14. immediately
15. comfortably

8. The farm - Cash crops

Activity 8.2.1

1. early
2. weeding season
3. a large piece of land that is planted crops
4. weigh the coffee berries then take them to the mill
5. 100 acres
6. Producing high quality berries

Activity 8.3.2

1. isn't she/he
2. doesn't he
3. are you
4. did I
5. doesn't she
6. isn't it
7. is it
8. are we
- 9.
10. is she
11. isn't she
12. hasn't she
13. am I
14. can't you
15. wo'nt I

Activity 8.4.2

1. white
2. grass
3. lark
4. wolf
5. deer
6. aren't I

7. will you
8. won't you
9. don't you
10. shall we
11. will you
12. hasn't she
13. isn't it
14. will you
15. did we

9. Communicable diseases

Activity 9.2.1

1. The president
2. maintain physical distance, wash hands regularly
Use sanitisers
3. They had to remain in their homes without movement
4. Maintaining physical distance, washing hands regularly, using sanitisers
5. Difficulties in breathing, deaths, quarantine

Activity 9.2.1

1. This is the cat's kitten
2. These are the dog's bones.
3. These are men's shoes.
4. This is the ladie's room and that is the gent's room

Activity 9.4.2

1. He doesn't like dogs.
2. There's a hospital.
3. We won't visit this week.
4. I've a class tomorrow.
5. This isn't a good idea.

Activity 9.4.3

1. Wow! You look smart.
2. What a sweet cake!
3. Hurray! We made it.

4. Alas! That was very unkind.
5. Oh! I am very sorry.

Practice Exercise 9

1. fast
2. sweetly
3. rarely
4. yesterday
5. bravely
6. occasionally
7. really
8. eventually
9. later
10. often
11. clearly
12. greedily
13. rarely
14. gladly
15. happily

10. Leisure Time Activities

Activity 10.2.1

1. Time we engage in things we like doing
2. false
3. football, swimming, tennis, tae-kwon-do
4. Going for a walk, hiking, picnicking, cinema
5. drawing, painting, games and sports
6. Leisure time activities

Activity 10.3.2

1. also
2. and
3. although
4. or
5. because

Practice Exercise 10

1. although
2. and
3. but

4. or
5. when
6. or
7. although
8. but
9. although/yet
10. and
11. whether/yet
12. because
13. as
14. but/yet
15. nor

11. Sports- Appreciating talents

Activity 11.4.1

1. cell
2. chilli
3. dear
4. bear
5. eight
6. medal
7. scent
8. maid
9. lone, loan
10. plane, plain
11. Their
12. write, right

Practice Exercise 11

1. What
2. Why
3. How
4. Where
5. Who
6. which
7. How
8. What
9. Why
11. How

12. rose
12. left
13. lying
14. spoke
15. began, blown

12. Environmental pollution

Activity 12.2.1

1. On 5th June
2. Five (5)
3. County governor
4. raw sewage, electronic waste
5. trophy
6. His father's phone
7. A nearby industry was releasing waste into the river
8. In the writing category/ composition writing

Practice Exercise 12

1. We bought knives
2. The geese are sick
3. They broke branches
4. They can play the pianos
5. The ladies bought hats
6. These men are honest
7. The ladies advised us.
8. The shelves have books.
9. They were black foxes.
10. Our watches are very expensive.
11. Fun
12. leave
13. view
14. safe
15. believe

13. Money - Savings and Bankings

Activity 13.3.1

1. through
2. at
3. in

4. along
5. towards
6. on
7. in
8. into

Activity 13.4.4

1. waste
2. collect
3. matter
4. his
5. butter
6. success
7. letter
8. smooth
9. rubber
10. chopping

Practice Exercise 13

1. on
2. through
3. by
4. in
5. at
6. for
7. for
8. along
9. of
10. in
11. waste
12. collect
13. choose
14. loose
15. rake

End of Term Assessments

Term One Assessment Exercise 1

Number 1-15 - Open answers (Accept any correct sentences)

16. a practice or a belief that has existed for a long time

17. feasting, partying, merriments
18. a person who loves his or her country and is ready to defend it
19. Open Answers
20. Heroes - Men admired for their outstanding achievements
Heroines - Women admired for their outstanding achievements
21. Madaraka day
Mashujaa Day
Jamhuri Day
22. The president
23. disciplined
24. end
25. dancers, refreshments

Term One Assessment Exercise 2

1. that
2. that
3. those
4. These
5. Those
6. these
7. ours
8. troupe
9. myself
10. yours
11. can
12. these
13. I
14. much
15. has
16. sits
17. keep
18. a few
19. advice
20. too
21. believe
22. geese
23. began

24. tallest
25. flock

End of Term Assessments

Term Two Assessment Exercise 1

Number 1-5 - Open answers (Accept any correct words)

6. Their only child was sick.
7. Love, admire, cherish, treasure etc
8. When friends and teachers stayed away from her
9. enemies
10. They suspected her of having COVID -19
11. Open answers (anger, fear, hate, loneliness, sadness e.t.c)
12. Vomiting and spitting blood
13. Sympathetic / empathetic/ merciful etc
14. an old lady
15. Open answers
16. bitter
17. Look before you leap
18. table
19. will you
20. aren't we
21. upload, download
22. Excuse me
23. shall
24. leisure
25. however

Term Two Assessment Exercise 2

1. a few
2. can't
3. these
4. has
5. does
6. men's
7. in
8. he
9. will you

10. much
11. seen
12. aren't
13. an
14. took
15. pretty blue
16. fast
17. bath
18. yours
19. next
20. said
21. theirs
22. once
23. too
24. anything
25. many

End of Term Assessments

Term Three Assessment Exercise 1

Number 1-10 - Open answers (Accept any correct words)

11. He/she wanted to discover his/her talent
12. very wee and easily understood
13. Participate actively in many activities
14. a natural ability
15. He/she practised more and more and became a very good footballer
16. He/she helped his/her team win
17. Football
18. dribbling, dodging, striking/ scoring
19. To play in the national; football team
20. Open answer (Accept any correct title)
21. Champions/ heroes and heroines / athletes
22. pronunciation of words
23. awards/ prizes/ trophies/ medals etc
24. Who, which, why, where, whose, how, who, what
25. polluted
26. faeces/extra, marine
27. environment, clean/tidy

28. trousers, skirt
29. Guest of honour
30. Money

Term Three Assessment Exercise 2

1. That
2. who
3. yourself
4. going
5. does
6. them
7. safe
8. when
9. more
10. were
11. since
12. through
13. politely
14. on
15. began
16. failed
17. was
18. easier
19. of
20. some

KEPSEA SAMPLE PAPER

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

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

KISWAHILI

1. Mapishi

A. Kusikiliza na kuzungumza Uk 156

Matamshi bora

1. a) Sufuria
b) Kijiko
c) Sahani
d) Mwiko
e) Kikaango
f) Kikombe
g) Jiko
2. a) Nyanya
b) Kitunguu
c) Sukari
d) Majani
e) Limau
f) Tangawizi
g) pilipili
h) chumvi
3. a) Ugali - maji na unga
b) Chai na maziwa - maji, majanichai, sukari, tangawizi n.k
c) Pilau - mchele, maji, mdalasini, iliki, chumvi, pilipilimanga, bizari, nyama au samaki.
d) Wali - Mchele, maji, chumvi na nyama au maharagwe.

Silabi na vitanzandimi (uk 157)

Shughuli ya 1

1. Mwalimu atathmini
2. i) Funga
ii) Afya
iii) Vunja
iv) Vaa
v) Fua

3. Mwalimu atathmini

Shughuli ya 2: Kukariri vitanzandimi

1. Mwalimu atathmini

Shughuli ya 3

1. Mwalimu atathmini

Shughuli ya 4: Kusakura mtandaoni

1. Mwalimu atathmini

Silabi za sauti s na z (uk 157)

Shughuli ya 1

- a) Mwalimu atathmini
- b) i) Sana

- ii) Mzazi
- iii) Sima
- iv) Kiza
- v) Mjusi

- c) Mwalimu atathmini

Shughuli ya 2: Kukariri vitanzandimi.

1. Mwalimu atathmini

Shughuli ya 3 : Kuunda vitanzandimi (s na z) Uk 158

1. Mwalimu atathmini

Shughuli ya 4 : Kusakura mtandaoni

1. Mwalimu atathmini

Silabi za sauti l na r

- a) Mwalimu atathmini
- b) i) Landa
ii) Karamu
iii) Ajali
iv) Sili
v) Kipuri
- c) Mwalimu atathmini.

Shughuli ya 1 : Kukariri vitanzandimi (l na r) Mwalimu atathmini

Shughuli ya 2 : Kuunda vitanzandimi (l na r) Mwalimu atathmini

Shughuli ya 3 : Kusakura mtandaoni

1. Mwalimu, mzazi au mlezi atathmini

Silabi za sauti th na dh

Shughuli ya 1: Kutamka silabi

1. Mwalimu atathmini

2. i) Thamani
ii) Dhamani

Shughuli ya 2

1. a) Mwalimu, mzazi au mlezi atathmini
b) Mwalimu, mzazi au mlezi atathmini

Shughuli ya 3 : Kuunda vitanzandimi

1. Mwalimu atathmini

Shughuli ya 4: Kusakura mtandaoni

1. Mwalimu, mzazi au mlezi atathmini.

B. Kusoma (uk 159)

1. Sherehe ya siku ya kuzaliwa kwa babu.
2. Ili kumshukuru Mungu kwa uhai ambao amekupatia na kusherehekea na wapendwa wako.
3. Saa kumi alfajiri.
4. Kuhifadhi vyakula.
5. Watu walikula, kunywa na kufurahia
6. a) Kutokota - kuchemsha maji yaliyochanganywa na vitu vingine.
b) Walisonga - walipika
c) Iliokwa - iliivishwa.
d) Mapochopocho - vyakula vya aina mbalimbali vilivyopikwa vizuri.
e) Ingekanzwa ingepashwa moto.
7. Hadithi hii inahusu maandalizi ya sherehe ya siku ya kuzaliwa kwa babu. Viungo vya mapishi vilivyotumiwa katika sherehe na namna vyakula mbalimbali vilivyopikwa.

C. Kuandika

Mwalimu asahihishe insha za wanafunzi

D. Sarufi (uk 161)

Aina za nomino

I. Nomino za pekee

Shughuli ya 1

1. Watu - Kiptoo, Makena, Petero
Mito na maziwa na bahari - ziwa Viktoria, mto Kucha, Bahari Hindi.
Mahali - Harambee, Kisumu, Amboseli.
Uraia - Mkenya
Milima - Mlima Kenya
Masomo - Kiingereza
Siku - Jumatatu, Ijumaa
Nchi - Tanzania
Miezi - Disemba

Shughuli ya 2 (Uk 161)

1. a) Yohana ni mpishi maarufu mjini Kijauri.
b) Ziwa Viktoria limejaa gugumaji.
c) Hamisi na Babusa ni wanariadha kutoka Kericho.
d) Meza ya mwalimu Emma ilitengenezwa Ijumaa.
e) Mshtara ndiyo Sayari Kubwa kuliko zote.
2. Mwalimu atathmini
3. Mwalimu atathmini
4. Nomino za pekee ni maneno yanayotaja kitu halisi.

II. Nomino za kawaida (uk 162)

Shughuli ya 1

1. Mwalimu atathmini usomaji.
2. Mama, vyakula, sebuleni, viti, meza, makochi, vitabu, kalamu.

Shughuli ya 3

1. a) Mwalimu ameingia katika darasa na kuondoa kiti.
b) Darasa letu lina ufa kando ya dirisha.
c) Ukuta wa chumba chetu umepakwa rangi.
d) Zainabu anasoma kitabu akiwa na sahani mkononi.
e) Kuku ametaga yai kubwa.
2. Mwalimu atathmini.
3. a) Mwiko
b) Shule
c) Vyakula
d) Vitunguu
e) Sebule
4. Nomino za kawaida ni maneno yanayotaja majina ya vitu vilivyo na sifa za kawaida ilhali nomino za pekee hutaja vitu mahususi.
5. Mwalimu, mzazi au mlezi atathmini.

2.0 Huduma ya kwanza

A. Kusikiliza na kuzungumza (uk 164)

Shughuli ya 3

- a) Shikamoo?, Habari za aduhuri?
Habari za wazazi wako? Kwaheri, lala salama.

b) Maamkuzi na Majibu maagano

Habari ya jioni? — Ya kuonana
Alamsiki? — Aleikum salaam
Kwaheri? — Nawe pia
Salaam aleikum? — Aheri
Lala salama — Binuru
Sabalheri? — Njema
Makiwa? — Sijambo
Hujambo? — Tunayo

- c) Mwalimu, mzazi au mlezi atathmini
- d) Mwalimu, mzazi au mlezi atathmini

B. Kusoma

Shughuli ya 1 (uk 164)

1. a) Makombo, mshikaki, mtihani, muhtasari, muuguzi, muumini.

Shughuli ya 2

1. Zirai - Potewa na fahamu
Ajali - Tukio lenye madhara ambalo hutokea ghafla.
- (damu) - kiowevu chekundu kizungukacho mwili wa binadamu au mnyama.
Mchubuko - mahali palipochubuka.
Inua - leta juu kitu kilicho mahali chini.
Uma - pata maumivu, pata uchungu.
Zahanati - mahali pa kutolea matibabu kwa magonjwa madogo madogo.
Jeraha - Mkato au mchubuko ulio mwilini na hujatunga usaha.
Machela - kitu kama kitanda cha kuwabebea wagonjwa au maiti.
Shona - unganisha kwa kupitisha uzi katika vitu laini kwa kutumia uzi na sindano kuvishikanisha.

Shughuli ya 3

1. Mwalimu atathmini

C. Kuandika (uk 165)

Shughuli ya 2

Mwalimu atathmini

Shughuli ya 3

Mzazi au mlezi atathmini.

D. Sarufi (uk 165)

Nomino za wingi

Shughuli ya 1

1. Mwalimu, mzazi au mlezi atathmini.

Shughuli ya 2

Umoja	Wingi
Maji -	Maji
Sukari -	Sukari
Chumvi -	Chumvi
Mchanga -	Mchanga
Maziwa -	Maziwa
Chai -	Chai
Wino -	Wino

Shughuli ya 3

1. Marashi, manukato, mafuta, sukari, maziwa, unga, chumvi, uji, asali.
2. a) Chai
b) Maji
c) Mchele
d) Wimbi/unga
e) Gesi
3. Mwalimu atathmini.
4. Mwalimu, mzazi au mlezi atathmini.

II. Nomino za vitenzi - jina (uk 166)

Shughuli ya 1

- a) Mwalimu atathmini
- b) Mwalimu atathmini

Shughuli ya 2 (uk 167)

1. Kuhusika kumpeleka, kutibiwa, kutolewa, kuokoa, kuzuia, kurudisha, kupunguza, kuleta.

Shughuli ya 3 (uk 167)

1. Mwalimu, mzazi au mlezi atathmini.
2. Mwalimu, mzazi au mlezi atathmini.
4. a) Kulala
b) Kucheza
c) Kuimba
d) Kuzembea
e) Kudungwa, kumeza.

3.0 Mapambo

A. Kusikiliza na kuzungumza (uk168)

Shughuli ya 2

1. Jua
2. Moto
3. Chapati
4. Mauti
5. Giza
6. Ua
7. Bisi
8. Jeneza
9. Njiti za kiberiti
10. Mbegu zinapopandwa hukua na kuvaa kijani na kupendeza machoni.

Shughuli ya 3

Mwalimu atathmini

B. Kusoma (uk168)

Shughuli ya 2

1. Mwalimu atathmini

2. Mwalimu atathmini.
3. Ili kujirembesha/kujiongezea urembo
4. Urembo
5. Wakiwa wameketi chini ya miti wakipiga gumzo.
6. a) hina, furungu, wigi
b) mshipi, viatu vipya, chepeo na poda.
7. Mwalimu, mzazi au mlezi atathmini.

C. Kuandika (uk 169)

Shughuli ya 1

1. Kibodi kiwambo
2. Mwalimu atathmini.
3. Mwalimu, mzazi au mlezi atathmini.

D. Sarufi

Shughuli ya 2 (uk 171)

I Nomino za makundi

1. Nomino za makundi ni maneno yanayotaja vitu vilivyo katika kundi moja.
2. Mwalimu, mzazi, au mlezi atathmini.
3. Mwalimu, mzazi, au mlezi atathmini.
4. a)Wingu
b) Kipeto
c) Baraza
d) Timu
e) Kigaro

II Nomino ambata (uk 171)

Shughuli ya 2

1. Hizi ni nomino zinazoundwa kwa kuambatanisha nomino nyingine mbili na kuwa moja.
2. Mwalimu, mzazi au mlezi atathmini.
3. Mwalimu, mzazi au mlezi atathmini.
4. Mwalimu, mzazi au mlezi atathmini.

III Nomino za dhahania (uk 172)

Shughuli ya 2

1. Hizi ni nomino zinazotaja hali ya vitu ambavyo havishikiki wala kuonekana kwa macho. Mifano : mauti, uchungu n.k.
2. Mwalimu atathmini.
3. a)Wakenya wanaishi kwa amani na upendo.
b) Wananchi walikuwa na huzuni nyingi
c) Ukitenda wema utabarikiwa.
d) Uchokozi darasani huathiri masomo ya wanafunzi.
e) Nilimpokea mgeni kwa heshima.
4. Mwalimu, mzazi au mlezi atathmini.

IV Uakifishaji (uk 173)

Shughuli ya 1

1. a)A B C D E
b) a b c d e

3. Njeri ni msichana wa Gredi ya tano. Msichana huyu anapenda mapambo kama vile mikufu _ vipuli _ njuga na vikuku. Je _ wewe unapenda mapambo gani?

Shughuli ya 2

1. a) Aminata aliandika insha akitumia tarakilishi.
b) Mbuzi, kondoo na ng'ombe ni wanyama wa nyumbani.
c) Je, ulienda kanisani Jumapili?
d) Ulimaliza kulima shamba la akina Hamisi.
e) Tunu alivaa mkufu wa dhahabu.
2. Mwalimu atathmini.
3. Mwalimu atathmini.

4.0 Saa na majira (uk 174)

A. Kusikiliza na kuzungumza

Shughuli ya 1

1. Mwalimu, mzazi au mlezi atathmini

Shughuli ya 2

1. Mwalimu, mzazi au mlezi atathmini.

Shughuli ya 3

Ndugu
Shangazi
Mama
Binti
Bwana
Bibi
Mwalimu

B. Kusoma (uk 175)

Mwalimu, mzazi au mlezi atathmini.

C. Kuandika (uk 175)

Mwalimu mzazi au mlezi atathmini.

D. Sarufi (uk 177)

Shughuli ya 2 (uk 177)

1. a) Saa
b) Karatasi
c) Chupa

- d) Shule
- e) Ndizi
- f) Nyumba
- g) Nguo

Shughuli ya 3 (uk 177)

1. a) Shingo za wanafunzi zimeumia.
b) Kitabu cha kusoma kina picha nyingi.
c) Chupa iliyotiwa dawa imeanguka.
d) Barua tulizopokea zilitoka kwa wajomba
e) Runinga yangu ni kubwa na hupendeza.

2. Sakafu, simu, singo, karatasi.

Shughuli ya 4 (uk 177)

- a) i
- b) zi
- c) zi
- d) i
- e) i

Shughuli ya 5 (uk 177)

1. Mwalimu, mzazi au mlezi atathmini.
2. a) Taa zinaendelea kuwaka.
b) Chati zilizotengenezwa zimeraruka.
c) Sufuria tulizopikia zimesafishwa.
d) Penseli zilizopotea zimepatikana.
e) Barabara zinazoelekea mijini zina mavumbi mengi.

5.0. Kukabiliana na umaskini

A. Kusikiliza na kuzungumza (uk 178)

Shughuli ya 1

1. Mwalimu, mzazi au mlezi atathmini
2. Mwalimu, mzazi au mlezi atathmini
3. i) Mtaka cha mvunguni sharti ainame.
ii) Atangaye sana na jua hujua.
iii) Mchumia juani hulia kivulini.
iv) Ajizi ni nyumba ya njaa.
v) Bidii ya mja haiondoi kudura.
4. Mwalimu, mzazi au mlezi atathmini

B. Kusoma (uk 178)

Shughuli ya 2

1. za, ze
za, ze
za, ze
fa, ni
2. Umaskini si sifa, wala nguzo yetu nchini.
3. Tujikaze ili kuepuka umaskini.

4. ra, ze
ra, ze
ra, ze
la, ni
5. Sitini na minne (64)
6. Mwalimu, mzazi au mlezi atathmini

C. Kuandika (uk 179)

Shughuli ya 2

Mwalimu asahihishe insha akizingatia mada, hoja, sarufi uakifishaji na lugha ya kiubunifu.

D. Sarufi (uk 181)

Shughuli ya 2

1. a) nyuso
b) nyufa
c) nyuzi
d) nyuta
e) nyavu
f) nyaraka
g) nyaya
h) nyembe
i) mbavu
j) mbao
k) ndimi
l) ndevu
m) nyuga
n) fito
o) kuni
p) funguo
3. a) Unywele wa mwanafunzi umekatwa.
Nywele za wanafunzi zimekatwa.
b) Uta umewekwa karibu na ukuta wenye ufa.
Nyuta zimewekwa karibu na kuta zenye nyufa.
c) Ndimi za ng'ombe waliochinjwa zimekatwa
d) Uga wa kandanda umekarabatiwa
e) Nyua za nyumba yetu zimezungukwa kwa maua.
4. a) Nyuzi nyembamba zimekatika.
b) Fagio zimezeeka baada ya kutumiwa sana.
c) Ukuta uliojengwa umeanguka.
d) Mbavu za wanyama ni muhimu sana.
e) Ubeti uliotungwa ulifuata kanuni za shairi.

Shughuli ya 3

1. a) zi
b) zi
c) u
d) zi
e) u

6.0. Maadili (uk 182)

A. Kusikiliza na kuzungumza

Shughuli ya 2 (uk 182)

1. Maadili
2. Kumi na sita (16)
3. a) Heshima ni thamani ya utu.
b) Usawa - bila mapendeleo.
c) Haki - anachostahiki mtu.

B. Kusoma

Mwalimu, mzazi au mlezi atathmini

C. Kuandika

Mwalimu atathmini

D. Sarufi (uk 183)

Ngeli ya U - Ya

Shughuli ya 2

Mwalimu atathmini

Shughuli ya 3 (uk 184)

1. Mwalimu atathmini
2. a) u
b) ya
c) ya
d) u
e) u
3. i) Mayaya wamezingatia malezi ya watoto ifaavyo
ii) Wizara ya afya imezuia magonjwa hatari vijijini.
iii) Upishi wa mpishi ulipendeza mno.
iv) Ulezi mwema unachangia tabia ya mtoto.
v) Ubua umewekwa maghalani.

7.0 Elimu ya mazingira (uk 185)

A. Kusikiliza na kuzungumza

Shughuli ya 2

- a)
b)
c) Mwalimu atathmini mazungumzo
d) ya wanafunzi
e)
f)
g)
h)
2. Mwalimu atathmini

B. Kusoma (uk 185)

Mwalimu, mzazi au mlezi atathmini

C. Kuandika (uk 186)

Mwalimu, mzazi au mlezi atathmini

D. Sarufi (uk 186)

Shughuli ya 2

1. Mwalimu, mzazi au mlezi atathmini
2. Mwalimu, mzazi au mlezi atathmini
3. Mwalimu, mzazi au mlezi atathmini
4. a)ku
b)ku
c)ku
d)ku
5. a)kulalamika
b)kuloa
c)kupanda
d)kuchora
e)kulia
6. a)kuchoma
b)kunafaa
c)kuishi
d)kusafisha

8.0 Ndege wa porini (uk 188)

A. Kusikiliza na kuzungumza

1. Njia, baraste
2. a) Simanzi
b) Chunusi
c) Chafuo
d) Katili
e) Ziaka
3. a) Kifunguakinywa/staftahi/kisebeho
b) Koleo/beleshi/shepe
c) Twaga/saga/seta/fusa/chakacha
d) Madhubuti, thabiti, ngangari, kikiki, jadidi, tisti
e) bundi, babewana
f) gurufu

B. Kusoma (uk 189)

Shughuli ya 2

1. a) Korogo - ndege mwenye shingo na miguu mirefu
b) Kanga - ndege jamii ya kuku mwenye rangi ya kijivu iliyokoza na madoadoa meupe.
c) Tai - ndege alaye mizoga.

- d) Mwewe - ndege anayefanana na tai alaye vifaranga wa kuku.
 e) Kasuku - ndege aliye na uwezo wa kuiga na kusema kama binadamu.
 f) Chiriku - ndege mdogo aliye na kelele sana.
2. Kwa sababu ndiyo ilikuwa kubwa zaidi
 3. Mtalii ni mtu anayeitembelea nchi kwa ajili ya starehe na kuona mazingira.
 4. Mwewe hula vifaranga ilhali tai hula mizoga.
 5. Kulipa kiingilio.
 6. Mwalimu, mzazi au mlezi atathmini.

C. Kuandika (uk 190)

Mwalimu atathmini.

D. Sarufi (uk 190)

Shughuli ya 2

1.

Kitenzi	Kutendewa	Kutendwa	Kutendana
Kata	Katiwa	Katwa	Katana
Lia	Liliwa	_____	_____
Piga	Pigiwa	Pigwa	Pigana
Andika	Andikiwa	Andikwa	Andikana
Cheza	Chezewa	Chezwa	Chezeana

2. Mwalimu, mzazi au mlezi atathmini.
3.
 - a) aliandikiwa
 - b) walipikiwa
 - c) zililaliwa
 - d) andaliwa
4.
 - a) walichekana
 - b) walipigana
 - c) waliitana
 - d) wanapendana
 - e) walijuana

9.0. Magonjwa (uk 192)

A. Kusikiliza na kuzungumza

Shughuli ya 2 (uk 192)

1. Hospitalini
2. Yona na daktari
3.
 - a) Maabara - mahali pa kufanyia uchunguzi wa tiba.
 - b) Famasi - duka la dawa.
 - c) Nesi - muuguzi wa mgonjwa hospitalini.
 - d) Afueni - nafuu ya mgonjwa au maumivu
 - e) Vidonge - tembe za dawa.

4. Ili iwe rahisi kukabiliana na ugonjwa mapema.
5. Aliathiriwa na ugonjwa.

Shughuli ya 3

Mwalimu, mzazi au mlezi atathmini.

B. Kusoma (uk 192)

Mwalimu, mzazi au mlezi atathmini.

C. Kuandika (uk 193)

Mwalimu asahihishe insha

D. Sarufi (uk 194)

1. Mwalimu atathmini
2.
 - a) Pangua
 - b) Panda
 - c) Ondoka
 - d) Chimbua
 - e) Safisha

Shughuli ya 3

1.
 - a) Anita alianua nguo wakati wa jioni.
 - b) Mama amepanda msimu huu.
 - c) Musa amevua nguo maridadi.
 - d) Yaya amefumua sweta ikaudhi.
 - e) Mwanafunzi amepanga vitabu kwenye rafu.
 - f) Shangazi ameketi chumba.

10.0 Kudhibiti itikadi za kidini na za kijamii.

A. Kusikiliza na kuzungumza (uk 196)

Tashbihi za Tabia (uk 196)

Shughuli ya 1

1. Mwalimu atathmini
2.
 - a) Sungura
 - b) Tausi
 - c) Makaa
 - d) Tausi
 - e) Chanda na pete/ambari na zinduna/kumbikumbi/mwezi na nyota
 - f) Nguruwe
 - g) Siafu
 - h) Ardhi na mbingu
 - i) Mapacha
3.
 - a) Mchwa
 - b) Simba
 - c) Maji mtungini
 - d) Chiriku
 - e) Chanda na pete
 - f) Mbwakoko

Shughuli ya 2

1. a) Mkizi
b) Buibui
c) Lumbwi/kinyonga
d) Malkia
e) Nguruwe

B. Kusoma (uk 196)

Shughuli ya 1

1. Hakupenda kuona mnyama yeyote akimnyanyasa mwenzake.
2. Simba
3. Ulikuwa hujatafutiwa tiba/kubali majibu mengine.
4. a) Kutokaribiana
b) Kuvaa barakoa
c) Kunawa mikono kwa sabuni na kufika hospitalini.
5. Walipata nafuu.

Shughuli ya 2

1. Mwalimu, mzazi au mlezi atathmini

Shughuli ya 3

Mwalimu, mzazi au mlezi atathmini.

C. Kuandika (uk 197)

Mwalimu atathmini

D. Sarufi (uk 198)

Shughuli ya 2

1. Mwalimu atathmini
2. Mwalimu atathmini

Shughuli ya 3

1. a) Mwalimu huingia darasani.
b) Makundi ya kigaidi huondolewa mtaani.
c) Misimamo mikali ya kidini huathiri maendeleo.
- II. a) Mama ameandaa kiamshakinywa
b) Tohara ya wasichana imeathiri afya
c) Maisha ya umaskini yamedidimiza jamii.

11.0 Uwekezaji

A. Kusikiliza na kuzungumza (uk 200)

Shughuli ya 1

1. Mwalimu, mzazi au mlezi atathmini.
2. Mwalimu, mzazi au mlezi atathmini

Shughuli ya 2

1. Mwalimu atathmini
2. Mwalimu atathmini
3. a) Pesa huvunja milima
b) Akiba haozi
c) Mali ni kama mvua inapiga tena inakwenda.
4. Humsaidia mtu kutimiza mahitaji yake ya kifedha siku za baadaye.
5. Faida ni pesa zinazobakia baada ya kutoa gharama za ununuzi wa bidhaa.

B. Kusoma (uk 201)

Shughuli ya 1

1. Biashara ya hoteli
2. Ukosefu wa mtaji
3. Alipopima uwezo wake wa kuanzisha biashara ya hoteli
4. a) Mtaji - mali au pesa zinazotumiwa kupanulia au kuanzisha biashara.
b) Fidia - malipo kwa ajili ya kusababisha hasara.
c) Bajeti - makadirio ya mapato na matumizi.
d) Mkopo - pesa unazopewa kwa makubaliano ya kuzirudisha.
e) Kilimo biashara - uuzaji wa bidhaa za kulima kwa ajiri ya kujipatia riziki au faida.
5. Mwalimu atathmini
6. Bajeti husaidia katika ukadiriaji wa mapato uliyonayo na matumizi ya fedha hizo kwenye mradi.

C. Kuandika (uk 202)

Mwalimu, mzazi au mlezi atathmini.

D. Sarufi (uk 202)

1. Ukanushaji wa maneno na sentensi
- #### Shughuli ya 1
1. Utaingia sokoni?
 2. Wanasoma darasani mwao
 3. Tulishangilia kwa shangwe na nderemo.
 4. Mtapanda miti lini?
 5. Alianzisha biashara ya kuuza matunda?
 6. Nilipa ushuru kutokana na mapato yangu.

Shughuli ya 2

Mwalimu atathmini

Shughuli ya 3

1. Hakuingia msikitini.

2. Hatutacheza kandanda.
3. Hukumwona simba mbugani.
4. Sihisi njaa kwa sababu nimefanya kazi.
5. Hawatumbuizi wageni ukumbini.
6. Hakukariri shairi vizuri.

Shughuli ya 4

- II. Ukubwa na udogo wa nomino (uk 203)

Shughuli ya 2

Wastani	Ukubwa	Udogo
Mzigo	Zigo	Vizigo
Mfupa	Fupa	Kifupa
Mguu	Guu	Kiguu
Mbuzi	Buzi	Kibuzi
Mkoba	Koba	Kikoba
Mkono	Kono	Kikono

2. Mwalimu atathmini
 3. Mwalimu atathmini
- III. Ukubwa na udogo wa nomino zinazoanza kwa herufi -n

Shughuli ya 2

	Nomino	Ukubwa	Udogo
a)	Nguo	Guo	Kiguo
b)	Ngazi	Gazi	Kigazi
c)	Njugu	Jugu	Kijugu
d)	Ndama	Dama	Kidama
e)	Ndizi	Dizi	Kidizi

Shughuli ya 3

1. Mwalimu atathmini
2. Mwalimu atathmini

Majibu

Jaribio la 1 muhula wa kwanza (uk 205)

1. Samahani/karibu
2. Sitiari
3. Hodi
4. Sukari
5. Nuksi, balaa, mkosi, udhia, nuhusi, uchimvi, ukorofi.
6. Ili kuzidisha/kuongeza urembo wake.
7. Saa
8. Bali, kipuli, nti
9. Baadhi ya mapambo huweza kudhuru ngozi

10. Ataharibu urembo wake/wenyewe.
11. Omobe alifanya vibarua.
12. Kupiga mtindi na kufanya vibarua.
13. Wangeondoka pamoja kuelekea kanisani.
14. Jumamosi.
15. Alipokuwa akielekea kanisani, mkononi alibeba mkoba uliokuwa na nguo za kazi.
16. D
17. A
18. C
19. B
20. A
21. Nomino ya kawaida
22. Mwavuli
23. Sabuni zimeanguka mitoni
24. Wazo
25. Maembe
26. Mwalimu atathmini
27. Mtegemea cha ndugu hufa maskini.
28. Shikamoo?
29. Jua halijachomoza mapema.
30. Wanyama walikuwa wakipatiwa chakula.

Jaribio la 2 muhula wa kwanza (uk 207)

1. Alikuwa akikohoa, kuumwa kifua na kuhisi baridi/alienda kutibiwa.
2. Anamshukuru daktari.
3. Kujinunulia dawa bila maagizo ya daktari.
4. Ugonjwa ukigunduliwa mapema unaweza kukabiliwa.
5. Makali ya ugonjwa hayakupungua.
6. Chai, uundaji chapati, mandazi n.k
7. Tunatumia sukari zaidi ya kiwango kinachohitajika.
8. Sukari nyingi huathiri afya.
9. Wanga.
10. Vya kiasili huchukua muda mrefu kusagwa/vya viwandani husagwa haraka.
11. Ili atosheleze nia zake/ajiridhishe.
12. Maandalizi ya kufanya mtihani.
13. Kupigiwa simu na polisi.
14. Kwa sababu alijua kuwa amefanya kosa la kuwa nje ya shule bila ruhusa.
15. Mtundu/mtoro
16. B
17. D
18. C
19. A
20. A

21. Majokofu aliyowaachia yana machungwa na ndizi
22. Wakulima walilima shamba lao kisha wakarudi nyumbani.
23. Mimi hula embedodo ili kuimarisha kinga ya mwili wangu.
24. Kuishi
25. Gavana aliwashauri watu wote waache ukabila, ufisadi, uporaji wa mali ya umma na uchochezi
26. Mizani
27. U - YA
28. Mkufu
29. Julia ana nywele ndefu kama singa.
30. Kujivunia.

Jaribio la 1 muhula wa pili (uk 210)

1. Alikuwa amebanwa na njaa/Alihisi njaa
2. Mama mkubwa/mjomba/binti/bwana/shangazi.
3. Kwa maandalizi ya sherehe ya harusi.
4. 9:45
5. Wapishi maarufu walialikwa/wageni kutoka mbali walikuwa wameanza kuwasili.
6. Kwa sababu watu wengi hujipatia riziki kutokana na kilimo.
7. Usambazaji wa mbolea gushi kwa wakulima
8. Halitasahaulika.
9. Kilimo
10. Hawana hakika ya kupata mbolea na mbegu ifaayo.
11. Kusafiri nchi za Ulaya.
12. Kwa kuendelea na masomo yake.
13. Aliharakisha kufunga ndoa na Saumu.
14. Hakujali.
15. Hakutaka mihadarati ianguke kutoka kwenye kofia/angeshikilia rinda, mihadarati ingeanguka kutoka kwenye kofia.
16. A
17. D
18. B
19. C
20. A
21. Jumapili tutaenda kanisani kuabudu.
22. Asubuhi
23. Kuishi
24. Nomino ambata
25. Kobe
26. Mwalimu atathmini
27. Mgaagaa na upwa hali wali mkavu

28. Inaandikika
29. Mwalimu atathmini
30. Sakafu imetandikwa zulia zuri.

Jaribio la 2 muhula wa pili (uk 214)

1. Kwa sababu anakata miti/anaharibu mazingira.
2. Kila mtu.
3. Ni kumegekamegeka kwa udongo kutokana na maji yanayotiririka au upepo.
4. Kupungua kwa mvua/ukame n.k mwalimu atathmini.
5. Kwa kuzuia mmomonyoko wa udongo/kuongeza rutuba ardhini.
6. Ilikuwa mbaya/alikuwa mkaidi na mkali.
7. Walimkanya na kumpa wosia kwa nia ya kumwoko.
8. Alivunja sheria za shule.
9. Jaji/hakimu
10. Akapigwa na watu wengi.
11. Wakati wa jioni.
12. Majigambo.
13. Kulia ngozi iliyomfunga mbuzi kwanza badala ya kuanza kumla mbuzi.
14. Alikuwa amemwomba Mungu mwanzoni bila mafanikio.
15. Tunapaswa kuheshimu Mungu/Tusifurahie kable ya kutimiza jambo/tusijigambe.
16. A
17. D
18. B
19. C
20. C
21. Mwalimu atathmini mf: Kijibwa kimelala fofofo.
22. Waraka
23. Mtoto alikula wali lakini hakushiba.
24. Ungoya wa kuku ni mweupe.
25. Uzi
26. A - WA
27. Yeye hatashiriki shindano hilo.
28. Wakulima huenda shambani kupanda miti.
29. Mkono wa birika
30. wa

Jaribio la 1 muhula wa tatu (uk 215)

1. Juma hana adabu na heshima.
2. Sina la kuamba/Naamba uambalo.
3. Jumatano.
4. Kwaheri ya kuonana.

5. Anamsalimia Juma na kumpatia shoka.
6. Watatu
7. Mgaagaa na upwa hali wali mkavu//methali za bidii - mwalimu atathmini.
8. Hakimu - wana
9. Nyumbani
10. Kwa sababu ya tamaa.
11. Azingatie hatua za kiusalama.
12. Zinaweza kushambuliwa na virusi.
13. Imani
14. Haki ya kuabudu
15. Maandamano na mapigano kuhusu imani za watu.
16. D
17. C
18. A
19. B
20. C
21. Kaka aliniomba nimpatie unga atupikie chakula.
22. Mwalimu atathmini.
23. Usiku mwema/usingizi mwanana.
24. Yake
25. Lena alinunua mchele kwa bei nafuu.
26. Juma lililopita nilijifunza kupika wali. Je, wewe ulijifunza kupika pia?
27. Kifupa.
28. Uchafuzi wa mazingira umewaletea wakazi magonjwa.
29. Kinyonga(lumbwi) mtumwa.
30. Fichua.

Jaribio la 2 muhula wa tatu (uk 218)

1. Omolo na Anyango in wanafunzi wanaosoma pamoja katika gredi ya tano.
2. Asubuhi.
3. Tatizo.
4. Anamwamkua mama Anyango kwa heshima na kujieleza kwa heshima.
5. Anampa baba Omolo pole na kuahidi kumtembelea ili kumjulua hali.
6. Kubuka washindi katika mchezo wa kabumbu/kujishindia tuzo la timu bora zaidi katika gatuji.
7. Walikuwa wameibuka washindi/walikuwa timu bora zaidi katika gatuji lao.
8. Mwalimu mkuu, walimu pamoja na kamati ya shule iliandaa mkutano wa pamoja na kuafikiana kuhusu ziara ya wanafunzi.

9. Kumi na mmoja (11)
10. Heshima/Staha
11. Kuhudhuria sherehe ya siku ya kuzaliwa ya Tum.
12. Keki, sharubari ya machungwa na maembe.
13. Aliogopa kuwa bilauri ingeanguka.
14. Aibu
15. Ingevunjika/ingepasuka.
16. C
17. A
18. D
19. B
20. A
21. Mafundi wale hodari wamejenga kuta ndefu.
22. Kunguru
23. huwavuita
24. Tathmini yetu haianzi leo jioni.
25. Dizi lako limeiva.
26. Dania, dhamini, iliki, mdalasini/ii, v, i, iii, iv
27. Nomino ya kawaida
28. A - WA
29. Alichemua
30. Wachawi.

MAJIBU YA KPSEA

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

INTEGRATED SCIENCE

1. Living Things and their Environment

1.1 Classification of plants

Practice Assessment (Page 232)

1. Potatoes, beans, potatoes, maize, cabbage, kales, onions
2. Fern, moss, cypress, liverwort, pine, cedar
3. Flowering, non-flowering
4. a) Filament hold anther in position
b) Stigma receives pollen grains from the anthers
c) Ovary produces ovules. ovules are female sex cells. Fertilization occurs in the ovary
d) flower stalk - To hold the flower on the branch
5. Petals
6. a) They beautify the environment
b) They can be grown for export which when sold earn the country foreign exchange.
c) Source of food for some animals
d) Some flowers are used in making medicine
7. K - Stigma
L - Filament
M - Petal
N - Sepal
P - Flower stalk

1.2 Vertebrates

Practice Assessment (Page 237)

1. Animals without a backbone
2. a) Reptiles
b) Amphibians
c) Mammals
d) Birds
3. i) They have a backbone
ii) They move
iii) They have skeleton
iv) They breathe through lungs
v) They have mammary glands
4. a) Ostrich b) Eagle
c) Hawk

5. Mammals - (goat, cow)
Birds - (Goose, dove)
Reptiles - (Crocodile, Tortoise)
Amphibians - (Salamander, newt)
Fish - (Mudfish, Tilapia)
6. a) - They have backbone
- They have moist skin
- They lay eggs
b) - They are covered with scales
- They breathe through gills
- They live live in water
(Any other correct answers)
c) - They have a backbone
- They have mammary glands
- They give birth except duck-billed platypus and spiny ant eaters that lay eggs
- They breathe through the lungs
(Any other correct answer)
d) - They have a backbone
- Body covered with scales
- They lay eggs
(Any any other correct answer)

1.2 The human breathing system system

Practice Assessment (Page 242)

1. Nose, Trachea, Lungs, Diaphragm
2. Nostrils
3. - Warming air
- Trapping dust
- Moistening air
4. X - Nose
P - Trachea
Y - Lungs
Z - Diaphragm
5. Diaphragm
6. Trachea
7. Alveoli
8. a) Straws, Rubber band, masking tape, pair of scissors, balloons, plasticine, nail, plastic bottle.

- b) i) balloons
- ii) straws
- iii) Balloon or sheet of polythene paper

End of strand Assessment

(Page 242-243)

1. Mammals, birds, reptiles, Amphibians, fish
2. Cow, goat, man, chimpanzee, bat
3. - They have backbone
- They breath through the lungs
- They have hair or fur
4. a) chicken
b) dove
c) turkey
5. a) They have backbone
b) Their bodies are covered with feathers
c) They have scales on their feet
d) They lay eggs
6. a) Frogs
b) Salamander
c) newt
d) toad
7. a) They have moist or soft skin
b) They lay eggs in water
c) They live in water when young and later on land
d) They breath through the gills when young and through lungs when they are adults
8. a) snake
b) crocodile
c) chameleon
d) tortoise
e) turtle
9. a) They lay eggs
b) They have a backbone
c) Their bodies are covered with scales
d) They breath through lungs
10. a) tilapia
b) mudfish
c) sardines
d) Nile perch

11. a) Their bodies are covered with scales
b) They breath through gills
c) They live in water
d) They have fins that help them swim in water
12. Nose, Trachea, lungs, diaphragm
13. a) i) - dry cough
- difficult in breathing
- chest pains
- Wheezing sound when inhaling
ii) - Avoid dusty places
- Avoid things which trigger asthma like smoke
b) i) - High fever
- Shortness of breath and difficult in breathing
- Body and muscle aches
- Coughing
- headache
- Pain in the chest
- Inability to sense, taste or smell
ii) - use personal protective equipment like face mask
- Keep social distance from an infected person
- Sanitizing hands
- Avoid shaking hands
- Regular washing of hands with soap and observing good hygiene

2. Matter

2.1 Mixtures

Practice Assessment (Page 248-249)

1. Mixture is a substance that is made by combining two or more components
2. a) Water and milk
b) Water and sugar
c) Water and salt
d) Maize and beans
e) Rice and small stones

3. Are mixtures where two or more substances are combined to form a uniform mixture
4. heterogeneous
5. a) winnowing
b) When it is windy
6. Picking
7. Picking
8. a) Iron filings and sand
b) steel wool pieces and sand
c) Iron nails and copper nails
9. Decanting
10. Water and soil particles
11. A separating funnel, oil, water, collecting jar and a stand

2.2 Water Pollution

Practice Assessment (Page 252)

1. Water pollution is the introduction of contaminants or harmful substances into water sources.
2. a) Sewage
b) Animal waste
c) Oil spills
d) Washing clothes in the water sources
e) Swimming in water sources
3. a) can kill animals that live in water
b) Cause waterborne diseases to human beings
c) Affects growth of water plants
4. a) Boiling
b) Filtration
c) Chemical treatment
d) solar treatment
5. Filtration
6. It absorbs colour of muddy water to make it appear clear.
7. Farm chemicals
8. It kills germs in water
9. Filtering removes solid particles only therefore does not kill germs.

10. It pollutes the water making animals to die
11. Sand, charcoal particles, fine sand, cotton wood, small stones or pebbles, glass, muddy water, plastic bottle, cutting material.

End of strand Assessment Exercise (Page 252-253)

1. Mixture is a substance that is made by combining two or more components
2. a) Homogeneous mixtures
b) Heterogeneous mixtures
3. a) Salt + sand
b) Water + oil
c) Sand + milk
4. a) Winning
b) Picking
c) Sieving
d) Use of a magnet
e) Filtering
f) Decanting
5. Decanting
6. a) Rice grains and maize flour
b) Water and tea leaves
7. Winnowing
8. Water pollution is the introduction of contaminants or harmful substances into water sources.
9. a) sewage
b) Oil spills
c) Animal waste
10. - can kill animals that live in water
- affects growth of water plants
11. a) ii
b) i)
c) i
12. - Boiling
- Filtering
- Chemical treatment
- Solar treatment

13. Putting on gloves, gumboots and overcoat

3. Force and Energy

3.1 Floating and sinking

Practice Assessment (Page 256)

1. Floating is when things remain on the surface of water
2. Sinking is when things move to the bottom of the surface of water.
3. a) Type of material
b) Shape of the material
4. -You will need to fill the container with sand and the other with cotton wool; then dip the containers in a basin of water
-You will observe that the container filled with cotton wool floats on water and the one filled with sand sinks in water.
5. It's shape is changed which makes it to sink in water
6. **Floaters** **Sinkers**
- Rubber - A coin
- Papers - Iron nails
- Plastic casing
7. To help you not drown in water

3.2 Sound energy

Practice Assessment (Page 258)

1. a) Vibrating strings, drums, air
b) Sound from animal
c) Vibrating solids
2. all
3. - Loud sound may damage the ear drum affecting one's ability to hear
- Causes irritation
- Affects communication between two people
4. a) A jerrycan; a piece of wood string, sharp knife
b) Cut out a guitar shape from a jerrycan Put holes and tie the strings on the piece of wood

3.3 Heat transfer

Practice Assessment (Page 261)

1. a) Conduction
b) Convection
c) Radiation
2. a) Metal spoon
b) Sufuria
3. a) Wood
b) Plastic
4. Convection
5. Smoke moves from the source and when it is heated it moves out because hot air rises
6. It is to prevent one from getting burnt
7. i) Wearing kitchen gloves when handling hot objects
ii) Keeping away items that can catch fire easily
iii) Putting out fire after use

END OF TERM ASSESSMENTS

Term one Assessment Exercise (Page 262-264)

1. Flowering plants are green plants that do produce flowers
2. Non-flowering plants are green plants that do not produce flowers
3. a) Maize b) Beans
c) Potatoes d) Sisal
e) Kales
4. a) To hold flower on the branch
b) Receives pollen grains from anthers
5. a) The beautify the environment
b) Can be grown for export
c) Some are sources of food for some animals
6. a) Wear goggles to protect your eyes
b) Wear gloves when handling plants
c) Wear an apron and gumboots
7. a) Fern
b) Cypress
c) Liverwort

17. a) chicken
b) duck
c) dove
18. Allows passage of air into and out of the lungs
19. nostrils
20. Petals
21. -Duck billed platypus
-Spiny ant eaters
22. Ovary
23. They have hair that trap dust particles from air
24. A straw, rubber bands, masking tape, Plastic bottle with top cap, pair of scissors, 3 balloons, screw or nail , plasticine
25. Diaphragm
26. Lungs
27. Ovary
28. - Newt
- Salamander
29. Asthma
30. - Allergy
- Asthma
- Covid - 19
- Common cold
- Cough

**Term two Assessment Exercise
(Page 264-265)**

1. Matter is anything that occupies space has mass
2. A mixture is a substance that is made by combining two or more components
3. a) Water and milk
b) Water and sugar
c) Water and salt
4. Homogeneous mixtures are mixtures where two or more substances are combines to form a uniform mixture.
5. Homogeneous mixtures
Heterogeneous mixture
6. Heterogeneous
7. winnowing

- 8 a) sieve
b) magnet
9. Picking
10. a) Tea from tea leaves
b) rice grains and maize flour
11. a) Filtering
b) Decanting
12. Water pollution is the introduction of contaminants or harmful substances into water or water sources
13. a) Sewage
b) Oil spills
14. a) Can kill animals
b) can cause water borne diseases to human beings
15. a) Boiling
b) Filtration
c) Chemical treatment
16. a) Coin
b) Spoon
c) Nail
17. a) Plastic
b) Wood
c) Feather
d) Leaf
18. a) Type of material
b) Shape of the material;
19. - Washing clothes using a basin at home
- Putting cow's water in water troughs
20. Solar treatment
21. - Type of material
- Shape of the material
22. It is light in in weight
23. Vibration
24. - Causes irritation
- Affects communication
- Interferes with concentration
25. Floats in water hence helping from drowning
26. Filtered water does not kill germs
27. Farm chemicals
28. Sand, charcoal particles, fine sand, cotton wool, small stones or pebbles, glass, muddy

- water, plastic bottle, cutting material
29. Mammals have mammary glands while birds don't have
 - Most mammals give birth while birds lay eggs
 30. Anthers

**Term two Assessment Exercise
(Page 266)**

1. All
2. Vibration; hitting
3. - May damage the ear drum
 - Causes irritation
 - Affects communication
4. -Conduction
 - Convection
 - Radiation
5. Sulfur
6. - Plastic
 - wood
7. Green plants that produce flowers
8. - Maize
 - beans
 - cabbage
9. Animals with backbone
10. Cow, sheep
11. - Asthma
 - Covid - 19
 - Cough
12. Homogeneous, heterogeneous
13. - They lay eggs
 - Their bodies are covered with scales
14. Green plants that do not produce flowers.
15. Fern, moss
16. Wood, plastic
17. Has hair that traps dust particles from the air
18. - High fever
 - Shortness of breath and difficulty in breathing
19. Avoiding things which trigger asthma like smoke.
20. Anything that occupies space and has mass

21. Picking
22. Steel wool pieces and sand
 - Iron nails and copper nails
23. -Some are source of food for example source of proteins
 - Some offer security like a dog.
24. Trachea
25. The lungs
26. They have a backbone
27. Transfer of heat in solids
28. - jerrycan
 - string
29. is reflected sound
30. sound moves in all direction

**KEPSEA SAMPLE PAPER
(Page 267-269)**

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

AGRICULTURE

1: CONSERVATION OF RESOURCES

1.1 Soil conservation

1. It is the addition of nutrients to poor soil to make it more fertile
2. Places where soil has been eroded, flooded spots, rocky areas
3. a) Jembe or fork jembe, panga, shovel, manure fork
b) organic waste, plant remains, food remains
4. Any crops that grow in the locality such as kales, bananas, spinach, maize

1.2 Water Conservation

1. Kitchen garden and backyard garden
2. Mulching
Cover cropping
Shading
3. a) Mulching
b) shading
c) Cover cropping
4. sticks, wooden poles, nails or ropes, dry grass or leaves
5. sweet potato vines, beans, pumpkins, cow peas
6. dry grass, dry leaves and crop remains
7. i. Helps reduce water wastage
ii. helps save water for other uses
8. cover crops cover the soil thus preventing loss of water from the soil through evaporation.

1.3 Conserving wild animals

1. Bananas, maize and other grains, kales, etc
2. Chicken
3. Mongoose, moles, monkeys
4. i. use of smoke
ii. use of smell repellents
iii. use of sounds
iv. use of scare crow
5. it helps reduce destruction of property and killing or harming wild animals. Wild animals help attract tourists thus earning foreign exchange.
6. By use of smoke, use of scare crows, use of safe traps and fencing the farm.

2: FOOD PRODUCTION PROCESSES

2.1: Growing vegetables

1. i. slasher for clearing vegetation and weeds
ii. jembe to dig the marked area.
iii. rake for levelling
2. kales, cabbage, carrots, tomatoes
3. i. container nursery
ii. Ground nursery.
4. The hands by uprooting
5. i. Watering them
ii. removing weeds
iii. removing excess seedlings in the nursery bed
iv. removing weak seedlings.
6. Vegetables protect our bodies against diseases.
7. i. select a suitable site for the nursery bed.
ii. clear vegetation and weeds
iii. measure the preferred size of nursery bed.
iv. dig the marked area
v. raise the soil higher.
vi. mix the soil with manure and level using a rake.
vii. make small drills for planting vegetable seeds
viii. make a shade to prevent water loss.

2.2 Uses of domestic animals

1. i. sheep
ii. Donkey
iii. Bees
iv. Pig
v. Poultry
2. Poultry – eggs and manure
Bee – Honey
Donkey – Transport
Dog – Security
Cat – Pet
Rabbit – meat and manure
3. A cow or a goat
4. a. Donkey
b. Camel
c. Bee
d. Pig
e. Rabbit
5. i. they are sources of food
ii. give us manure for use in the farm

2.3 Preservation of cereals and pulses

1. Cereals are crops grown for their grains.
Pulses are crops that have seeds in pods
2. Pulses – beans, green grams, cow peas, green peas
Cereals – maize, rice, wheat, sorghum, millet
3. i. Sun drying
ii. Use of ashes
iii. Use of airtight containers
4. i. helps to ensure there is enough food
ii. helps in preventing spoilage and wastage of food
5. a. cereals – maize and sorghum
pulses – beans and green grams
b. sun drying and use of ashes
c. airtight containers, sacks
6. a) Sun drying
b) airtight container
7. preventing spoilage and wastage of food.
Ensuring there is enough food.

1.4 Food nutrients

1. Food nutrients are substances found in food which are used by our body to function properly and maintain good health.
2. a. carbohydrates
b. Vitamins
c. proteins
d. Fats
3. a. Vitamins – protect our bodies against diseases.
b. proteins – build our bodies and repair worn out tissues
c. fats – provide energy and heat to our bodies.
d. carbohydrates – provide the body with energy
4. Carbohydrates – rice, chapati, ugali, potatoes, arrow roots
Proteins – meat, milk, chicken, beans, green grams
Minerals – fruits, vegetables, liver, milk

Nutritional deficiency diseases

1. these are diseases or disorders that occur due to lack of sufficient nutrients in the body

2. anaemia, kwashiorkor, marasmus, goitre, scurvy, rickets
3. a. Goitre
b. Kwashiorkor
c. Marasmus
4. a. Proteins
b. enough balanced diet
c. iodine
d. iron
5. Marasmus

1.5 Cooking food

1. Dry fat frying
Deep frying
2. a. irish potatoes, mandazi, chicken, fish
b. fish, eggs, bacon, chicken
3. dry fat frying
4. deep frying
5. keep a safe distance while deep frying food
place the food carefully into the hot oil
ensure water does not splash into the hot oil.
6. It is economical
It is fast
7. Deep fried food is very tasty
Helps in preserving food

End of strand assessment

1. i. container nursery beds
ii. ground nursery beds
2. kales, cabbages, tomatoes
3. i. watering them
ii. removing extra seedlings
iii. removal of weeds
4. a. bee
b. dog
c. fish
d. donkey
e. cat
f. rabbit
g. camel
5. i. sun drying
ii. use of ashes
iii. use of airtight containers
6. a. Pulses – beans, cow peas, green grams
b. cereals – rice, maize, sorghum
7. i. to prevent spoilage and wastage
ii. to ensure there is enough food

8.
 - a. Vitamins – protect our bodies against diseases
 - b. carbohydrates – provide energy to our bodies
 - c. fats – provide energy and heat to the body
 - d. proteins – help in proper growth and repair of worn-out tissues.
9.
 - a. minerals – milk, liver, salt, eggs
 - b. proteins - peas, beans, chicken
 - c. vitamins – fruits and vegetables
 - d. carbohydrates – bread, rice, potatoes
10.
 - a. Marasmus
 - b. Goitre
 - c. Kwashiorkor
11.
 - anaemia – iron
 - kwashiorkor – proteins
 - goitre – iodine
 - rickets – vitamin D and Calcium
12.
 - a. Deep frying
 - b. dry fat frying
13.
 - a. Deep frying
 - b. prepare the dough
leave it to settle
put oil in the sufuria and then heat in the source of heat until hot
roll out the dough and cut appropriate size and shape of mandazi
put them in the oil and cook until golden brown

3: HYGIENE PRACTICES

3.1 Good grooming practices

1. Good grooming involves practicing and maintaining personal hygiene and appearance.
2. bathing and showering, trimming fingernails and toenails, keeping hair neat and tidy, washing hands before handling food, brushing teeth
3. wedding – smart and suitable for the occasion
Place of worship – decent clothes
Sports and games – sportswear
4. etiquette are rules for good behaviour and manners during different events and occasion.

3.2 Home hygiene

1. cabinets, tables
2. a. bucket, b. dust pan, c. dust bin, d. mop
3. glass
earthen floor
tiled surfaces
cemented surfaces
wooden surfaces
4. avoid wet and slippery floors
dry the surface properly
5. a. twigs and branches
b. old towels and clothes
6. any correct answer
7. cemented floor – water, basin, detergent, mop, broom, dust pan, scrubbing brush
wooden surface – soft cloth, warm water, detergent, soft brush, dry cloth
tiled surface – water, mop, bucket, detergent, soft brush, broom
Earthen floor – water, basin, broom, dust pan
Glass surface – water, detergent, clean soft clothe or sponge, basin, old newspapers

3.3 Laundering a cotton item

1. fast coloured clothes are clothes that do not change or lose their colour when being washed
2. warm and cold water, two basins, soap, lemon juice or vinegar
3. Collect the materials
Soak the clothes in cold water for sometime to help in loosening dirt
Wring the clothes and then wash in warm soapy water
Rinse the clothes in clean water mixed with lemon juice or vinegar to brighten the colour.
Wring to remove excess water
Turn the clothes inside out and out to dry under the shade
4. prevents spreading of skin diseases, too look smart and last longer, improve personal hygiene.
5. An iron box
6. Clothes pegs
7. Soak the clothe in cold water
Wring to remove the water
Wash in warm soapy water

Rinse in warm water then cold water
Wring to remove water and then dry in the cloth line.

End of strand Assessment

1. bathing and showering, trimming fingernails and toenails, keeping hair neat and tidy, washing hands before handling food, brushing teeth.
2. earthen floor
tiled surfaces
cemented surfaces
wooden surfaces
3. water, detergent, mop, piece of cloth, newspapers, basin, water, brooms
4. a. Tiled surface
b. Wooden surface
c. Glass surface
d. Cemented surface
5. Cover the items in the house
Open the windows and doors
Sprinkle little water on the floor to remove dust
Use the broom to sweep the earthen floor
6. water, detergent, clean soft cloth or sponge, basin, old newspapers.
7. Use a broom to sweep the floor and collect the dirt or waste using a dustpan
Use the scrubbing brush and water mixed with detergent to scrub the floor
Rinse using clean water, mop or dry cloth to dry the floor
8. Scrub using a soft brush dipped in warm water mixed with soap.
Rinse using a clean soft cloth with clean warm water
Wipe the table using the soft cloth dipped in cold water then wrung.
Dry the table using clean dry cloth.
9. a. warm and cold water, two basins, soap, lemon juice or vinegar
b. collect the materials
soak the clothes in cold water for sometime to help in loosening dirt
Wring the clothes and then wash in warm soapy water
Rinse the clothes in clean water mixed with

lemon juice or vinegar to brighten the colour.
Wring to remove excess water
Turn the clothes inside out and out to dry under the shade

10. i. Clean clothes prevent spread of skin diseases
ii. Helps clothes to look smart and last longer
iii. Clean clothes makes one look neat, smart and confident
iv. Clean clothes improve personal hygiene

4: Production Techniques

4.1 Repairing garments

1. a. Running stitch
b. Back stitch
2. a. Needle
b. Thread
3. Use a thimble to protect your finger
Keep a safe distance from people
Keep needles and pins in a pin cushion.

4.2 Constructing vertical and horizontal garden

1. Innovative gardening is using creative ways of gardening or farming to help in using the little land available.
2. Horizontal gardening and Vertical gardening
3. Sacks, plastic bottles, walls, plastic pipes, old tyres
4. Kales, tomatoes, cabbage, carrots and potatoes
5. Helps keep our environment clean through use of locally available materials
Saves money since we spend less on buying some foods.

End of Term assessments

Term one assessment

1. It is the addition of nutrients to poor soil to make it more fertile
2. Eroded places, rocky places
3. Food remains plant remains, organic kitchen waste
4. Plastic waste containers and waste pieces of glass
5. a. Jembe
b. Fork jembe

- c. Shovel
6. a jembe
 7. shovel
 8. kales, cabbages
 9. computer, smart phone, lap tops
 10. kitchen and backyard gardens
 11. cover cropping, shading and mulching
 12. a. Mulching
b. Shading
 13. sweet potatoes, pumpkins
 14. Mulching
 15. Sticks, dry grass, ropes, leaves
 16. To prevent wastage, for future use
 17. Animals that live in the forest
 18. Any correct answer
 19. Safe traps, use of smoke, noise
 20. Bananas, maize, potatoes
 21. They attract tourists that are a source of foreign exchange
 22. Nursery bed
 23. Cabbages, kales, tomatoes
 24. Container nursery beds and ground nursery beds
 25. Container nursery bed
 26. They protect us against diseases, they can be a source of income.
 27. a. bee
b. camel
c. rabbit d. fish
e. donkey
f. pig
cat
 28. fish – meat
dog – security
camel – transport and milk
bee – honey and wax
rabbit – meat
 29. a. dog
b. bee
c. chicken
d. pig
 30. Bee – honey
Cat – pet
Camel – milk
Donkey -transport
Fish – fish

Term two assessment

1. i. some are sources of food
ii. can be sold to get money
2. Goats and cows
3. Sheep
4. Pulses are crops that have seeds in pods
5. Maize, wheat, rice, sorghum
6. Beans, peas, green grams
7. a. cereal b. green grams
8. sun drying, airtight containers, use of ashes
9. a. sacks
b. airtight container
10. for future use
to avoid spoilage and wastage
11. nutrients are substances found in food which are used by our body to function properly and maintain good health.
12. Carbohydrates, Proteins, Vitamins, Fats
13. They build the body and repair worn out tissues
14. They protect our bodies against diseases
15. They give our bodies energy
16. They provide the body with energy and heat
17. Carbohydrates
18. Proteins
19. Vitamins
20. Milk, liver, eggs, green leafy vegetables.
21. Wheat, rice, arrow roots, sweet potatoes
22. a. Carbohydrates
b. Proteins
c. Apple
23. Kwashiorkor, Marasmus, scurvy, goitre, rickets.
24. Goitre, Kwashiorkor, Marasmus
25. Anaemia
26. Kwashiorkor
27. Marasmus

Term three assessment

1. Smart phones, laptops, computers, tablets
2. Kwashiorkor – pot belly, change in skin colour, slow in growth, swollen body parts
Marasmus – child looks like an old person, becomes weak, child cries often
Anaemia – pale skin, shortness of breath, body fatigue, one feels dizzy and at times may faint

3. Iodine
4. Pale skin, dizziness
5. Goitre
6. Marasmus – eating enough balanced diet
Goitre – eating foods rich in iodine
Anaemia – eating foods rich in iron
Kwashiorkor – Eating foods rich in proteins
7. a. body building and repair
b. provide energy and heat
c. protect the body against diseases
d. provide the body with energy
8. dry fat frying
9. deep frying
10. dry fat frying
11. washing hands, bathing, keeping hair neat
12. wood, tiles, glass, cement
13. water, soap, piece of cloth, old newspapers
14. brushing her teeth
15. Use a broom to sweep the floor and collect the dirt or waste using a dustpan
Use the scrubbing brush and water mixed with detergent to scrub the floor
Rinse using clean water, mop or dry clothe to dry the floor
16. Water, basin, broom
17. Scrub using a soft brush dipped in warm water mixed with soap.
Rinse using a clean soft cloth with clean warm water
Wipe the table using the soft cloth dipped in cold water then wrung.
Dry the table using clean dry cloth.
18. Tiles
19. Soap, water, vinegar or lemon, basin
20. Ironing the shirt
21. Running stitches and back stitches
22. Running stitches
23. Horizontal and vertical gardening
24. Sacks, plastic bottles, walls, plastic pipes, old tyres.

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

SOCIAL STUDIES

Strand 1: Natural and Built Environment

1.1. Substrand:

Activity 1 Page 322

1. A map is a drawing representing the earth or part of it on a paper or a flat surface.
2. - Title - Frame
- Scale - Compass
- Key or legend

Activity 2 Page 322

1. Title - Name given to the map.
2. Key or Legend - Has symbols and signs that have been used on a map.
3. Frame - It is the border drawn around the map.
4. Scale - Shows the relationship between the distance on the map and that of the actual distance.
5. Compass - Used in showing directions of places on a map.

Activity 3 Page 322

Use the answers of Activity 1 above.

Activity 4 Page 323

1. Frame
2. Key
3. Scale
4. Compass direction
5. Title

Activity 6 Page 323 - 324

1. East - Somalia
2. West - Uganda
3. South - Tanzania
4. North West - South Sudan
5. North - Ethiopia
6. South East - Indian Ocean

Take Home Activity p.g. 324

1. Kenya 2. Eastern side
3. i) North - Ethiopia
ii) East - Somalia
- iii) West - Uganda
- iv) South - Tanzania

- v) North West - South Sudan
4. Indian Ocean
5. 582 646km²
6. 47 counties
7. Turkana county
8. Mombasa county
9. Own answer
10. Equator

Activity 7 page 325

1. Physical features are natural land form found on the earth's surface.
2. Mountains, hills, valleys, plains, plateaus, rivers, lakes, oceans / seas.
3. i) Relief features
ii) Drainage features
4. Mountains, plateaus, hills, valleys, plains
5. Lakes, rivers, ocean / swamps.

Activity 8 Page 328

1. Weather is the daily atmospheric conditions of a place.
2. Climate is the average weather conditions recorded for a long period of time like 30 - 35 years.
3. Rainfall, wind, temperature, cloud cover, air pressure, sunshine, humidity.
4. (a) Sunny
(b) Rainy
(c) Windy
5. Daily atmospheric conditions of a place.
6. Weather is observed daily.
Climate is observed after along period of time.

Take Home Activity Page 331

Puzzle

Across

1. Humidity
2. Wind
3. Rainfall

Down

4. Temperature
5. Sunshine

Take Home Activity Page 333

1. Fort Jesus - Mombasa
2. Bomas of Kenya - Nairobi
3. National Museum of Kenya - Nairobi
4. Ruins of Gedi - Malindi
5. Jomo Kenyatta Monuments - Nairobi
6. Tom Mboya Monuments - Nairobi
7. Nyayo Monument - Nairobi

Activity 10 Page 333

1. i) Repairing broken parts
ii) Cleaning them.
iii) Clearing and cutting bushes around them.
iv) Fencing areas around them.
2. i) They are sources of employment or jobs for many people.
ii) They are sources of historic information.
iii) They create a sense of belonging.
iv) They attract tourists and earn the country foreign exchange.

Strand 2: People and Population

Activity 2 Page 336

1. i) Leads to shortage of food due to shortage of land.
ii) Leads to unemployment.
iii) Overuse of natural resources like water, oil, forests and minerals.
iv) Increase in crime rate.
v) Shortage of houses in urban centres.
vi) Cheap labour in industries.
2. i) Under development.
ii) Under utilization of resources.
iii) Lack of workers.
iv) Insecurity in the country.
v) Lack of market for industrial goods.

Take Home Activity

1. i) Use of proverbs.
ii) Use of riddles.
iii) Use of songs.
iv) Through story telling.
v) Apprenticeship or learning from experts.
2. Elders, grand parents, elder brothers and sisters, parents, experts.

Activity 3

Discuss on their own.

Activity 4 Page 338

1. Own answers
2. Own answers
3. Own answers
4. Use of proverbs
Use of songs
Use of riddles
Through story telling
Through apprenticeship

Strand 3: Resources and Economic Activities

Activity 1 Page 341

1. A resource is anything that people use to create wealth or livelihood.
2. Soil, forests, minerals, water, wildlife, fish.
3. i) Help us create wealth.
ii) Help produce food.
iii) Creates employment for many people.
iv) We cannot do without them.

Activity 2 Page 342

Own answers.

Assessment Page 342

1. Anything used in creating wealth or help people in earning income or source of livelihood.
2. Soil, water, minerals, forests, wildlife.
3. i) Protecting soil from erosion.
ii) Planting trees where they have been cut.
iii) Watering plants during the rainy season.
iv) Taking care of water sources.
v) Not killing wild animals.
vi) No dumping trash carelessly.
vii) Using mineral wisely.
4. i) Sources of food.
ii) Sources of employment.
iii) Sources of income.
iv) Attracts tourists.
v) Source of raw materials for industries.

3.3. Fishing in Kenya

Activity 1 Page 334

- i) Fishing is the activity of getting or harvesting fish from the fishing grounds.
- Fishing is done in:
 - Fresh water lakes.
 - Rivers.
 - Dams
 - Fish ponds / farms
 - Ocean
 - Swamps
- Methods used in inland fishing.
 - Long lining
 - Hook and line
 - Purse seining
 - Trawling
- Source of food
 - Source of income
 - Source of employment.
 - Source of raw materials in some industries.
 - Used for sporting activities.
 - Earns the country foreign exchange.
- Some as number 4 above.

Take Home Activity Pg. 344

- The activity of getting fish out of water of harvesting of fish from the fishing grounds.
- Inland fishing grounds.
 - Marine fishing grounds.
- The activity of keeping fish in fish ponds or farms.
- Creates jobs
 - Source of food
 - Source of income
 - Earns the country foreign exchange.
 - Source of raw material for medicine industry.
 - Used in the manufacturing of animal feeds.

3.4. Wildlife and Tourism in Kenya

Take Home Activity Page 349

- It is an activity of travelling for leisure and pleasure.
- Wildlife is wild animals, plants birds and insects in their natural habits.
- Game Reserve: This is an area where wildlife is conserved and human activities such as grazing and fetching firewood.

They are controlled by the county government of the areas they are found.

- National parks are areas where wildlife are conserved and no human activities are allowed inside, they are fenced and are controlled by the national government through Kenya Wildlife Service.
- Wildlife
 - Cultural activities
 - Warm climate
 - Sandy beaches
 - Beautiful natural sceneries
 - Historical sites
 - Source of game meat.
 - Source of herbal medicine.
 - Attracts tourists who bring in foreign exchange.
 - Source of employment to many people.
 - Insecurity
 - Poor means of transport to the tourist attraction centres.
 - Introduction of immoral behaviour.
 - Harsh weather conditions.
 - High rate of charges.
 - Political instability.
 - Poaching
 - Attacks by pests and diseases.
 - Human - Animal conflict.
 - Population increase leading to high demand of more land.
 - Insecurity.
 - Poaching.
 - Write essay.

3.5. Development of Transport

Activity 4 Page 350

- Transport is the movement of people and goods from one place to another.
- Roads
 - Railway
 - Pipeline
 - Airline / Air transport
 - Cable
- Careless driving
 - Ignoring of road signs
 - Bad weather

- Vehicles in bad conditions (unroadworthy vehicles)
 - Use of mobile phones while driving.
 - Driving under the influence of alcohol and drugs.
 - Bad roads in some areas.
 - Careless road users.
 - Unqualified drivers.
4. - Educating people on the importance of observing traffic rules and signs.
- Improving conditions of roads.
 - Passing strict laws on traffic offenders.
 - Regular checking on driving conditions like being drunk.
 - Banning use of mobile phones while driving.
 - Indicating proper road signs.
 - Banning unroadworthy vehicles.
5. Own work.
6. - When crossing you look right, you look left and right again then cross if the road is clear.
- Cross where there is zebra crossing.
 - If there is a footbridge use it.

Take home activity Pg. 353

1. Transport is the movement of people and goods from one place to another.
2. - Roads - Air transport
- Pipeline - Cable
- Railway - Water transport
3. Air transport is the fastest means of transport.
4. Road transport is the commonly used form of transport in Kenya.
5. - Enables movement of people and goods from one place to another.
- Source of income.
- Creates many job opportunities.
- Promotes agriculture by transporting Agricultural goods to the markets.
- Promotes industries by transporting raw materials and finished products.
6. - Vandalism of some transport equipment.
- Piracy more especially in water transport.
- Breakdown of equipment.
- Bad weather such as floods and storms cause accidents.

- Lack of enough money to construct modern forms of transport.
7. - Careless of road users.
- Unroadworthy vehicles.
- Use of mobile phones while driving.
- Bad weather.
- Bad roads
- Unqualified drivers.
- Use of drugs.
- Careless driving
8. On work assignment.

Take home activity Pg. 355

1. Communication is the passing of messages of information from one person to another.
2. - Use of telephones.
- Use of Internet.
- Use of radio.
- Use of television.
- Use of newspapers and magazines.
3. - Use of horns.
- Use of smoke signals.
- Use of drums.
- Use of messengers.
- Ululations.
- Screams and wailing.
- Whistling.
4. - Lack of finances to buy modern facilities.
- Vandalism (stealing and destroying of communication facilities.
- Language barriers in some areas.
5. Write an essay.

Political Systems

Take home activity page 356 - 357

1. Was the leader of the Akamba.
2. Along distance trader.
3. Mekatili wa Menza.
4. Kaya or Makay.
5. Kisii
6. Oloibon
7. The British did not respect their shrines.
 - The British took the Giriama land.
 - The British imposed taxes on her people.
 - The British treated the Giriama harshly.
8. i) Lead his people in long distance trade.
ii) Advised his people on political issues.

Assessment Exercise

1. Council of elders.
2. Oloibon
3. Morans
4. Mwiriga
5. Njuri Ncheke
6. Njuri Impeere

Take Home Activity Page 359

1. It is the state of belonging to a particular country legally.
2. A citizen is a person who legally belongs to a particular country.
3. i) By birth
ii) By registration
4. It is the state of being a citizen of more than one country.
5. i) If it is discovered that he / she used false documents.
ii) If he / she is involved in over throwing the government (accused of treason).
iii) If one is cooperating with the enemy of Kenya at the time of war.
iv) If one is involved in criminal activities.
6. i) Being patriotic.
ii) Being loyal.
iii) Being respectful.
iv) One who pays taxes.
v) One who participates in national development of the country.
7. Write an essay.

Take Home Activity Page 361

1. i) Executive
ii) Judiciary
iii) Legislature
2. i) Executive - President
ii) Judiciary - Chief Justice
iii) Legislature - Speaker
4. Interpret laws and administering justice.
5. Make and amend laws.
6. Governor.

Assessment Exercise Page 362

1. The government is formed after every general election.
2. i) Executive
ii) Legislature
iii) Judiciary
3. i) Executive made up of
 - The president.
 - The deputy president.
 - Cabinet secretaries.
 - Principal secretaries.
 - Civil servants.ii) Legislature
Divided into two:
National Assembly comprising of:
 - 290 elected members of parliament.
 - 47 women representatives.
 - 12 nominated members.
 - 1 Ex-officioTotal of 350 members.

Made up of:

- 47 elected senators.
 - 16 women members.
 - 2 people representing people with disabilities.
 - 2 youth representing the youth.
 - 1 Ex Officio - Speaker
- Total 68 members

Judiciary

Made up of the

Chief justice

Deputy chief justice

Judges

Magistrates

The courts

4. Executive
Formulates and implements government policies.
Legislature
 - Make laws.
 - Amend laws.
 - Debates national issues.
 - Approves the expenditure of government.Judiciary

- Interprets laws.
 - Punishes law breakers by determining cases.
5. Head of Executive - President.

Governance

Take Home Activity Page 364

1. Draw the symbols of national unity the coat of arms, the national flag, the public seal and the national Anthem.
2.
 - i) National signifies the independence of the people.
 - ii) Coat of arms used in government offices.
 - iii) Public seal - Used in signing of official documents.
 - iv) National Anthem - Its words are used in encouraging people to unity and work together.
3.
 - National language
 - National holidays
 - Games and sports
 - Trade
 - Education
 - Intermarriages
4. Write the National Anthem in both Kiswahili and English version.
5. Kiswahili
6. Kiswahili and English

Assessment Exercise Page 364

1. National Unity is the state where people of a nation work as a team without any conflict.
2.
 - i) National flag
 - ii) National anthem
 - iii) Coat of arms
 - iv) Public seal
3.
 - i) National languages
 - ii) Intermarriages
 - iii) Education
 - iv) Games and sports
 - v) Trade
 - vi) National holidays
4.
 - Madaraka day 1st June
 - Mashujaa day 20th October
 - Jamhuri day 12th December
5. Madaraka day - The day Kenya got internal self rule.

Jamhuri day - The day Kenya became a republic and fully independent.

6.
 - i) Black - Colour of people.
 - ii) White - Peace
 - iii) Green - Blood that was shed.

Assessment Exercise Page 366

1. Human rights are things one is entitled to.
2.
 - Right to life
 - Right to own property.
 - Right to education.
 - Right to basic needs.
 - Right to proper health care.
 - Right to clean environment.
3. Found in the constitution of Kenya in chapter four.
4.
 - The is peace and harmony in the country.
 - Ensures equal treatment of the people.
 - People learn from each other.
 - Promotes equal distribution of resources.
 - People feel free and more freely from one place to another.

Activity 4 Page 366

1. It is a state where citizens or people are allowed to take part in decision making.
2.
 - Direct democracy.
 - Indirect democracy.
3.
 - Promotes rule of law.
 - Promotes respect and protection of human rights.
 - It allows citizens to participate in the formation of the government.
 - People work in unity.

Take Home Activity Page 367

1. It is a stae where citizens or people are allowed to take part in decision making.
 2.
 - i) Direct or participatory democracy.
 - ii) Indirect or representative democracy.
 3. Schools:
 - When electing children's government.
 - Club officials.
- Counties - When electing M.C.A.s, speaker.
Country - When electing leaders.
- During referendum.

4. - Promotes rule of law.
- People are treated equally.
- People elect leaders of their own choice.
- It promotes respect and protection of human rights.
- People work in unity, peace and harmony.
- People are treated and valued equally.
5. - People elect leaders of their own choice.
- People work in unity.
- Promote unity in the country.
- People feel appreciated.
- There is peace and harmony.

Take Home Activity Page 369

1. Choosing leaders through election.
2. Independent Electoral and Boundaries Commission (I.E.B.C)
3. The chairperson.
4. Six
 - The president
 - The governors
 - The senators
 - The women representatives
 - The members of the National Assembly.
 - The members of the county assembly.
5. i) President - Country
- ii) Governor - County
- iii) Senator - County
- iv) Woman Representative - County
- v) Member of National Assembly - Constituency
- vi) Member of County Assembly - Ward
6. 5 years

Assessment Exercise Page 369

1. Choosing leaders through election.
2. - Helps in choosing representatives.
- Helps in forming new government.
- Gives a chance to elect good leaders and vote out non performing leaders.
3. Presiding officers.
4. Independent Electoral and Boundaries Commission (I.E.B.C)
5. - Registration of voters.
- Voter education.
- Campaigns.
- Elections.

6. i) President
- ii) Governors
- iii) Senators
- iv) Members of the National Assembly
- v) Women Representatives
- vi) Members of the County Assembly

End of Term One Assessment 1

1. a) Map
2. i) Title
- ii) Compass
- iii) Scale
- iv) Frame
- v) Key / Legend
3. i) Sawmill - Lumbering
- ii) Quarry - Mining
- iii) Fish trap / Fish pond - Fishing
- iv) Cattle dip - Beef farming dairy farming, pastoralism
- v) Market- Trading
- vi) Crops - Farming
4. 1 - Ethiopia
5. 2 - South Sudan
6. 3 - Uganda
7. 4 - Tanzania
8. 5 - Somalia
9. Equator
10. Mt. Kenya
11. L. Turkana
12. 47 counties
13. Largest county Turkana
Smallest county Mombasa
14. Longitude 34°E and 42°E.
Latitude 5°N and 5°S
15. 582646km²
16. a) Mountains b) Hills
- c) Lakes d) Plateaus
- f) Valleys
17. a) Rivers b) Lakes
- c) Swamps
18. Climate is the average weather conditions recorded for a long period of time like 30 - 35 years.
Weather is the daily atmospheric conditions of a place.

19. - Rainfall
 - Temperature
 - Wind
 - Humidity
20. Tropical or Savannah
21. i) Tom Mboya Monuments - Nairobi
 ii) Fort Jesus - Mombasa
 iii) Vasco Da Gama - Malindi
 iv) Bomas of Kenya - Nairobi
22. a) They attract tourists and earns the country foreign exchange.
 b) Source of income.
 c) Source of employment.
 d) Source of information.
 e) Part of national heritage.
 f) Promotes culture.
23. Governor.
24. a) Cleaning them.
 b) Fencing them.
 c) Repairing the broken parts.
 d) Clearing areas around them.
25. a) Bantus b) Nilotes
 c) Cushites
12. a) L. Turkana b) L. Naivasha
 c) L. Baringo d) L. Bogoria
 e) L. Nakuru
13. a) Lotikipi b) Awara
 c) Kapiti d) Kano
 d) Kaputei
14. L. Tukana is the largest lake in Kenya.
15. River Tana is the largest and longest river in Kenya.
16. a) R. Nzoia b) R. Migori
 c) R. Gucha d) R. Nyando
 e) R. Mara
17. Weather is the daily atmospheric conditions of a place.
18. a) Wind b) Rainfall
 c) Temperature d) Humidity
 e) Sunshine
19. They are buildings or structures with some historic significance.
20. a) Museums b) Monuments
 c) Historical sites d) Cultural centres
21. Culture is the way of life of the people.
22. a) Through apprenticeship
 b) Though story telling.
 c) Use of Proverbs.
 d) Use of riddles.
 e) Use of songs.
23. Elders, parents, grandparents, elders, sisters, elder brothers.
24. The head teacher.
25. a) Manages the school.
 b) Teachers teach learners.
 c) Guides and counsel learners.
 d) Promotes talents, through games and sports.
 e) Maintains discipline of the learners.

End of Term One Assessment II

1. It is anything that surrounds us.
2. i) Title ii) Frame
 iii) Key iv) Scale
 v) Compass
3. 47 counties
4. i) East - Somalia
 ii) West - Uganda
 iii) North - Ethiopia
 iv) South - Tanzania
 v) North West - South Sudan
- b) 582646km²
5. Longitude - 34°E and 42°E.
6. Latitude - 5°N and 5°S
7. Kibish
8. Vanga
9. Landforms on the earths surface
10. a) Mt. Kenya b) Mt. Elgon
 c) Mt. Marsabit d) Mt. Longonot
 e) Mt. Kulal
11. a) Kerio valley b) Suguta valley
 c) Lambwe d) Subukia
 e) Kedong

End of Term Two Assessment I

1. Culture is people's way of life.
2. i) Using proverbs.
 ii) Using riddles.
 iii) Through apprenticeship.
3. Elders, parents, grandparents.
4. a) Prepared the learners for adulthood.
 b) Taught the youth morals and values.
 c) Taught learners life skills.
 d) Learners become responsible.

5.
 - a) Runs the school.
 - b) Chairs staff meetings.
 - c) Keeps school records.
 - d) Delegates duties and responsibilities.
 - e) Receives official visitors who come to school.
6. Deputy headteacher is the head of discipline in school.
7. Class teacher
8.

a) Soil / hand	b) Minerals
c) Wildlife	d) Water
e) Forest	
9.
 - a) Planting trees where they have been cut.
 - b) Protecting wildlife from destruction.
 - c) Protecting sources of water.
10. Natural resources are natural things which help us in creating wealth.
11. Mining is the removal of mineral (valuable) substances from the earth's surface.
12.

a) Soda sh	b) Diatomite
c) Salt	d) Limestone
e) Flourspar	
13.
 - i) Diatomite - Kariandusi near Gilgil.
 - ii) Limestone - Athi River and Bamburi.
 - iii) Salt - Fundisa and Ngomeni in Malindi.
 - iv) Petroleum - Ngamia Moja in Turkana.
14.
 - a) Source of raw materials in industries.
 - b) Source of employment.
 - c) Source income.
 - d) Minerals are exported and they earn foreign exchange to the country.
15.
 - a) Lack of modern facilities for mining.
 - b) Bad weather.
 - c) Accidents
 - d) Corruption.
16. Fishing is the activity of harvesting fish from its fishing ground.
17.
 - a) Rivers
 - b) Fish ponds / Farms
 - c) Fresh water lakes
 - d) Swamps
 - e) Dams
18.
 - a) Long lining
 - b) Hook and line
 - c) Trawling
 - d) Purse seining
19.
 - a) Source of food (protein)
 - b) Source of income to the fishermen and traders.
 - c) Source of employment.
 - d) Exported and earns foreign exchange.
20. Wildlife is wild animals, natural plants, insects and birds in their natural habitat.
21.
 - i) National Park is a place where wildlife is conserved. The place is fenced no human activities are allowed inside and is managed by the National Government through Kenya Wildlife Service (KWS)
 - ii) Game reserves are areas where wildlife is conserved and are managed by counties where they are found, human activities such as grazing and fetching of firewood are allowed.
22.
 - i) Tsavo East and West National Park.
 - ii) Nairobi National Park.
23.
 - i) Masai Mara Game reserve.
 - ii)
24. It is the activity of travelling or visiting places of interest for leisure and pleasure.
25.
 - a) Wildlife
 - b) Cultural activities
 - c) Sandy beaches
 - d) Natural sceneries
 - e) Warm tropical climate

End of Term Two Assessment II

1.

a) Abaluhya	b) Abagusii
c) Abakuria	
2.

a) Akamba	b) Ameru
c) Ambeere	
3.

a) Maasai	b) Iteso
c) Turkana	d) Samburu
e) Njemps	
4.

a) Nandi	b) Tugen
c) Pokot	d) Kipsigis
d) Keiyo	
5.





a) Joka Jok	b) Jok Owinj
c) Jok Omolo	d) Luo Abasuba
6.

a) Boran	b) Rendille
c) Oromo	d) Somali
e) Gabbra	
7.
 - a) Sanye
 - b) Dahalo

8. a) Exchanging of ideas.
b) It promotes unity of language groups.
c) It helps in fighting tribalism.
d) It promotes peace and harmony.
9. Densely populated.
10. Sparsely populated.
11. Anything used in creating wealth.
12. An economic activity is an activity carried out to earn a living.
13. a) Minerals b) Water
c) Soil or land d) Wildlife
e) Forest
14. i) Planting trees where they have been cut.
ii) Protecting water sources.
iii) Not dumping trash in the rivers, lakes, sea and soil.
iv) Avoid cutting trees carelessly.
15. Keeps school records
Chairs staff meeting
Secretary of Board of Management
Controls school finance
16. a) Prepares the school timetable.
b) Prepares the duty rota.
c) Keeps records of school books.
d) Incharge of discipline in school.
e) Writes minutes in the staff meeting.
17. i) Incharge of cleanliness in the school.
ii) Assists the head and deputy teachers.
iii) Guides and counsels learners and teachers.
18. a) Manages the class.
b) Marks the class register.
c) Maintains discipline in class.
19. a) Mountain climate.
b) Semi desert climate.
c) Desert climate.
d) Modified equatorial climate.
e) Tropical climate
20. Climate is the weather conditions of a place recorded for a long period of time.
21. a) Promotes unity among them.
b) Promotes different cultures.
c) Among them.
d) Promotes peace and harmony.
e) Exchanges items they produce.
22. a) Region around Mount Kenya.
b) Region around Mount Longonot.
c) Parts of the Rift Valley.

23. i) Title ii) Scale
iii) Key / legend iv) Compass
v) Frame
24. i) Soda ash ii) Salt
iii) Limestone iv) Diatomite
v) Flourspar vi) Petroleum
25. i) Source of food.
ii) Source of income.
iii) Source of raw materials.

End of Term Three Assessment I

1. Transport is the movement of people and goods from one place to another.
2. a) Use of pack animals.
b) Use of porters.
c) Use of canoes and rafters in water.
3. i) Roads ii) Railways
iii) Airways iv) Waterways
4. a)  - Hospital ahead
b)  - Drive with caution
c)  - No entry
d)  - No right turn
5. a) Crossing the road where there is zebra crossing.
b) Using footbridge.
c) Crossing when the road is clean.
6. Communication is the passing of messages of information from one person to another.
7. a) Use of radio.
b) Use of television.
c) Use of newspapers and magazines.
8. a) Air - Passengers and good.
b) Cable - In electricity.
9. a) Use of smoke signals.
b) Use of drums.
c) Blowing of horns.
d) Ululations

10. a) Responsible b) Honest
c) Respectful d) Wise
e) Mindful
11. a) Led his people and untied them.
b) Participate in long distance trade led to the opening of the interior.
c) Interacting with the missionaries, led to the spread of Christianity in his land.
12. a) clothes
b) utensils
c) swords
d) spices
e) salt.
13. The Giriama
14. _____
15. a) Kisii
b) Kismayu
16. Oloibon
17. Morans
18. The council of elders
19. Njuri Ncheke
20. a) Allocating land to the members.
b) Solving disputes among the members.
c) Punishing law breakers.
21. A citizen is a person who legally belongs to a particular country.
22. a) By birth
b) Registration
23. a) Coat of arms
b) National flag
c) Public seal
d) National anthem
24. a) Right of life.
b) Right to marry.
c) Right to own property.
d) Right to basic needs.
e) Right to security/
25. a) Judiciary
b) Executive
c) Legislature

End of Term Three Assessment II

1. It is the activity of harvesting or getting fish out of their fishing grounds.
2. Inland fishing
3. Marine fishing
- 4.(a) a) Purse seining
b) Trawling
c) Long lining
d) Net drifting
- (b) a) Source of food.
b) Creates employment opportunities.
c) Source of income.
d) Exporting fish earns the country foreign exchange.
e) Provides raw materials for the manufacture of some medicine.
5. a) Bad weather leading to storms.
b) Accidents in the fishing grounds.
c) Poaching by foreign vessels in the marine fishing.
d) Poor means of transport in some areas.
e) Lack of equipment for storage and fishing.
6. It is the movement of people and goods from one place to another.
7. a) Air transport
b) Road transport
c) Water transport
d) Pipeline transport
e) Cable transport
f) Railway transport
8. a) Careless driving.
b) Not observing traffic rules.
c) Driving unroadworthy vehicles.
d) Unqualified drivers.
e) Driving while drunk.
9. a) Educating road users the importance of observing traffic rules.
b) Getting rid of the unroadworth vehicles.
c) Passing strict laws on traffic offenders.
d) Checking speed of vehicles.
10. No entry for vehicles.
11. Communication if the passing of messages or information from one person to another.

- | | |
|---|-------|
| 12. a) Use of radio. | 1. A |
| b) Use of television. | 2. C |
| c) Use of telephones. | 3. B |
| d) Use of internet. | 4. D |
| e) Use of newspapers and magazines. | 5. B |
| 13. Wildlife is wild animals, plants, insects and birds in their natural habitat. | 6. D |
| 14. Game Reserve and Park. | 7. A |
| 15. Travelling for leisure and pleasure to places and interest. | 8. 1 |
| 16. a) Wildlife | 9. B |
| b) Beautiful sceneries | 10. D |
| c) Sandy beaches | 11. B |
| d) Historical sites | 12. B |
| e) Warm climate | 13. D |
| 17. a) Nairobi | 14. C |
| b) Tsavo | 15. D |
| c) Aberdare | 16. C |
| d) Amboseli | 17. B |
| 18. a) Source of employment. | 18. C |
| b) Promotes transport. | 19. D |
| c) Promotes agriculture. | 20. C |
| d) Earns the country foreign exchange. | 21. B |
| e) Promotes trade. | 22. A |
| 19. Mining is the removal of mineral from the ground. | 23. C |
| 20. i) Diatomite - Kariandusi near Gilgil | 24. D |
| ii) Limestone - Athi River and Bamburi | 25. C |
| iii) Soda ash - L. Magadi | 26. D |
| iv) Salt - Fundisa, Ngomeni in Malindi | 27. A |
| v) Petroleum - Ngamia Moja in Turkana | 28. B |
| 21. a) Creates employment opportunities. | 29. A |
| b) Source of raw materials in industries. | 30. D |
| c) Minerals are exported and they earn foreign exchange. | |
| d) Source of income to the miners. | |
| 22. Chief Kivoi wa Mwendwa. | |
| 23. Mekatilili wa Menza. | |

CRE

Creation

1.1 My Purpose

Activity 1 Page 384

- A. a) Singing b) Praying
- B. a)
- C. b)
- D. Talent: Is a natural skill that a person has which can be used to do something well i.e singing, pointing, dancing and athletics.
- Gifts: Are things we are given freely by God, parents, teachers and friends i.e. acting, drawing, public speaking and praying.
- Ability: Is the power to do something well i.e. reading, cooking.

Activity 2

Read fluently and understand.

Activity 3

- a) Accept relevant responses.
- b) Playing, reading, learning and accept relevant responses.
- c) Reading the Bible
Singing
Accept other relevant responses

Activity 4 Page 385

1. Read fluently and understand.
2. i) Regular practice
ii) Regular training
iii) Continuous practice
3. Accept relevant responses.
4. Trust in God.
God has good plans for us.
Accept any other relevant responses.

Activity 5

1. Read fluently and understand.
2. God has plans to give me prosperity and good future.
3. Accept relevant responses.

4. Trust in God
God has good plants for us
Accept any other relevant responses

Activity 7 Page 386

1. Talents are natural skills that a person has which can be used to do something.
2. Three servants.
3. First servant - Five thousand gold coins.
Second servant - Two thousand gold coins.
Third servant - One thousand gold coin
4. The first and second servant.
5. The third servant.
6. He was happy with both of them hence he promised to put them incharge or many things.

Activity 8

- a) Listen to the narration and award marks appropriately.
- b) The frost servant.

Activity 9

1. Read fluently and understand.
 - a) Every good and every perfect present.
 - b) By helping those in need.
Accept any other relevant responses.
 - c) Accept any other relevant responses.

1.2. Work Page 387

Activity 1

1. a) Cleaning the church compound.
b) Feeding the chickens.
c) Planting trees.
d) Washing the dishes.
2. Cleaning the environment
By doing the chores assigned to me.
Accept other relevant responses.

Activity 2 Page 388

- a) Fish, the birds
- b) To cultivate and guard it.

Activity 3

- a) Watering the plants
Picking litters around the compound.
- b) By keeping the environment clean.
By planting trees and watering them.

- c) By cleaning the environment.
By continuing with procreating i.e. planting trees.
By building orphanage for the wild animals.
Accept relevant responses.

Activity 4

- a) Accept any appropriate responses.
b) Because it was a responsibility given by God to human.
c) Because it helps in creation continuity.
Accept relevant responses.

Activity 5

Accept relevant responses.

Activity 6 Page 389

Accept relevant responses.

Activity 7

- a) a) Washing the dishes.
b) Washing the church.
c) Cleaning the classroom
- b) Accept relevant responses.

Activity 8

1. Child labour is when a child is forced to work for money instead of going to school.
Read fluently and understand.

Activity 9 (Page 390)

- a) a) Work in a tea farm.
b) Carry sacks of maize.
c) Sells sweets.
d) Works at a quarry.
- b) Poverty in their family.
Lack of education.
Accept relevant answers.
- c) Not going to school.
Always tired and sad.
Hands have blisters.
Accept any other relevant answers.

Activity 10 Page 391

- a) They do not go to school.
Accept relevant responses.
- b) Parents or guardians.
The children department
The police
Accept relevant responses.

Activity 11

Accept relevant responses.

1.3. The Fall of Man Page 391

Activity 1

1. It is a commandment given by God.
Accept relevant responses.
2. By doing what they have instructed you.
By following their rules and regulations.
Accept relevant responses.

Activity 2

1. The tree of knowledge.
2. That if they ate from the tree of knowledge, they would be like God and they would not die.
3. By eating from the tree of knowledge which was against God's command.
4. Their eyes were opened and realised that they were naked.

Activity 3 Page 392

1. Accept relevant responses.
2. Read frequently.
3. Accept relevant responses.
4. Because it is the commandment given to us by God.
Accept relevant responses.
5. You will get blessings from God.
You will be loved by everyone.
Accept relevant responses.

1.4 The Family Unity

Activity 1 Page 392

- a) 1. They are eating as a family.
2. The reading the bible to the children.
- b) Accept relevant responses.

Activity 2 Page 393

- a) Eating together
Reading the Bible
Praying together
Going to church together
- b) Accept relevant responses.

Activity 3

1. Read fluently and understand.
2. It brings the family together.
Accept relevant responses.

Activity 4

1. Read frequently and understand.
2. Be tolerant with another
Forgive one another
Love
3. You must be ready to forgive
You must be ready to tolerate others
You must love one another
Accept relevant responses.

Challenges faced by families

Activity 1 Page 393

- a) Lack of food
Unemployment
Lack of learning materials
Sickness of his grandfathers.
- b) Accept relevant response
- c) Disunity among members
Unequal distribution of duties
Accept any other relevant responses.

Activity 2 Page 394

- a) Accept relevant responses.

Activity 3

- a) Praying together
Doing duties assigned to me
Accept relevant responses

The Bible

2.1 The Bible as a Guide

Activity 1 Page 395

1. Read frequently and understand.
- 2.a) Preaching

b) Teaching

c) Taking oath

- b) a) Using the Bible to preach.
Using the Bible to teach.
Using the Bible to take an oath.
3. It is used as a reference material for learning.
Accept relevant responses.

Activity 2 Page 396

1. Read frequently and understand.
2. We should have faith in God.
We should stand firm in our Christian faith.

2.2 Bible Stories

Activity 1

1. Read frequently and understand.
- 2.a) They were arrested because some priests and Sadducee were annoyed because the two disciples were teaching the people that Jesus had risen from the death.
- b) They told the Jewish leaders the truth about Jesus Christ.
3. He said that they healed the lame, beggar and preached in the name of Jesus.
4. Because of how bold Peter and John were.

Activity 2

1. Read and understand.
2. We should be courageous.
We are given power to heal in the name of Jesus.
Accept relevant responses.

Activity 3

1. Read frequently and understand.
2. Standing firm helps us depend on God alone for anything we need in life.
Standing firm helps us strengthen our faith in God hence avoiding temptation.
Standing firm helps us stay faithful to God and always depend on Him.
Standing firm will help us overcome challenges facing us and live a righteous life.
Accept relevant responses.
3. It keeps us closer to God.
It helps us to overcome temptations.
Accept relevant responses.

Activity 4 Page 398

1. Watch the video clip and understand.
2. a) Accept relevant responses.
b) Accept relevant responses.

Activity 5 Page 398

2.3 King Solomon the wise ruler

Activity 1

1. When Brian asked for his book back and it was missing in John's bag.
2. A lost book which belonged to Brian.
3. By suggesting they look for the book first before accusing anyone.
4. Because he had accused John falsely.

Activity 2

1. By listening to both side.
2. By helping those who argued to forgive each other.
Accept relevant responses.
3. Read fluently.
4. Read fluently and understand.
 - a) He solved a dispute among two women who argued because of a children.
Accept relevant responses.
 - b) He told his servant to bring the sword so that the living child could be cut into two and be given to the women.
 - c) Accept relevant narration.

Activity 4 Page 399

1. Read fluently and understand.
2. Accept relevant responses.

Activity 5

1. By advising Joan not to hit Mary and calling to solve the problem.
2. By asking Mary to say sorry to Joan.
Accept relevant responses.
3. Accept relevant responses.
By making decisions which are good.
By solving dispute among people the right way.

Activity 6

1. You must first have reverence for the Lord.
2. You must know the holy one to have understanding
To be wise you must first have reference for the Lord.
Accept relevant answer.

Activity 7

1. Wisdom
Love
Accept relevant responses
2. Helps us make right decision.
Helps us to relate well with others.
Helps us to earn respect.
Helps us solve our problem.
Accept relevant responses.

2.4 Noah and his sons

Respect for the elderly

Activity 1 page 400

- a) Ham
- b) Shem and Japheth
- c) They took a garment and held in their shoulders and walked backwards into the tent and covered their father, keeping their faces turned away so as not to see his nakedness.
- d) By helping them with these work.
By obeying them.
Accept relevant responses.
- e) Narrate it fluently and make them understand.

Activity 2

- a) Accept relevant responses.
 - a) Helping them to cross the road
Helping them to do the heavy chores
Accept relevant responses.
 - b) To be blessed by God, it promotes peace among members. It brings trust from other people.
Accept relevant responses.

Activity 3

Read fluently and understand.

Activity 4 (Page 401)

- a) God is happy.
She gets blessings and live long.
She learns good behaviours from them.
- b) It promotes peace and harmony
It brings trust among the people
Accept relevant responses.

2.5 A hand writes on the wall God loves humility

Activity 1

1. Temple Gold and silver cups and bowls.
2. Because the used the temple Gold and Silver cups and bowls to drink wine as he praised the other gods.
3. God had finished his kingdom because he was not humble.
4. Because he was not humble.
5. We should be humble before God.
Accept relevant responses.

Activity 2 (Page 402)

Watch a video clip on the story of handwriting on the wall.

Activity 3

1. Read fluently and understand.
2. We should respect God.
We should respect the house of God.
We are given wisdom to solve difficult situation.
Accept relevant responses.

Activity 4

1. i) Faithfully
ii) Courageous
iii) Honest
iv) Diligent
2. Courage
Honesty
Faith
Diligence
Accept other relevant responses.

Activity 5

1. Read fluently and understand.

2. Accept relevant responses.
3. He used temple utensils to drink wine and praised other gods.
Accept relevant responses.

Activity 6 (Page 403)

- a) So that we don't get punished.
So that we please there around us.
Accept relevant responses.

2.6 Mount Carmel Contest

Activity 1 (Page 403)

1. To prove the true God between Yahweh and the god of Baal.
2. Maybe they were day dreaming or maybe they have gone on a journey.
3. To soak the sacrifice and all the wood on the altar.
4. Fire came out of the sky and burned the sacrifice.
5. They bowed down and kept saying the Lord is God.

Activity 2 (Page 404)

Watch the video clip on the Mount Camel contest.

Activity 3

- a) Answer prayers
Is only one
Is holy
Is real
Is found everywhere
Do things that are impossible.
- b) Have no powers
Are many
Do not answer prayers.

Activity 4 (Page 405)

- a) He is the only one
He answers prayers
He is holy
He does things which are impossible
Accept relevant responses

2.7 The Birth of Moses

Activity 1 (Page 405)

1. Read fluently and understand.
 - a) They were involved in an accident and were admitted in hospital.
 - b) By enabling them to recover and went back home.
2. Narrate in front of your friends and classmates

Activity 2

1. Her mother did not want the king to harm him.
2. A Hebrews woman who happened to be the real mother of baby Moses.
3. She saw the basket, she went a slave woman to get it. When it was opened Pharaoh's daughter saw the baby crying and felt sorry.

Activity 3

- (a) Accept relevant responses.

Activity 4

Watch the video clip about Moses.

Activity 5

Caring	Loving
Merciful	Generous

Activity 6

- (a) Cleaning the church.
Taking part in church activities.
Accept relevant responses.
- (b) It is the best way to spend leisure time.
Accept relevant responses.

2.7 The call of Moses

Activity 1 (Page 407)

- a) When he was looking after his fathers-in-law; sheep and goats.
- b) The bush was on fire but it was not being consumed.
- c) Because he was standing on holy ground.

Activity 3

- a) God pick up someone to fulfill His desired work.

Accept relevant responses.

Activity 4 (Page 408)

- a) They should be ready to repent.
They should be honest in their work.
They should respect God.
Accept relevant responses.

Activity 5

- | | |
|--------------|----------|
| b) Obedience | Respect |
| Holiness | Humility |

The Life of Jesus Christ

3.1 John the Baptist

Activity 1 (Page 409)

1. Is unfair practices the society.
2. Read fluently and understand.
3. Stealing
Favourism
Tribalism
Nepotism
Corruption
Accept relevant responses.

Activity 2

- a) Whoever has two shirts must give one to the man who has none.
Whoever has food share it.
- b) Not to take money from anyone by force or accuse anyone falsely.
- c) Not to collect more than is legal.
- d) i) Share with others who don't have.
ii) The people to be honest.
iii) Avoid accusing other people falsely.
iv) They should be against social injustices.

Activity 3

- i) I will always forgive those who wrong me.
- ii) I will always share with those in need.
- iii) I will not accuse anyone falsely.
- iv) I will always be honest with everything I do.
- v) I will always be satisfied with what I have.

Activity 4

2.
 - i) Sharing
 - ii) Love
 - iii) Courage
 - iv) Kindness
 - v) Honesty
 - vi) Truthful
3. By being courageous when addressing people.
By being honest in everything I do.
By being kind to every person around me.
Accept relevant responses.

3.2 The Baptism of Jesus

Activity 1 Page 411

1.
 - a) John the baptist.
 - b) The holy spirit.
 - c) "You are my own dear son. I am pleased with you."
2.
 3. Jesus was baptised.
 2. Heaven opened.
 4. The holy spirit came down in form of a dove.
 1. A voice was heard from the heaven saying "This is my dear son with whom I am pleased."

Activity 2

Draw the picture when Jesus was being baptised.

Activity 3

1. Read and understand.

Activity 4 (Page 412)

1. Read fluently and understand.
2. By accepting to be baptised yet he was not.
3. Accept relevant responses.

3.3 Calming the Storm

Activity 1

1. Accept relevant responses.
2. Read fluently and understand.
 - a) Jesus was asleep.
 - b) The boat was about to fill with water.
 - c) He commanded
 - d) When he ordered the waves to 'Be Still' and the waves obeyed.
3. Make the narration and give marks

accordingly.

Activity 3

1. Jesus has power over nature.
We should have faith in God.
Accept relevant responses.
2. Read fluently and understand.
3. Accept relevant responses.

Activity 4 (Page 413)

1. Lack of employment.
Lack of guidance and counselling.
Drug abuse and substances.
Accept relevant responses.

3.4 Feeding the four thousand

Activity 1

1. By giving them food.
By providing them employment.
By providing them education.
By providing them shelter.

Activity 2

- a) Because the people had not eaten anything for three days.
- b) Seven loafs of bread and a few small fish.
- c) Four thousand.
- d) He did not want to send them away angry.

Activity 3

1. Draw good pictures about the miracle of the four thousand men.
2. Watch a video clip on the feeding of the four thousand men.

Activity 4

1. Read fluently.
2. Jesus loves the people and cares for them.
God is the provider of human beings.
Accept relevant responses.

3.5 Healing the paralysed man

Activity 1 (Page 414)

1. Arguing with others.
Accept relevant responses.
2. He will help you overcome the challenge.
Accept relevant responses.

Activity 2

1. a) Four men.
b) To see if the man could be healed.
c) Because of the crowd, they could not get the man to Jesus.
2. My son, your sins are forgiven.

Activity 3

1. Read fluently and understand.

3.6 Parable of the Lost Sheep

Activity 1 (Page 414)

1. To show how there will be joy in heaven over one sinner who repents.
2. You leave the other ninety-nine sheep and go look for the one that got lost until you find it.
3. You are so happy that you put it on your shoulder and carry it back home.

Activity 2 (Page 415)

- a) Believers.
- b) A sinner
- c) Jesus Christ or God.

Activity 3

There is joy in heaven over one sinner who repents than over ninety nine respectable people who do not need to repent.

Activity 4

The learner should compose a poem on God on God's love for the lost.

3.7 Sermon on the Mount

Activity 1

1. Mercy
Purity
Peace

Activity 2

- a) Purity: It means having good thoughts, intentions and actions.
Peace: It means being in harmony with oneself, others and God.
Mercy: It means to have pity to those who are helpless.

- b) By always living in harmony with those around you.
By helping those in need.
Accept relevant responses.

3.8 The Rich Young Man

Activity 1

2. A man and a woman giving out food and clothing to children.
3. Food stuffs
Clothings
4. So that do not have can get.
Accept relevant responses.
5. By giving out what you have in excess.
By giving to the other who lacks.
Accept relevant responses.

Activity 2

1. Read fluently and understand.
 - a) What good thing must I do to receive external life.
 - b) There is only one who is good keep the commandments.
 - c) He asked what commandments should he observe.
 - d) Because he was very rich.
2. Listen to the narration and award marks appropriately.

Activity 3

1. Read fluently and understand.
2. We should share with those in need.
We should acquire heavenly wealth and not wordily.
Accept relevant responses.

Activity 4 (Page 477)

1. Read fluently and understand.
2. By accepting you are a sinner and you are ready to be baptised and get born again.

Activity 5

1. Read fluently and understand.
 - a) A needy person is one who needs food, clothing, shelters and many other things.
 - b) Because of the continuous rain which carried away everything including her livestock.

Activity 6

1. Read fluently and understand.
2. Eternal life means life without an end.
3. By living a righteous life.
Accept relevant responses.

Activity 7

A learner should compose a poem.

3.9 A Friend at Midnight

Activity 1 (Page 418)

Parable

Activity 2

1. Read fluently and understand.
 - a) Three loaves of bread.
 - b) Because a friend of his had arrived and he did not have anything for him
 - c) Because he did not give up and kept knocking.
 - d) You should seek, knock to receive what you need.
 - e) Ask - You will receive
Seek - You shall find.
Knock - The door will be opened to you.
2. Listen to the narration and award marks appropriately.

Activity 3

1. Read fluently and understand.
2. We should persist with what we need.
We should not give up on anything we are doing.

Activity 4

- a) He was sick and was admitted in hospital.
- b) Prayed for his recovery.
- c) God always answers the prayers.

The Church

4.1 The Early Church

Activity 1 (Page 419)

1. Read fluently.
2. It promotes peace.
It promotes unity within the church.
It helps the Christians to serve the community better.

It enables to face and overcome temptation.

Accept relevant responses.

3. It brings about sharing among the people.
Accept relevant responses.

Activity 2

1. They shared meals and prayers together.
2. Distribute the money among all, according to what each one needed.
3. They met as a group in the temple and had meals together.
Praised God and enjoyed the good will of all people.
4. Coming together during church services.
Accept relevant responses.

Activity 3

1. Read fluently and understand.
2. Love Peace
Respect Mercy
Humility
Accept relevant responses.

4.2 The Lord's Supper

Activity 1 (Page 420)

- a) Wine Bread
- b) Take this cup and share it among yourselves.
This is my body which is given to you.
- c) It represents the blood of Jesus that will be shared.
- d) The body of Jesus.

Activity 2

- a) It makes the Christian remember Jesus Christ.
- b) i) Happiness ii) Respect
iii) Thankfulness iv) Humility

4.3 The Holy Spirit

Activity 1 (Page 421)

- a) 1. Gift of working miracles.
2. Gift of knowledge.
3. Gift of wisdom.
4. Gift of speaking in tongues.
5. Gift of faith.
6. Gift of healing.
7. Gift of preaching.

8. Gift of interpreting tongues.
9. Gift of prophecy.

Activity 2

1. Read fluently and understand.
2. Love Joy
Peace Kindness
Goodness Faithfulness
Humility Self-control

Activity 3 (Page 422)

1. It helps us to live in peace with others.
It helps us to be faithful to God.
It helps to be humble before God and those in authority.
Accept relevant responses.
2. By loving our neighbours and enemies.
By being kind to everyone.
Accept relevant response.
3. He helps us to remain firm in our faith.
He enables us to live a communal life in a holy way.
Accept relevant responses.

4.3 Peter's Miraculous Rescue

Activity 1 (Page 422 - 423)

- (a) He was a disciple of Jesus and a believer of God.
- (b) They were praying for him.
- (c) The angel shook him by the shoulder and told him to hurry and get up. Immediately the chains that had tied Peter on his hand fell off.
- (d) Rhoda

Activity 3

1. God protects his people.
God always answers His people's prayers.
Accept relevant responses.

Activity 4

- (a) By praying to God to thank him.
By reading the Bible.
By giving offerings
Accept relevant responses.

Christian Living

5.1. Friendship Formation

Activity 1 (Page 424)

- (a) Loving
Caring
Honesty
Accept relevant responses
- (b) Caring
Loving
Honesty
Tolerant
Accept relevant responses

Activity 2

1. Read fluently and understand.
 - a) Mary, John, Peter, Mercy
Accept any other.
 - b) Listen to the narration and award marks appropriately.
 - c) Abusing days
Stealing
Fighting
Accept relevant responses

Activity 3

1. By avoiding bad company.
By not doing bad thing instructed by your friend.
Accept relevant responses.
2. Read fluently and understand.
3. Avoid bad company.
Engaging in good activities.
Accept relevant responses.

Activity 4

1. Mark accordingly.
2. Friends who have hot, violent tempers.
3. Read fluently.
 - a) The righteous person is a guide to his friend.

5.2 Human Sexuality

Activity 1 (Page 425)

1. Read fluently and understand.
2. a) Breaking of voice.
Chest broaden.
b) Growth of breast.
Wider hips.

- c) Growth of hair in armpits.
Moodswings.
- 3. Growth of pubic hair.
Menstrual flow for the girls.
Accept relevant responses.

Activity 2

1. Read fluently and understand.
 - a) Eating food enriched with minerals.
Accept relevant responses.

Activity 3 (Page 425 - 426)

- (a) From the adults we trust.
 - Appropriate books on adolescence written for teens.
 - School counsellors.
 - Trusted sites from internet.
 - Television and radio.
- (b) So that we may not be misled by anyone.
 1. By praying to God for guidance.
By avoiding close relationship with the opposite gender.
Accept relevant responses.
 2. Read fluently and understand.
 3. Purity
Patience
Faith
Accept relevant responses

Activity 4

- (a) Healthy boy-girl relationship is one where both boys and girls respect each other, communicate openly, support each other and have equal say in decisions. While unhealthy boy-girl relationship is one where boys and girls do not respect each other and cannot communicate openly and cannot support each other.

Activity 5

- Healthy boy-girl relationship
- Have respectful conversations.
 - Reading and sharing the word of God.
 - Sharing responsibilities at home, school and in church.

- Unhealthy boy-girl relationship
- Teach one another in a disrespectful ways.
- Shouting at each other.
- Spending time on social media.

Activity 6 (Page 426 - 427)

- a) Touching one another in a disrespectful way.
Accept relevant responses.
- b) The temple of the holy spirit.
- c) Accept relevant responses.
- d) Because it is a sin against our own body.

Activity 7

- a) May lead to sexual acts that may lead to early pregnancies.
Poor performance in class.
Drop out of school.
Leads to sexually transmitted diseases.
- b) Lack of concentration.
Brings about family disunity.
Accept relevant responses.

5.3. Sanctity of Life

Activity 1 (Page 427)

1. Read fluently.
2. It means that life is very valuable and should be protected.

Activity 2 (428)

1. Read fluently and understand.
2. God

Activity 3

Read fluently and understand.

Activity 4

- (a) Seeking guidance and counselling.
Engaging in physical activities.
Talking to your family members.
Accept relevant responses.

Activity 5

Read fluently and understand.

5.4 Alcohol, Drug and Substance Abuse

Activity 1

- (a) Khat / Miraa
Tobacco

Heroine

Accept relevant responses

Activity 2

Unemployment

Stress

Influence from parents

Lack of proper guidance and counseling

Accept relevant responses.

Activity 3

1. Read fluently.
2. It makes you loud and foolish and it's stupid.
3. Alcohol is for people who are dying.
For those who are misery.
4. It will only ruin you.

Activity 4 (Page 430)

- (a) It leads to pass health among the users.
It may lead to rape which is an irresponsible behaviour.
It leads to job lose.
It leads to poor performance in class.
It leads to school drop out.
- (b) It leads to death.
It leads to diseases.
It leads to family breakage.
Accept relevant responses.

Activity 6

- (i) Self control
- (ii) Resilience
- (iii) Responsibility
- (iv) Unity
- (v) Respect
- (vi) Love

5.5 Social Media

Activity 1 (Page 431)

- (a) The learner should draw.
- (b) Whatsapp
Netflix
Google play store
Accept relevant responses.

Activity 2

Read fluently and understand.

Activity 3

By restricting what is exposed to me.

Accept relevant responses.

End of Term Assessments

Term 1

1. Is a natural ability that a person has, which can be used to do something well.
2. Jeremiah 29:11.
3. Because the first and the second servants used the money wisely and multiplied the amount.
4. We should use our talent wisely so that more can be added to us.
5. To cultivate and guard the land.
6. Children develop fear.
Children lack leisure time.
Children do not go to school.
Children are exposed to danger.
7. By eating from the tree of knowledge.
8. It being about family living together in peace and harmony.
9. It helps us know more about God.
- 10.
11. When he wanted to cut the baby into two the 1st woman told him to give the child to the 2nd woman because she didn't want the baby to die and hence Solomon realised that the 1st woman was the real mother.
12. They took a garment and held it on their shoulders, they walked backwards into the tent and covered their father, keeping their faces turned away so as not to see his nakedness.
13. We will get blessings from God when we respect them.
14. He held a contest at Mt. Carmel between the prophets of Baal and the true God.
15. She saw a basket and sent a slave woman to get it when it was opened she saw the baby crying and felt sorry.

16. The truth will always set us free.
17. It enables us to serve others.
18. It helps us to make correct choices.
19. Obeying school rules helps us to learn better.
20. Poverty
 - Death of parents
 - Lack of education

Term 2

1. Being disobedient.
2. To live in harmony and peace.
It brings happiness in families.
It brings them together.
3. He was wise and skillful.
4. God's protection is always there even when we are not aware of it.
5. Stealing, corruption, fighting and hatred.
6. Corruption
 - Greed
 - Cheating
 - Stealing
7. Jesus was baptized
Heaven opened
The holy spirit came down in form of a dove
A voice was heard from the heavens saying
"This is my dear son with whom I am pleased."
8. We start new life in Christ and repent our sins.
9. God will be merciful to them.
They will see God.
10. He was very rich and did not want to see it.
11. This is the life that has no end and continues forever.
12. Sharing food
Praying together
13. Going to church together
Praying together
14. The disciples were given a cup of wine by Jesus which represented his blood and share bread which represented his body.
15. To guide us, protect and lead us a faithful life.
16. It reminds us how Jesus died for our sins.
17. To show concern for others when they are lost in sin.
18. The rich young man.
19. The parable of the paralysed man.

20. By sharing what you have with the needy.

Term 3

1. To guard it and cultivate it.
2. By planting trees.
By cleaning the environment.
3. Pray to God for guidance.
4. He misused the vessels from the temple while praising other gods.
5. He answers prayers.
Do things which are impossible.
Is found everywhere.
- 6.a) Corruption
Unequal distribution of resources.
- b) By praying to God for guidance.
7. Generosity
Merciful
8. He called people to repent and get baptised.
9. Seven loaves of bread and a few fish.
10. Bread and wine.
11. Gift of knowledge
Gift of faith
Gift of speaking in tongues
Gift of healing
Gift of prophecy
Gift of preaching
Gift of interpreting tongues
Gift of wisdom
Gift of working miracles
12. Prayed for him.
13. By offering sacrifices
By praying to him
Obeying his commands
14. Loving
Kind
Honesty
Tolerant
Hardworking
15. Is one where both boys and girls respect each other, communicate openly, support each other and have equal say in decision making.
16. Killing
When sentenced in jail for life.
17. Do not kill.
18. Leads to poor health.
Leads to school drop out.
Leads to poor performance in class.

19. Learning purposes.
To apply for job opportunities.
20. The activity of using messages on the social media to fighten and upset somebody.

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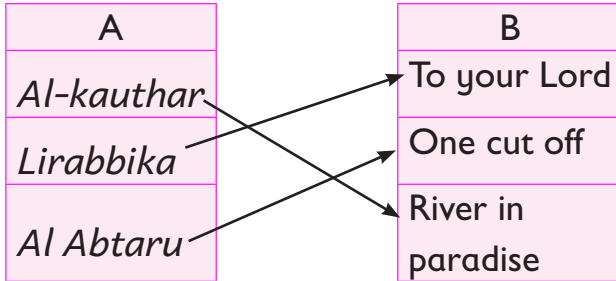
1. A
2. C
3. C
4. C
5. B
6. B
7. B
8. B
9. C
10. A
- 11.
12. A
13. C
14. C
15. A
16. B
17. D
18. C
19. A
20. C
21. B
22. B
23. B
24. D
25. B
26. B
27. B
29. D
30. B

IRE

1. Qur'an

Activity pg 440

- Three
- False
- Thankful
-



Activity pg 442

- seven
- those who do good deeds only to be seen
- Verse 2
- Food, clothes
- i) Needy - Al-maskin
ii) Prayer - Swalah
iii) Orphan - Yatima
- Hell-fire
- Kindly
- Small kindness

Activity pg 443

- four
- Allah (S.W.T)
- Allah (S.W.T)
- The Kaabah
- Falya'budu - So worship
Rabba - The lord
Al - Bait - Of his house

Activity pg 444

- Allah (S.W.T)
- Pebbles/stones
- Abraha
- Tarmihimbijaratimin si jjeelin
- Year of elephant
- (i) true
(ii) true
(iii) false

Work to do (pg 444)

- Pebbles
- Elephants
- Ibrahim
- Muhammad (S.A.W)
- Abraha Al-Ashram
- Sacrifice
- The prophet's enemies
- One without children
- A river in paradise
- Allah (S.W.T)
- Small kindness
- Maun
- Seven
- poor
- Orphan
- Al-Qur'an
- four
- To be worshipped
- Al-Kaabah
- Astray

2. Hadith

Activity pg 445

- It makes them happy
- By obeying His Commands
- By doing a good one
- Eating while sitting
- Zaitun
- a) Parents - obeying them
b) Siblings - being fair to them
c) Friends - visiting them

Activity pg 446

- Asalaam aleykum
- Greetings
- Discuss in class
- i) Wa aleykum salaam wa rahmatullah
ii) Wa aleykum salaam warahmatullahi wabara katuhu
- The complete one
- The response

Activity pg 447

- It is a duty of every muslim
- Doing a lot of studies
- Laziness, lack of focus
- Knowledge

5. - You will know how to worship Allah correctly.
- You will know the stories of the previous prophets
- You will know about the day of judgment.
- You will get a job.
- You gain general knowledge.
- You will understand Allah better.

Work to do (pg 449)

1. The sayings of the prophet
2. Sunnah
3. He is
4. a good deed
5. other people
6. responding to them
7. helping them with their work
8. Asalaam aleykum
9. love
10. starts greeting others
11. Wa aleykum salaam warahmatullahi wabarakatuhu
12. peace
13. Muslim
14. knowledge
15. Allah (S.W.T)
16. knowledge
17. honesty and respect.
18. (i) Allah (S.W.T)
(ii) Prophets
(iii) Allah's books
19. Qur'an
20. China

3. Pillars of Iman

Activity pg 452

1. Angels are created from Nur while people are from clay
2. Second
3. Jibril
Malik
Ridhwan
Izrail
4. By obeying Him
5. - Ridhwan
- Malik

Activity pg 453

1. - Truthful
- Honest
- Loving
- Kind
- Prayerful
2. Emulating and practicing them
3. They do not commit sins.
4. Fourth
5. - Issa
- Musa
- Ibrahim
- Adam
- Nuh
- Idris
- Yaqub
- Lut
- Hud
- Ismail
6. Allah (S.W.T)
7. - Truthful
- Trustworthy
- Honest

Activity pg 455

1. To prove their prophethood.
2. 25
3. Musa (A.S)
4. Preach his religion
5. Issa (A.S)
6. (i) False
(ii) True
(iii) False
(iv) False
(v) False
7. The rod
8. Tawakkul

Work to do (pg 455)

1. 99
2. The forgiver
3. Al-Aalim
4. The protector
5. Al-Hakim
6. the one
7. Angels have wings humans do not

8. Jibril
9. Nur/light
10. Israfil
11. a) Truthful
b) Kind
12. Nuh (A.S)
13. Signs of Allah given to prophets.
14. 950years
15. Patience
16. Musa (A.S)
17. Issa (A.S)
18. Maryam
19. Issa
20. Ibrahim

4. Devotional Acts

Activity pg 456

1. Nullifiers
2. Learners to do
3. For the validity of the prayer
4. - Laughing
- Playing
- Unnecessary movements
5. - Playing
- Eating
- Drinking
- Facing away from Qiblah
- Fainting.
6. (iii) Covering the nakedness
(iv) Facing the sun

Activity pg 457

1. To make up for mistakes in fardh
2. Sunnah prayers before and after a fardh prayer.
3. 1.Allah becomes his ears
2.Allah becomes his eyes
3.Allah becomes his legs
4. Allah will love you and forgive your sins.
5. Qabliyah

Activity pg 458

1. After Isha
2. After Isha in the month of Ramadhan
3. Tahajud
4. Rest/Pause
5. Witr

6. It earns rewards
- 7.

Activity pg 459

1. Helping the poor.
2. It is rewarded by Allah.
3. Sharing what you have.
4. - Visiting the sick.
- Helping the poor.

Activity pg 460

1. - Sympathy
- Piety
2. It is a pillar of Islam
3. - Must be a muslim.
- Must be sane.
- Must have niyyah.

Activity pg 460

1. For the validity of the fast.
2. - Sacrifice
- Self-discipline
3. Avoid all the nullifiers.

Work to do (pg 461)

1. Five
2. nullified
3. Direction where muslims face during Swalah
4. thawab
5. Allahu Akbar
6. i) Qiyam
ii) Sujud
7. Closer to Allah
8. Qabliyah.
9. Two
10. Taraweh
11. After Isha
12. Mosque
13. Smiling at others
14. Saum/fasting
15. Fasting/Saum
16. evils
17. a) Eating intentionally
b) Drinking intentionally
18. Being mature
19. Thirty/twenty nine
20. eight.

5. Akhlaq (Moral Teachings)

Activity pg 464

1. - Research work
- Watching educative content
2. - Bullying
- Watching bad videos
3. Researching
- Networking.
- Information
4. To use it responsibly.
- 5.

Activity pg 464

1. - Betting
- Cards for money
2. To get money
3. It is prohibited by Allah
4. It is a wastage of time and money.
5. - Punish those who gamble
- Encourage people to pray to Allah.

Activity pg 465

1. Allah rewards us
2. Allah (S.W.T)
3. - After prayers
- When we are sick
- When in problems
- 4.

Work to do (pg 465)

1. Good deeds
2. a) Truthfulness
b) Self-discipline
3. Patience
4. Through sickness
5. Patience
6. He rewards him
7. a) Instagram
b) Facebook
8. Family breakups
9. Research
10. Evils/bad deeds
11. Immorality
12. a) Stealing
b) Gambling
13. Gambling
14. An addict

15. Haram
16. a) Laziness
b) Poverty
17. Repenting
18. Beneficial
19. Tawheed
20. Allah

6. Muamalat (Social Relations)

Activity pg 466

1. - Feasting
- Dua for the couple
2. - Free mixing of male and female
- Playing of music.
3. By following the laid down procedure.
- 4.

Activity pg 467

1. A person who lives around you
2. We should help our neighbours
3. Greeting them, attending their funeral.
4. It is an act of worship
5. Live in peace and harmony with them.
6. A neighbour giving a gift to a neighbour.

Activity pg 468

1. It is a command of Allah.
2. Swearing, cheating in measurement.
3. - Do not swear.
- Do not sell haram products.
- Do not charge interest.

Work to do pg 468

1. It unites them
2. It is a half of Iman
3. Family
4. All prophets
5. Nikah
6. Listen attentively
7. Congratulate
8. Playing music
9. A person who lives next to you.
10. Forty
11. Wastage
12. Ibaadah/worship
13. Assist them to the best of your ability
14. Visit him/her

15. credit
16. Halal
17. Agreement, writing
18. Profit
19. Buying and Selling
20. Mosque

7. History of Islam

Activity pg 469

1. A horse
2. Isra
Miraj
3. Buraq
4. He talked about the caravan.
5. Abubakar.
6. The second pillar was given.
7. Swalah.
8. Allah is very powerful.
9. 27th Rajab
10. Paradise and hell.
11. By a horse
12. Swalat
13. As another one of his lies.

Activity pg 471

1. They helped in the spread of Islam
2. 1st and 2nd pledge of Aqabah.
3. The need for the AWS and Khazrah to have a leader.
4. It is good to have peace and harmony.

Activity pg 473

1. He was commanded by Allah (S.W.T)
2. It enhanced the spread of Islam.
3. The Quraish were unable to get him
4. The prophet established the Muslim ummah.
5. Islam expanded to various places.
6. With joy and jubilation.
7. The spider web that made the Quraish turn away.
The slave of Abubakar(R.A) looking after livestock outside the cave to give them new reports.

Activity pg 474

1. a) Muhajirun - muslims who come from makkah

- b) Ansar - muslims of madina
2. Through Madina constitution.
3. Research

Work to do pg 475

1. 12th
2. Twelve
3. Aws and Khazraj
4. Yathrib
5. Mus'ab bin umeir
6. 72
7. Leadership/power
8. To become their leader
9. To stop Idd worshipping
10. elephant
11. Bad times
12. It was a command of Allah
13. Allah (SWT)
14. Two weeks
15. Ali (R.A)
16. Cave Thaur
17. Abubakar
18. After two weeks
19. Muslims of Madina.
20. Hijrah.

End of Term Assessments

Term one Assessment Exercise

1. Safety during winter and summer seasons
2. To destroy the Kaabah
3. Maun
4. To be kind to orphans
5. blessing
6. birds
7. good
8. worship
9. The Quraish were calling him Abtar
10. The year of elephant
11. a) Honesty
b) Truthfulness
c) Sharing
d) Trustworthiness
e) Generosity
f) Kindness
12. - To be good to neighbours
- To have good behaviour

- To greet one another
- To search for knowledge
- 13. Full salaams
- 14. Knowledge is the foundation of faith
- 15. False
- 16. Haram
- 17. a) Asalaam aleykum
b) Asalaam aleykum warahmatullah
- 18. a) Adam - farmer
b) Muhammad - shepherd
c) Nuh - carpenter
- 19. True
- 20. True
- 21. A good deed
- 22. a) Shopkeeper
b) Selling firewood
c) Doctor
d) Teacher
- 23. Asalaam aleykum
- 24. Al-Khabeer
- 25. The one
- 26. The all-knowing
- 27. The ever living
- 28. Being fair to all
- 29. Practicing their meaning
- 30. Ar - Rahman
Ar - Rahiim
Ar - Malik
Ar - Qudus

Term two Assessment Exercise

1. a) They are neither male or female.
b) They neither eat nor drink
2. a) They were patient
b) They received books
c) They were ulul-Azm
3. To be God-fearing.
4. Angels are from Nur while humans are from clay.
5. Izrail.
6. By doing good and avoiding evil.
7. By doing the right things.
8. a) Nullifying wudhu
b) Fainting
c) Facing away from Qiblah.
9. Qiblah & Ba'diyah
10. After Isha prayer

11. Charity.
12. Eating intentionally
13. Some nullifiers of Wudhu cannot nullify Saum.
14. Subh & Asr
15. a) Zakat has specific items while Sadaqa does not
b) Zakat has specific time while Swadaqa does not.
16. a) Having Niyyah
b) Being mature
17. Having wudhu
18. - Self-discipline
- Sympathy
19. It is an act of worship
20. Patience
21. We may become addicted
22. Sabr/patience
23. We use it for research
24. **Allahumma-nfa'nee bimaa 'allamtanee, wa 'allimnee maa yanfa'unee, wa zidnee 'ilmaa.**
25. Muhammad, Issa, Musa, Nuh, Ibrahim
26. Allowing them to do research
27. - Carpentry
- Shepherd
- Trader
- Doctor
- Fishing
28. To get the help of Allah (S.W.T)
29. a) It unites families
b) It enhances procreation
c) It is half of faith.
30. It is done in accordance of Islamic teachings.

Term three Assessment Exercise

1. a) Right to greetings
b) Right to visitation
2. - Charging interest
- Swearing
3. A person who lives around you
4. a) It promotes brotherhood
b) It earns rewards
c) It enhances peace
5. It is an act of worship
6. Charging interests

- | | |
|---|-------|
| 7. Explaining the punishment of Allah | 18. C |
| 8. Two | 19. B |
| 9. Being accomodative of other people's ideas | 20. D |
| 10. To avoid idol worship | 21. A |
| 11. Seventy two 72 | 22. A |
| 12. Need to have a leader and unity | 23. D |
| 13. It enhanced spread of Islam | 24. B |
| 14. To preach Islam. He was welcomed rudely. | 25. C |
| 15. Banu Thaqif | 26. A |
| 16. He was treated badly. | 27. D |
| 17. He told him not to punish them. | 28. A |
| 18. - Patience | 29. A |
| - Perseverance | 30. C |
| 19. It enhanced the spread of Islam | |
| 20. It was a command of Allah. | |
| 21. Protection from the Quraish. | |
| 22. To promote unity and brotherhood | |
| 23. Like their brothers | |
| 24. Tolerance | |
| 25. Mus'ab bin umeir | |
| 26. With joy and jubilation | |
| 27. Ayub Al-Ansari | |
| 28. Sa'ad bin muadh | |
| 29. Brotherhood | |
| 30. - Brotherhood | |
| - Equality | |
| - Sharing | |

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

CREATIVE ARTS

Activities

Activity 1 pg 486

Instrument	Community
Muturiru	Agikuyu
Asili/Odundu	Luo
Ndereret	Kalenjin
Ebune/Elamaru	Turkana
Ekibiswi	Abakuria
Emborogo	Abakuuria
Auleru	Teso
Egetureri	Abagusii
Kudu horn	Maasai
silili	Abaluhya

Activity 2 pg 486

Making a wind instrument using bamboo

Materials and tools needed

1. Bamboo stick (straight, mature, and dry)
2. Small saw
3. Sandpaper
4. Drill or heated metal rod (for making holes)
5. Measuring tape
6. Knife or file (for shaping the mouthpiece)

Steps:

1. Choose a straight piece of bamboo with an even diameter of 2 cm wide.
2. Cut the bamboo to 40 cm just above a node so one end is sealed.
3. Hollow Out the Bamboo by using a thin rod or knife to carefully remove the inner partitions. Leave one node intact for the mouthpiece.
4. Create the Mouthpiece: Near the sealed end, cut an oval or rectangular opening about 2–3 cm from the edge. This will be the blowing hole. Use sandpaper to smooth the edges to avoid injury to the lips when playing the instrument.
5. Mark and Drill Finger Holes; drill or burn the holes carefully, starting small and enlarging them as needed for tuning. Ensure the holes are smooth using sandpaper.

6. Tuning the Instrument; test the sound by blowing across the mouthpiece and covering/uncovering the holes. Adjust the size and position of the holes to achieve the desired pitches.

Activity 3 pg 494

Use calligraphy in the following

Taa taa taa taa taa taa taa taa

Ta-te ta-te ta-te ta-te ta-te ta-te ta-te ta-te

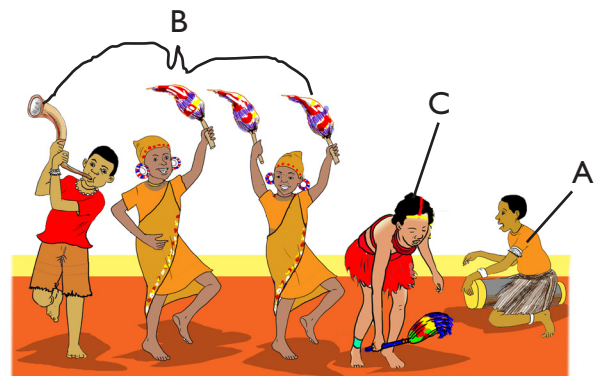
Taa-aa taa-aa taa-aa taa-aa

Taa-aa taa ta-te taa taa taa-aa



Activity 5 pg 516

The folk-dance performers in the picture are:



A: Instrumentalist

B: Dancers

C: Soloist

The musical instruments used are: drum and horn.

Celebration of birth or wedding or community gathering.

Assessment exercise 5 pg 517

1. A folk dance entails traditional dances that originate from a community that performs the dances during specific occasions.
2.
 - a. Soloist
 - b. Dancers
 - c. Instrumentalists
 - d. Chorus
3.
 - A. Soloist: lead singer who initiates song and dance.
 - B. Chorus: dancers or members of the audience who respond to song and dance to the soloist's call.
 - C. Instrumentalist : performer who plays musical instruments that accompany the dance.
 - D. Dancer: perform the choreographed dance steps and moves.
4.
 - a. Traditional attires such as Maasai shukas
 - b. Animal skins and hides
 - c. Sisal skirts
 - d. Beads
 - e. Cowrie shells
5. Varied answers: neck beads, bangles, anklets, cowries shells stuck onto the surface of costumes.
6.
 - a. Costume: clothing worn by the dancers that is originate from the community of origin of the dance.
 - b. Body adornment: decorations made on the dancer's bodies.
 - c. Dance pattern: the motions that the dancers execute while performing a folk dance.
 - d. Dance formation: the arrangements of the performers during performance.

Activity 6 pg 519

- a. Beads
 - b. Piece of thread/ fishing line/ string
 - c. Pair of scissors
- a. Beads: used to make beaded ornaments.
 - b. Piece of thread/ fishing line/ string: used for stringing and putting together the beads to create beautiful beadwork pieces.
 - c. Pair of scissors: used to cut the thread or string used in the beadwork.

Activity 7 pg 522

- a. A puppet is a movable thing/ figure that represents a human or an animal that is made and controlled by a person.
- b. Follow the steps given on page 522 to make the glove puppet.
- c. – Old socks or gloves
 - Fabric markers/ fabric paint
 - Needle and thread
 - Fabric adhesives
 - pair of Scissors

Activity 8 pg 529

iii) Safety measures to follow while performing the front crawl in swimming:

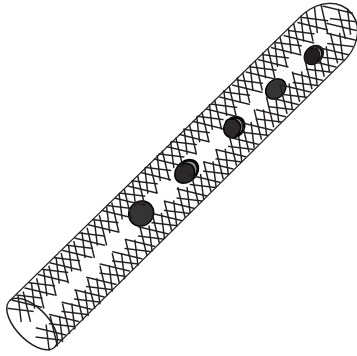
1. Doing warm up exercises to before swimming to prevent cramps or injuries.
2. Always swim with a lifeguard or teacher nearby.
3. Maintain a proper body position (horizontal and streamlined) to avoid strain on your neck and lower back. Use efficient breathing techniques to prevent swallowing water or overexertion. Practice proper arm movements and flutter kicks to minimize the risk of shoulder or leg injuries.
4. Avoid Overexertion by swimming at a comfortable pace to avoid fatigue or exhaustion.
5. Use Appropriate Gear: wear a well-fitted swimsuit, goggles, and a swim cap to enhance performance and reduce drag.

End of strand assessments

Assessment 1

1.
 - Siwa (Swahili)
 - Chivoti (Digo)
 - Nzumari/Zomari (Duruma)
 - Biringi (Agikuyu)
 - Vilingi (Akamba)
2. **Wide-ranging answers depending on the learner's community**
3. Bamboo stem
 - Gourds
 - Reeds

- Horns
 - Hollowed out wood
4. **Crayon etching** is the technique of making pictorial compositions where shapes, patterns and images are scratched using sharp tools through a layer of black ink to show desired compositions underneath.
 5. **Texture** in art is the quality of the surface of the artwork; it is therefore the physical appearance of the artwork.
 - 6.



Assessment 2

1. Soccer
2. a) Inside of the foot stopping
b) step-trap
3.
 - When passing ball to a teammate who is far from the striking player.
 - To shoot a goal
 - When performing penalty shots.
4. Marking cones are brightly coloured markers that are placed on the field to mark positions for training and skill acquisition exercises in football.

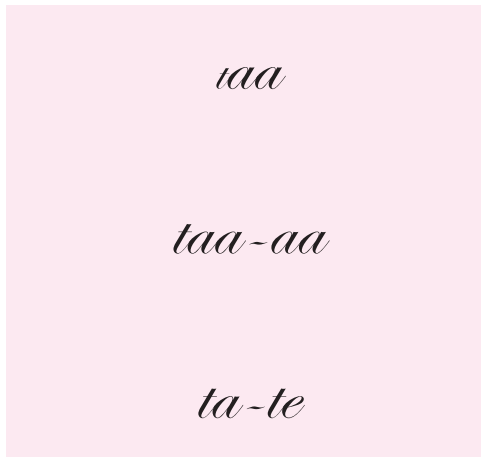
Assessment 3

1.

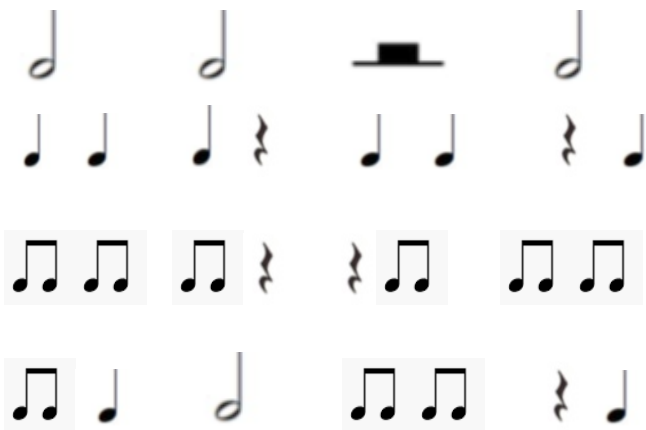
Note name	French rhythm name	Note symbol	Note rest	Note value
Minim	Taa-aa			2 beats
Crotchet	Taa			1 beat
A pair of quavers	Ta-te			1 beat

5. **Materials needed.**
 - **Moulds;** cups, tubes, plates or balloons
 - **Old newspapers**
 - Wheat flour; to make paste
 - Water
 - Paint- different bright colours
 - Paint brush; to apply paint on the cones
 - Protective gear; apron, gloves and masks
 - Mixing bowls/ basins
6. **Steps of preparing a papier mache**
 - Shredding
 - Soaking
 - Pounding
 - Mixing With Adhesive
 - Casting
7. Eleven players.
8. **How Oliichi performed outside of the foot kicking**
 - He approached the ball at an angle where his kicking foot's outer edge (little toe side) faces the approaching ball. Kept his eyes on the ball.
 - He positioned the non-kicking foot to the side and behind the ball for balance and stability.
 - He made contact of the ball using the outer edge of the kicking foot, just above the level of the ankle.
 - He hit the ball to the direction where he wanted it to go.
 - Followed through by letting his kicking foot follow the direction of his target.

2. varied answers:
example;



3. Varied answers, samples

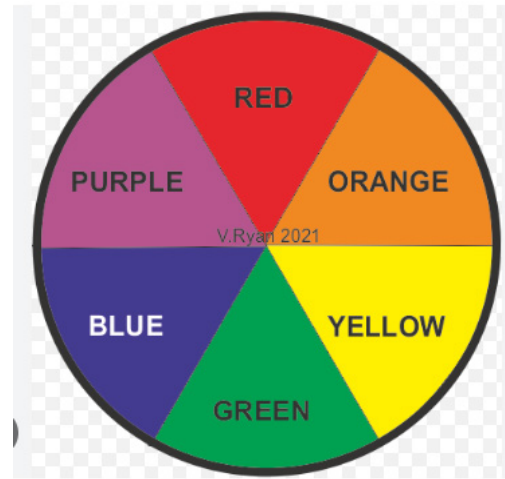


4. This is the identification of rhythms by the use of the ears.
5. **Strong beats** are the beats that are emphasized (accented) within a measure. **Weak beats** are the beats that receive less emphasis.
- 6.
- Bamboo/ papyrus stick
 - Fountain pen
 - Feather
 - Ink
 - Dip pen
7. **A rest** is a duration of silence in music.

Assessment 4

1. Primary colours are the basic naturally occurring colours.
2. Red, Yellow, Blue.
3. Secondary colours are obtained by mixing primary colours in equal quantities.

4.






5. A mosaic is a piece of art or image made by collecting small pieces of coloured materials and sticking them on surfaces in patterns to create art forms.
6. -Recyclable coloured paper
- Banana fibres
- Suitable adhesives
- Supports
7. In graded wash diluted paints/ inks are applied to a wet surface by transitioning from one tone to another creating a gradient effect. While in a flat wash, diluted paint is applied evenly across the entire surface resulting in an artwork with a uniform colour without any variations.
8. Pictures are used to;
- o Create Memories: Photographs, drawing, or paintings are used to capture moments and to keep memories.
 - o Education: Visual aids help in learning. Diagrams, charts, and illustrations in books and classroom.
 - o Art and Expression: Paintings, sculptures, and digital art allow us to express creativity and emotions.

Assessment 5

1. **d r m f s .**
2. Pitch in music refers to the degree of highness or lowness of a sound.
3. a. **Color;** This is the visual outlook of the card. It includes all the colours that a person sees on the card.

- b. **Lettering**; this is the design and arrangement of letters, numbers, and characters used.
- c. **Layout**; this is the organization and arrangement of visual elements such as paper cuttings, letters and symbols on the card.
4. a. **Stepwise motion**; this is the movement from one note to the next note by following regular step by step intervals to create smooth melodies.
- b. **Narrow leaps**; the movement from one note to the next note by making bigger steps by skipping some note. It is used to make interesting and memorable rhythms
- c. **Ending**; end on the same note as the one that you started with.
- d. **Repetition of pitches**; using a solfa syllable more than once to create interesting and melodies that can easily be remembered.
- e. **Variation of pitches**; this is the use of different solfa Syllables to make melodies that are entertaining.

5.

Kodaly hand sign	Sol-fa syllable
	M
	F
	S

Assessment 6

1.



2. Piece of wood
- o Cutting tools;
 - o Curving tools; chisel, carving knife
 - o Safety gear; gloves, safety goggles,
 - o Sandpaper to smooth the surface
 - o Varnish paint
3. - Put on protective gloves to shield hands.
- Before use, check the tool for any damage, dullness or defects. Ensure handles are secure and blades are sharp.
- Keep sharp tools away from the edge of tables or workbenches.
- Proper Handling; Grip tools firmly but not too tightly.
- Cut away from your body; Always direct the blade away from yourself.
- Avoid distractions: Focus on the task at hand.
- Store sharp tools in a designated area. Use blade guards or sheaths when storing or transporting them.
- Avoid excessive force; let the tool do the work.
- After use, clean and sharpen the tools.
4. - The game starts with one team being the batting team while the other a fielding team.
- The bowler throws the ball to the batter, who hits it anywhere on the pitch.
- The batter runs to as many posts as possible before fielders return the ball to touch the post the batter is heading toward.
- Teams take turns to beat.
- An innings ends when all batting players are out or on a base.
- Batters line up in the batting square, and the bowler throws the ball.
- A player is “out” if they run inside the posts, throw the bat, or overtake a previous batter.
- A team scores by running to the 4th base (home) to earn one point.
5. a. **Catching**; The fielders use both hands to catch the ball whether it’s hit in the air or thrown by another fielder.

b. Throwing; Once a player catches the ball, they quickly release it by throwing to other fielders or to the bases.

c. Positioning; The fielders are assigned specific spots in the field by the teacher basing on their ability.

d. Communication; The fielders communicate to each other to ensure that are holding proper positions and to pass the ball to each other.

6. a. Catching

- The fielders use both hands to catch the ball whether it's hit in the air or thrown by another fielder.

b. Throwing

- Once a player catches the ball, they quickly release it by throwing to other fielders or to the bases.

c. Positioning

The fielders are assigned specific spots in the field by the teacher basing on their ability.

They should maintain the spots assigned.

d. Communication

The fielders communicate to each other to ensure that are holding proper positions and to pass the ball to each other.

7. Rounders bat, ball, and four post for bases

Assessment 7

1. Plastic
Wood
Bamboo
Aluminium
2. Plaiting technique
3. a. Down sweep
b. upsweep
4. Incoming runner is the teammate who is finishing their leg of the race and is entering the exchange zone to pass on the baton to the next runner.
5. By cleaning, cutting to size and dyeing/ painting.
6. They warm up before practicing or competing in relay races.

Assessment 8

1. - Tie and dye (circles and marbling)
- Appliqué.
2. - Plants such as beetroot, turmeric, hibiscus
- Insects
- Coal
- Petroleum
3. Appliqué is a fabric decoration technique where pieces of fabric are sewn or pasted onto a larger fabric surface to create designs and patterns.
It is used in; the decorating of fabrics, Labeling of fabrics and repairing fabrics with holes.
5. Tie and dye (circles)
6. - Helps to set the dye onto the fabric.
- Makes the color more vibrant and long-lasting.
- Prevents the fabric from shading/ bleeding out when washing.

Assessment 9

1. Components of folk dance

- a. **Songs:** This is the music to which the dance is performed. Traditional folk music provides the rhythm, mood, and theme of the dance.
- b. **Costumes:** clothing worn by dancers. Costumes reflect the cultural or thematic context of the dance.
- c. **Body Movements:** These are the specific movements and gestures executed by the dancers.
- d. **Adornments and Ornaments:** these are accessories or decorations worn by the dancers that complement the costumes and enhance the overall aesthetic of the performance.
- e. **Formations:** These are the patterns and spatial arrangements that dancers create on stage as they dance. Help in the narrative flow of the folk dance.
- f. **Props:** Objects that dancers use during their performance to add meaning, symbolism, or visual interest. Props include movable items like stools, arrows, bows, hoes and traditional trays among others.

- g. **Instruments:** Musical instruments used in folk dance performances to provide the music for the dance.
2. **Economic Roles of folk dances**
 - Tourist attractions.
 - Offers employment and Income.
 - Promotes the creative industry of handicrafts.
 - Education folk dances through workshops and educational programs can generate income.
3. Necklace, bangles, and earrings.
4. Beadwork
Metalwork
Woodwork
5. All the participants should do rehearsals everyday with the accompanying songs, musical instruments, costumes and body adornments to master all the moves, patterns and dynamics of the folk dance.
6. **Different answers depending on the community of the learner.**
sample: Abaluha- Isikuti dance

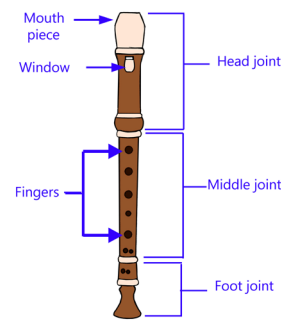
Assessment 10

1. Glove puppets.
2. Old socks or gloves
Fabric Glue
Scissors
Pencil/ marker/pen
Needle and string
3. Fabric markers/ fabric paint
Needle and thread
Embellishments; beads, buttons, applique fabric, cowrie shells, ribbons or small colourful stones
Fabric adhesives
Scissors
Pins
4. These are songs that people sing that refer to things that affect them in the society at a particular time. Such things include:
Floods Long rains Covid-19
Road safety Hunger Famine
5. - Chose topical Songs of her choice. And create a storyline that incorporates the topical songs.
- Prepare the Puppets to match the

- characters in her story and songs.
- Set up the Stage; use an open window theatre stage.

Assessment 11

1.



2.

- To play the note of D¹;
- Only cover the second hole using the middle finger of the left hand.
- Blow gently to produce a note of D¹

3.

Techniques of playing the descant recorder

- **Breath Control;** Use a consistent, steady breath to produce a clear and stable tone.
- **Fingering;** playing different notes requires one to cover different holes using the fingers.
- **Tonguing/ articulation;** this is the use of the tongue to start and stop notes cleanly.
- **Tone quality;** by using the techniques above when playing a descant recorder, you will be able to produce high quality musical tones.

4.

(Dabbing Method)

- Pour a small amount of paint onto a palette or plate.
- Choose contrasting colours.
- Dip a sponge or brush into the paint.
- Dab off excess paint to avoid smudging.
- Hold the stencil firmly in place and dabbing the sponge or brush over the stencil openings.
- Carefully lift the stencil to reveal the printed note.

5.

- Step 1: identify the different patterns to draw.
- Step 2: draw the patterns
- Step 3: Trace and Outline; once you have finished writing notes with a pencil, go over

them with a marker or pen to make the lines bolder and easier to cut.

- Step 4: Cut out the notes
- Step 5: The Stencils are ready to use.

Assessment 12

1. Components of a front crawl

- Glide;** this is the phase of a stroke where the swimmer is in a straight and elongated position with arms extended forward and legs extended backward.
- Body Position:** the swimmer keeps his/her body streamlined, with minimal movement to reduce resistance. The head is aligned with the spine, looking down or slightly forward. The body remains flat and parallel to the water surface.
- Arm Action;** Hand enters in and out of the water in line with the shoulder to push forward.
- Leg Action;** the swimmer kicks with a steady, rhythmic motion.
- Breathing;** turn the head to the side to breathe in, with one look in the water and one out, and return to the neutral position quickly.
- Rhythm;** this is the smooth and consistent timing and coordination of movements when swimming.
- Tempo;** tempo refers to the speed or rate at which the swimmer performs their arm and leg action. A swimmer can swim in a slow or quick tempo.

2. Pool Hygiene

- o Showering before entering the water to remove sweat and dirt thus reduces the risk of waterborne illnesses.
- o Use the toilet before swimming; do not urinate in the pool.
- o Not swimming when ill or suffering from diarrhoea, open wounds, covid-19 or flus.
- o Not spitting or blowing the nose in the pool to avoid spreads of germs.
- **Pool Safety**
 - o Swimming under the guidance of your teacher, parent or a lifeguard.

- o Following the pool rules that are posted on the pool facility.
 - o Checking the pool depth and do not enter from the deep end.
 - o Using life jackets or floatation devices when necessary.
 - o Not swallowing the pool water.
- Hygiene and safety are crucial in swimming for several reasons:
 - o Health Risks: Proper hygiene helps prevent the spread of illnesses and infections among swimmers.
 - o Drowning Prevention: Safety rules help reduce the risk of accidents and drowning.
 - o Water Quality: Hygiene practices ensure that the water is clean and safe for everyone to swim in.
 - o Safety and hygiene guidelines ensure a safer and enjoyable swimming environment for everyone.

Assessment 12

- The physical movements incorporated into the counting games such as jumping, skipping, or running, help in improving cardiovascular health, coordination, and muscle strength.
 - Counting games make exercise more engaging and enjoyable.
- These games involve a variety of physical and mental tasks that require participants to count objects, steps, or sequences.
- Wide-ranging answers depending on the community of the learner.**
- Avoiding knocking into each other.
 - Removing all the harmful items in the play area.
 - Not playing with sharp or heavy materials.

Assessment 13.

- An art gallery is a space where works of art are displayed.
- Factors to consider when taking a gallery walk.**
 - **Type of Art;** This is the identity of the art work it can be; a painting, mosaic, drawing, photograph, or a fabric.

- **Materials;** Observe the physical materials used in the artwork, such as canvas, paper, wood, metal, fabric or fabric.
 - **Media:** Identify the media applied, including oil paint, acrylics, watercolour, charcoal, ink, clay, or found objects.
 - **Aesthetic Qualities;** these are the physical features of artworks that make them attractive to the eyes of the viewers. They include; Colour and Components composed in the artworks.
3.
 - Inter-class championships
 - Games and P.E time
 - Interschool championships
 - After school enjoyment during the weekends and holidays.
 4. Components of a folk dance;
 - Community of origin
 - Occasion of performance.
 - Participants.
 - Accompanying songs.
 - Body movements and formations
 - Accompanying musical instruments.
 - Costumes.
 - Body adornments and ornaments.
 5.
 - At official gatherings, events and ceremonies related to the East African Community.
 - Summits, meetings, and other significant occasions where representatives from member states meet.
 - The school assembly of schools in member nations.
 - Games, sports, drama, music and comedy events that take place in member nations.

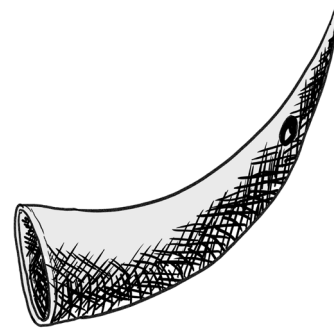
TERM 1 ASSESSMENTS


TERM 1 :ASSESSMENT I

1. Ensures that the wind instruments remain in good condition for long.
Ensures that they are well tuned for proper production of pitch.
Ensures that there is no build-up of rust or moulds that would destroy the wind instruments.
Keeps them in a good condition therefore they will be used by the future generations.
2. Texture is the quality of the surface of a drawing.

3. They prepared the surface.
Applied wax crayons over the surface.
Covered the waxed surface with black ink/ paint / indian ink.
Let it dry completely.
Scratched the black ink using sharp tools to reveal wax beneath.
4. Nzumari - coastal communities
Abu - Luo
Coro - Agikuyu
Bung'o - Mijikenda
Chivoti - Digo
Lalet - Kalenjin
Adet - Turkana
Oporo - Luo

5.



6.
 - i) When passing ball to a teammate who is far from the striking player.
 - ii) To shoot a goal
 - iii) When performing penalty shots.
7.
 - a) Moulds; cups, tubes, plates or balloons
 - b) Old newspapers
 - c) Wheat flour; to make paste
 - d) Water
 - e) Paint- different bright colours
 - f) Paint brush; to apply paint on the cones
 - g) Protective gear; apron, gloves and masks
 - h) Mixing bowls/ basins
8. Eleven
9. A duration of silence in music.
10. Taa-aa
11. 1 beat 
12. Bamboo/ papyrus sticks
Fountain pens
Feathers
Ink
Dip pens
13. Strong beats

14. Red
Yellow
Blue
15. The wash technique
16. Preparing materials for making a mosaic
Cleaning and drying the banana fibres.
Cutting the pieces into desirable sizes.
Testing if the materials can be stuck using the adhesives available.
Ensure you have all the necessary tools, including cutters, nippers, files, and grinders.
Arrange the pieces in the order you plan to use them.
17. Melody is a sequence of musical notes of different pitches while pitch is the highness or lowness of notes in melody.
18. Sol-fa notation.
19. S,f,m,r,d
20. Colour:
Lettering:
Layout

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>
<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>
<i>k</i>	<i>l</i>	<i>m</i>	<i>n</i>	<i>o</i>
<i>p</i>	<i>q</i>	<i>r</i>	<i>s</i>	<i>t</i>
<i>u</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>
<i>z</i>				

ASSESSMENT II

1. A wind instruments are musical instruments that are played by blowing air into it.
2. Varied answers for example: **abu: luo**
3. This is the part of a wind instrument where air is blown into.
4. Wind instruments have holes that are closed and opened using the fingers to produce different pitches when played.
5. They collected the following materials.
 - a. Piece of bamboo stem
 - b. Small hand drill for making holes
 - c. Reeds
 - d. Gourds
 - e. Animal horns
 - f. Hollowed out wood
 - g. beeswax or candle wax
6. Cross-hatching
7. Texture
8. By mixing two primary colours in equal quantities.
9. They needed the following materials,
 - a. **Surface**; cardboard or paper or wood.
 - b. **Soap**
 - c. **Crayons**
 - d. **Black paint/ ink**
 - e. **Sharp tools**; pins, needle, toothpick, wooden skewer to scratch the surface.
10. Job needed ten more players to make a team of football.
11. Instep stopping
12. In a football game, dribbling refers to the technique used by players to move the ball forward while maintaining control and moving around opponents.
13. Marking cones are brightly coloured markers that are placed on the field to mark positions for training and skill acquisition exercises in football.
14. Minim
15. Pair of quavers
16. Number of beats or moments that a note lasts.
17. **Strong beats** are the beats that are emphasized (accented) within a measure.
18. This is the identification of rhythms by the use of the ears.
19. **A colour wheel** is a circular diagram with the arrangement of colours that show the relationship between the colours.
20. The wash technique of painting involves applying a thin transparent layer of diluted paint or ink over a surface to create smooth and uniform layers.
21. Materials used in mosaic
 - a. Recyclable coloured paper
 - b. Banana fibres
 - c. Suitable adhesives
 - d. Supports
22. Pitch is the highness or lowness of notes in melody.
23. do
24. Stepwise motion.
25. Do

TERM 2 :ASSESSMENT I

1. Abu: played by the Luo.
2. Pins, needle, toothpick, wooden skewer.
3. F
4. -Stepwise motion; this is the movement from one note to the next note by following regular step by step intervals to create smooth melodies.
 - Narrow leaps; the movement from one note to the next note by making bigger steps. It is used to make interesting and memorable rhythms
 - Ending: end on the same note as the one that you started with.
 - Repetition of pitches; using a solfa syllable more than once to create interesting and melodies that can easily be remembered.
 - Variation of pitches; this is the use of different solfa syllables to make melodies that are entertaining.
5. A mosaic is a piece of art or image made by collecting small pieces of coloured materials and sticking them on surfaces in patterns to create art forms.
 - a. -recyclable coloured paper
 - b. - Banana fibres
 - Suitable adhesives
 - Supports
6. Cross-hatching is a drawing technique used to create tonal or shading effects by using closely spaced parallel lines that intersect at angles.
7.
 - a. Step-trap.
 - b. Used to stop and control the ball using the sole of their foot.
9. Marking cones.
10. Rhythm
11. Secondary colours are formed.
- 12.



13.
 - a) Catching: the fielders use both hands to catch the ball whether it's hit in the air or thrown by another fielder.
 - b) Throwing; once a player catches the ball, they quickly release it by throwing to other fielders or to the bases.
 - c) Positioning: the fielders are assigned specific spots in the field by the teacher basing on their ability.
 - d) Communication; the fielders communicate to each other to ensure that are holding proper positions and to pass the ball to each other.
14. Non-visual baton exchange
15.
 - i) Helps to set the dye onto the fabric.
 - ii) Make the colour more vibrant and long-lasting.
 - iii) Prevents the fabric from shading/ bleeding out when washing.
16. Songs: traditional folk music that provides the rhythm, mood, and theme of the dance.
 - Costumes: clothing worn by dancers to reflect the cultural or thematic context of the dance.
 - Body movements: specific movements and gestures executed by the folk dancers.
 - Adornment and ornaments: these are accessories or decorations worn by the dancers that complement the costumes and enhance the overall aesthetic of the performance.
 - Formations: these are the patterns and spatial arrangements that dancers create on stage as they dance. Help in the narrative flow of the folk dance.
 - Props: objects that dancers use during their performance to add meaning, symbolism, or visual interest. Props include movable items like stools, arrows, bows, hoes and traditional trays among others.
 - Instruments: musical instruments used in folk dance performances to provide the music for the dance.
17. Glove puppets.
18. These are songs that people sing that refer to things that affect them in the society at a particular time.

19. Because he covered the finger holes completely using the correct fingering techniques.

ASSESSMENT II

1. Agikuyu and meru communities
2.
 - a) Keep away from pests
 - b) Store on a dry place away from moisture.
 - c) Clean them using clean water, soap and a rag.
 - d) Checking for tears and breaks and repairing them on time.
3.
 - a) Open end
 - b) Finger holes
 - c) Mouth piece
 - d) Closed end
4. Crayon etching
5. Texture
6. Soccer
7. The bone between the big toe and the ankle (inside of the foot).
8. The steps of performing an in-step kick are;
 - a. Approach the ball by starting a few steps away from behind the ball.
 - b. Place the non-kicking foot firmly beside the ball to provide stability (plant slightly behind the ball.)
 - c. Lean slightly over the ball with the eyes focused on the side of the ball to kick.
 - d. Swing the kicking foot back.
 - e. Hold the kicking foot with the big toe up, heel down, ankle locked and knee slightly bent while the foot is above the ground then strike the ball using the part of the foot where the laces are. (inside of the foot).
 - f. Follow through by allowing the kicking foot to follow the ball extending forward towards the target.
9. Football marking cones.
10. A. Shredding the papers
B. soaking in water
C. Pounding
D. Mixing with adhesive
11. Crotchet rest
12. 1 beat



14. A calligraphy pen used for writing the alphabet in calligraphy.
15. Materials used in painting include:
 - Painting surface; plain paper, canvas or cardboard.
 - Paint; watercolours, water-based paints, acrylic paint.
 - Paint brushes
 - Palette; for mixing and holding paint/ colours.
 - Water; for cleaning brushes, mixing with watercoolers or paint.
 - Paint solvent
 - Rags; for cleaning brushes and wiping surfaces.
 - Protective clothing; gloves and face mask.
16. A purple colour is formed
17. Mono media
18. S
19. A pattern of notes made up of different pitches that are played one after the other.
20. Rounders bat
21. Bowler
22. Relays
23. The athlete coming in with the baton to pass it to the next athlete.
24. Plaiting
25. Sisal
Leather
Old fabric

TERM 3 :ASSESSMENT I

1. Sample answers:
Siwa (Swahili)
Chivoti (Digo)
Nzumari/Zomari (Duruma)
Biringi (Agikuyu)
Vilingi (Akamba)
2. Bamboo stem, Gourds, Reeds, Horns.
Hollowed out wood

3. **Dribbling:** this is the art of moving the ball with control while navigating through opponents. A skilled dribbler can change direction quickly, maintain possession, and create scoring opportunities.
Kicking involves striking the ball with the foot to push it towards a teammate or into the goalpost of the opponent's team.
Stopping (also known as trapping): involves receiving the ball and bringing it under control
4. Orange colour because when two primary colours; red and yellow are mixed they form a secondary colour.
5. Minim rest, a silence lasting 2 beats.
6. Instep kick
7. Pair of quavers.
8. Painting surface; plain paper, canvas or cardboard.
Paint; watercolours, water-based paints, acrylic paint.
Paint brushes
Palette; for mixing and holding paint/ colours.
Water; for cleaning brushes, mixing with watercoolers or paint.
Paint solvent
Rags; for cleaning brushes and wiping surfaces.
9. A mono-media mosaic is created using a single type of material to make uniform compositions.
10. D
11. Orange, Green, Purple
12. Batting in rounders involves the batter trying to hit the ball pitched by the bowler and then running around four posts to score a point
13. Piece of wood
Cutting tools;
Curving tools; chisel, carving knife
Safety gear; gloves, safety goggles,
Sandpaper to smooth the surface
Varnish paint
14. The runner who waits in the receiving zone to receive a baton and run-off.
15. These are accessories or decorations worn by the dancers that complement the costumes and enhance the overall aesthetic

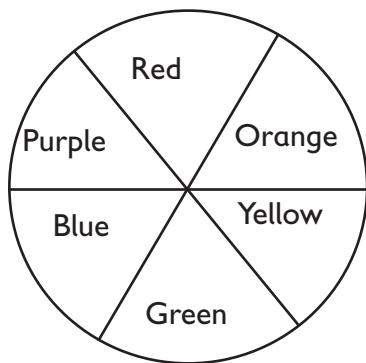
of the performance.

16. Left-hand thumb finger
17. **Type of Art;** This is the identity of the art work it can be; a painting, mosaic, drawing, photograph, or a fabric.
Materials; Observe the physical materials used in the artwork, such as canvas, paper, wood, metal, fabric or fabric.
Media: Identify the media applied, including oil paint, acrylics, watercolor, charcoal, ink, clay, or found objects.
Aesthetic Qualities; the physical features of artworks that make them attractive to the eyes of the viewers
18. *Viwandani na hata mashambani*
Tufanye kazi sote kwa makini
Tujitoe kwa hali na mali
Tuijenge Jumuiya bora.
19. A.
 - i) The physical movements incorporated into the counting games such as jumping, skipping or running, help in improving cardiovascular health, coordination, and muscle strength.
 - ii) Counting games make exercises more engaging and enjoyable.
 - iii) Stress relief by reducing stress when playing the game making players to be happy.
- B. **Sample answer:**
Chinje; Abagusii community
Setup; pebbles, small stones or seeds and a hole
Players scatter a number of pebbles on the ground, toss one in the air, and quickly pick up others before catching the tossed one. The number of pebbles picked up is counted to determine the score.
Players sit in a circle surrounding the hole and play in turns.
20. A.
 - i) Glide
 - ii) Body Position:
 - iii) Arm Action
 - iv) Leg Action

- B.
- Showowering before entering the water to remove sweat and dirt thus reduces the risk of waterborne illnesses.
 - Always use the toilet before swimming; do not urinate in the pool.
 - Do not swim when ill or suffering from diarrhoea, open wounds, covid-19 or flus.
 - Do not spit or blow the nose in the pool to avoid spreads of germs.

ASSESSMENT II

- Ensures that the wind instruments remain in good condition for long.
 - Ensures that they are well tuned for proper production of pitch.
 - Ensures that there is no build-up of rust or molds that would destroy the wind instruments.
 - Keeps them in a good condition therefore they will be used by the future generations.
- Crosshatching
- Dribbling
- ??
- Rest
-

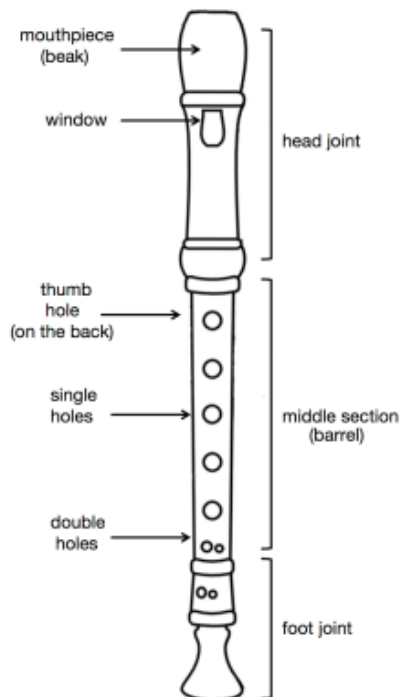


- Old newspapers/ old books/ exercise books
 - Scissors
 - Water
 - Basin
 - Water based adhesives
 - Casting items such as inflated balloons, bowls, cups
- Taa taa taa taa taa taa
 - Ta-te ta-te ta-te ta-te ta-te ta-te
 - Taa-aa taa ta-te taa-aa taa ta-te

- In a flat wash, diluted paint is applied evenly across the entire surface resulting in an artwork with a uniform colour without any variations while in a graded wash diluted paints/ inks are applied to a wet surface by transitioning from one paint or tone to another creating a gradient effect.
- Stepwise motion of pitches
 - Narrow leaps
 - Repetition of pitches
 - Variation of pitches
 - Ending on a long note.
- sol
- Layout
 - Colour
 - Lettering
- Knob**; prevents the bat from slipping out of the hands during a swing.
 - Handle**; cylindrical part of the bat that is held when swinging.
 - Grip**; this is the covering around the handle that is made of rubber and is used to provide better hold and control of the bat for the player.
 - Head**; the wider part at the bottom that is used to hit the ball.
- A batter
- Visual baton exchange
- Tie and dye
 - Applique
- Trimming and ironing
- Adornments are decorative items worn by the dancers and are used to enhance their appearance.
 - They can include items like jewellery, beads, feathers, peals, rocks and flowers.
 - They identify the social status, gender, and the community of origin of the dance.
 - Examples of adornments;
 - Beadwork: beads are used for making of necklaces, bracelets, and anklets, especially among communities like the kamba, maasai and samburu.
 - Feathers and headpieces: head adornments are common, often featuring feathers or materials that sway with movement, add to the visual appeal of the dancers.

- c. Body paint applied for special ceremonies, adding colour and significance to the dance.
19. - Cover the back hole using the left-hand thumb finger.
 - Cover the top hole on the front of the recorder with the left index finger.
 - Leave all other holes uncovered.
 - Blow gently
20. a) **Breath control**; use a consistent, steady breath to produce a clear and stable tone. To play dynamics, adjust breath pressure. For loud use more pressure and for soft sounds apply less pressure.
 b) **Fingering**; playing different notes requires one to cover different holes using the fingers. Learn and practice the standard fingerings for each note by using the basic finger chart for the descant recorder.
 c) **Tonguing/ articulation**; this is the use of the tongue to start and stop notes cleanly.

21.



22. • Drawings
 • Paintings
 • Decorated card
 • Hand puppet
 • Decorated fabric
 • Mosaic
 • Ornaments
 • Photographs

23. • Standing respectfully.
 • Facing the flag or the direction of the audience.
 • Avoiding distractions.
 • Solemnity in voice.
 • Remove hats.
 • Place your right hand over your chest where the heart beats.
24. Front crawl
25. - The physical movements incorporated into the counting games such as jumping, skipping or running, help in improving cardiovascular health, coordination and muscle strength.
 - Counting games make exercise more engaging and enjoyable.

KPSEA SAMPLE MARKING SCHEME

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