

# Targeter

CBC Tracker

Grade

7

Answer Booklet

Volume 1



**Targeter Publishers Ltd**  
*Wings of Excellence*

COMPETENCY BASED CURRICULUM

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# ENGLISH

## 1.0 Personal Responsibility

### Activity 1.2.1

1. Before something happens
2. -Think about common places and situations you are likely to introduce yourself  
- Ask yourself about the person you are introducing yourself to
3. When he/she gives an impressive introduction.
4. Whom you are introducing yourself to.
5. When it's an informal introduction to a group of friends
6. Name, where you come from and your hobbies and interests.
7. Class
8. Laikipia
9. English, Kiswahili, Mother tongue and Pokot language.
10. Mathematics and Integrated Science.

### Activity 1.3.2

#### Common nouns

1. teacher
2. city
3. book
4. river
5. chair

#### Proper nouns

1. John
2. Paris
3. Nairobi
4. Mount Kenya
5. Safaricom

#### Concrete nouns

1. apple

2. chair
3. table
4. tree
5. bridge

#### Abstract nouns

1. love
2. courage
3. wisdom
4. freedom
5. happiness

### Practice Exercise 1:

#### Polite Words

#### Underline the polite sentences:

1. (a) Can I sit here!  
(b) Would you mind if I sat here?
2. (a) Your essay is awful.  
(b) Your essay is not up to standard.
3. (a) Can I borrow your bicycle?  
(b) Could I borrow your bicycle?
4. (a) I hate this place.  
(b) I am not fond of this place.
5. (a) I would like a piece of cake.  
(b) I want a piece of cake.
6. (a) Let me know when you are available.  
(b) Tell me when you are available.
7. (a) Could you come here?  
(b) Come here!
8. (a) Sorry I am a bit busy now.  
(b) Leave me alone.
9. (a) I want to go out.  
(b) May I go out?
10. (a) Let me pass.  
(b) Could you let me pass?

## Common Nouns and Proper Nouns

Common nouns	Proper nouns
<b>house</b> 11. policeman 12. year 13. road 14. week 15. video	<b>China</b> 16. April 17. Peter 18. Wednesday 19. Kilimanjaro 20. Jupiter

### 2.0 Science and Health Education

#### Activity 2.5.2

1. "Stop! Where do you think you are going?"
2. Kenya is a beautiful country, isn't it?
3. Hard work always pays off.
4. Where is the book that I left here?
5. Hi! I have missed you a lot.

#### Practice Exercise 2 page 13

##### Plural Sentences

1. The girls are happy because they have toys.
2. These are the ways to the school libraries.
3. We used those buses yesterday.
4. The men are listening to their radios.
5. We have wishes for these holidays.
6. The chiefs arrested the thieves.
7. Their sheep destroyed crops in the gardens.
8. The pianos are on the benches.
9. As strong as oxen.
10. The mice went past the geese.

##### Punctuate the paragraph

When I was young, I used to fear dogs. I felt they were a great threat in our neighbourhood. Every time I was sent somewhere, I would walk in fear. Oh! What will I do if they attack me? If I shout, "Stop!" will they leave me alone? Will climbing up a tree make them go away? If I fall off the tree, it would hurt. Oh! Now that I am a grown-up, I wonder why I feared those dogs.

### Questions

11. What do we call a person who has written a book?  
An author or a writer.
- Fill in the blanks with the correct verb form:**
12. The oases have dried up. (be)
  13. A mouse eats grains. (eat)
  14. The oxen pull a big cart every day. (pull)

#### Complete the table:

	Singular	Plural
15.	foot	feet
16.	species	species
17.	dish	dishes
18.	zoo	zoos
19.	photo	photos
20.	life	lives

### 3.0 Hygiene

#### Activity 3.2.1 page 15

1. What are the two things that God gave the couple that he placed on Mount Nzaui?  
**Mulungu gave them cattle and a stool for Mundu (man).**
2. How did the Aimu acquire their cattle?  
**The couple from heaven paid dowry to the couple from the anthills, which included cattle.**
3. If you want evidence of the creation of the Kamba people and them being placed on earth, where would you visit?

**You would visit the rock on Mount Nzaui where the footprints of Mundu, Kiveti, and their cattle are still visible.**

4. How did Mulungu punish the Kamba people for not being thankful?

**Mulungu caused a great famine.**

5. Name two other communities that originated from the Kambas.

**The Kikuyu people and the Meru people.**

6. What is the name of the Kamba people's God?

**Mulungu.**

7. What are the names of the man and the woman who were created by Mulungu?

**Mundu (man) and Kiveti (woman).**

8. What mistake did the Kamba people make that made them to be punished?

**They forgot to give thanks to Mulungu, their creator.**

9. How many families were there just before famine?

**There were two families: the couple from heaven (Mundu and Kiveti) and the couple from the anthills (Aimu).**

10. Why did people migrate?

**People migrated in search of food during the great famine.**

### Activity 3.3.1 page 16

1. Talk → Talked
2. Walk → Walked
3. Play → Played
4. Jump → Jumped
5. Laugh → Laughed
6. Clean → Cleaned
7. Work → Worked
8. Help → Helped
9. Cook → Cooked
10. Dance → Danced

### Activity 3.3.2 page 17

1. Go → Went
2. Eat → Ate
3. See → Saw
4. Run → Ran
5. Come → Came
6. Take → Took
7. Write → Wrote
8. Begin → Began
9. Speak → Spoke
10. Drink → Drank

### Practice Exercise 3 page 18

**Indicating whether each word is a regular or irregular verb:**

1. Call – Regular
2. Light – Irregular
3. Hop – Regular
4. Cut – Irregular
5. Drink – Irregular
6. Write – Irregular
7. Clean – Regular
8. Wipe – Regular
9. Speak – Irregular
10. Cook – Regular

**Filling in the gaps with the correct form of the verb:**

11. The chef **prepared** the food for the guest. (prepare)
12. This is where I had **bought** the foodstuff. (buy)
13. The wildebeest **swam** across the river. (swim)
14. The Italians **built** the railway in ten years. (build)
15. He **looked** at me in surprise. (look)
16. Has any of you **picked** my pen? (pick)
17. He **Painted** his house alone. (paint)
18. The lightning **lit** the whole area. (light)

19. Those who **applied** have been shortlisted.  
(apply)
20. Mary **lay** in the hospital bed for a week.  
(lie)

#### 4.0 Leadership

##### Activity 4.2.1 page 20

1. What is the main idea discussed in the passage above?  
- **The main idea discussed in the passage is leadership.**
2. Name three areas that need leadership and management.
  - a) **Business**
  - b) **Politics**
  - c) **School**
3. Use the dictionary or the internet to get the meanings of the following words:
  - a) **Leadership:**  
The action of leading a group of people or an organization, or the ability to do this.
  - b) **Management:**  
- The process of dealing with or controlling things or people. It also refers to the organization and coordination of activities in a business, department or project.
  - c) **Bias:**  
The state of showing an unfair preference for or against something or someone.
4.
  - a) Can communicate well
  - b) Has personal development
  - c) Has self- awareness
5.
  - a) Cannot communicate well
  - b) Lack personal development
  - c) Lacks self awareness
6. Leadership/ Good leadership

#### Activity 4.3.1:

##### Sentences showing habitual happenings. Here are examples

1. I wake up at 6:00 a.m. every day.
2. She goes for a jog every morning before work.
3. We visit our grandparents every Sunday.
4. He drinks tea every morning.
5. They study in the library after school every day.

#### Activity 4.3.2: (Page 22)

##### Sentences showing facts or general truths

1. The Earth revolves around the sun.
2. Water boils at 100°C under normal atmospheric pressure.
3. Birds can fly.
4. The sun rises in the East and sets in the West.
5. Humans need oxygen to survive.

##### Here are the corrected sentences using the present simple tense:

1. The two sisters wear nice uniform.
2. Our teacher makes our books every day
3. The doctor advices patient on proper diet.
4. The footballer plays for the national team.
5. The cobbler repairs torn shoes
6. Zebras eat grass.
7. Monkey climbs trees.
8. The earth rotates on its own axis
9. The moon revolves around the earth
10. The policemen address the sick and the elderly
11. Politicians visit campaign rallies.

#### Activity 4.3.4: (Page 23)

##### Here are the sentences changed into plural form:

1. The boys play football on the fields.
2. The stars twinkle in the sky.

3. The planets revolve around the sun.
4. We ride bicycles on weekends.
5. The elephants hate noise.
6. They swim very fast across the pools.
7. They sing in the church choirs.
8. We visit the sick in hospitals.
9. The dogs know when we are home.
10. All good turns deserve others.

#### Activity 4.3.5: (Page 23)

**Here are the sentences completed using the past tense of the verbs in the brackets:**

1. The farmer milked the cows.
2. This car was repaired yesterday.
3. The Red Indians built the railway.
4. He bought a bread for me.
5. The children danced happily to the music.
6. He put the key on the table.
7. I jumped over the fence.
8. We cooked the food for the guest.
9. I felt a lot of pain.
10. I read the book in a day.

#### Practice Exercise 4 (Page 24)

**Here are the sentences filled in using the correct form of the verbs:**

1. I walk to school every morning.
2. Rivers never go in reverse.
3. Not all that glitters is gold.
4. What goes around comes around.
5. A clock never stops ticking.
6. Patience pays.
7. An apple a day keeps the doctor away.
8. Zebras live in herds.
9. The machine makes twenty bricks in a minute.
10. The lessons end at noon.
11. Practice makes perfect.
12. Doyen and Milka love playing the piano.

## 5.0 Family

### Activity 5.2.4: (Page 29)

**Here are the antonyms for the words listed in the crossword puzzle:**

**Across:**

1. ahead → behind
2. asleep → awake
3. deep → shallow
4. borrow → lend
5. kind → mean

**Down:**

6. deny → accept
7. all → none
8. always → never
9. weaken → strengthen
10. dry → wet

### Activity 5.3.2: (Page 30)

**Here are the sentences with the correct degree of adjective:**

1. Otieno is the oldest son of Akinyi.
2. Limuru is colder than Nakuru.
3. I am more worried about this exam than the last one.
4. This map is more confusing than that one.
5. I ran farther than my friend yesterday.  
40 mini

### Practice Exercise 5 (Page 32)

**Here are the sentences with the correct words and degrees of adjectives:**

1. The doctor gave me some pills.
2. Mount Kenya has three peaks.
3. "Where have you been?" the teacher asked me.
4. If you can't beat them, join them.
5. The Maasai people are experts in bead work.

6. It is good to be keen when doing homework.
7. The young one of a goat is called a kid.
8. Every school must have a first aid kit.
9. He got injured while playing.
10. John goes to the market every Wednesday.

### Degree of adjectives:

11. Repairing a bicycle is more complicated than repairing a car.
12. This examination made me feel more nervous than all the others I have ever sat.
13. Could you add me more tea?
14. I have never heard a crazier idea than this.
15. Judy is more beautiful than Caroline.

## 6.0 Drug and substance Abuse

### Activity 6.2.1: (Page 33)

1. What is a drug?  
**A drug is any substance taken into the body to alter the way the body functions.**
2. What is unfortunate about human nature?  
**The unfortunate aspect of human nature is that we tend to bend towards the negative side of drug use, which leads to drug abuse.**
3. Name two effects of drugs to the body that make them popular.  
**Sudden boost of energy and the relaxed calmness they provide.**
4. What do you understand by the sentence “of course this is just running away from reality”?  
**This means that people who abuse drugs are using them as a way to avoid facing real-life problems or situations instead of dealing with them.**

5. Why is it hard to stop abusing drugs?  
**because the person becomes dependent on them, and withdrawal symptoms make it difficult to quit.**
6. Why does drug abuse change the person’s financial situation?  
**Drug abuse changes the person’s financial situation because they direct their resources and income towards acquiring the drugs, which leads to financial strain.**
7. The phrase ‘nose dive’ has been used in the passage. What does it mean?  
**The phrase ‘nose dive’ means a sudden and steep decline or worsening, in this case referring to the person’s mental health deteriorating drastically.**
8. The word ‘indecisive’ is used in the passage. What does it mean?  
**The word ‘indecisive’ means being unable to make decisions or lacking the ability to decide.**
9. The best title for this passage is  
**“The Dangers of Drug Abuse”.**

### Activity 6.3.2: (Page 35)

1. I will clean the car after I am through with mending the wheel.
2. He refused to heed to the advice, he is now regretting it.
3. Soon after arriving, the meeting started.
4. They seldom go to the school library.
5. I want you to clear the compound now without any further delay.
6. If today is Tuesday, then it will be Wednesday.
7. Martin has already done his assessment.
8. I am yet to get what you mean by that.
9. First go to the shop then watch the TV.
10. It is good to be at the venue early.



### Activity 6.3.3: (Page 35)

1. There is a lion hiding there.
2. Will it be possible to park my car between those two lorries?
3. You can go out, the door is open.
4. What is wrong? You have been sitting here all day.
5. It is very hot here. Let's go far
6. The monkey sat above the house on a tree.
7. The ball is hidden among the bushes.
8. It is dangerous to walk towards a lion.
9. If you want to walk fast, walk alone, but if you want to walk far, walk with people.
10. Many Kenyans are working abroad.

### Activity 6.3.4: (Page 35)

1. The members welcomed their secretary **happily**.
2. Tabitha **shyly** walked to the front of the hall.
3. The plan was **secretly** executed.
4. In the plains, the river slowly flows towards the lake.
5. I accidentally stepped on the toy and broke it.
6. You have done well in this assessment.
7. The painter has done his job well.
8. The jackal ran fast towards the forest.
9. We are advised to study hard.
10. He fell and hit his head badly on the floor.

### Practice Exercise 6 (Page 36)

#### Correctly Spelt Words:

1. A. surprise
2. D. height
3. C. religious
4. B. triangle
5. B. career

#### Rearranged Words:

6. calendar
7. usage

8. origin
9. forty
10. embarrass

#### Type of Adverb:

11. poorly - Adverb of manner
12. already - Adverb of time
13. delightfully - Adverb of manner
14. away - Adverb of place
15. upwards - Adverb of direction

#### Correctly Spelt Words for the Gap:

16. Noah stayed in the ark for forty days.
17. Tourists earn Kenya foreign exchange.
18. The government has taken a firm stand.
19. The boy burst the balloon while playing.
20. The scar is noticeable.

### Activity 7.2.1: (Page 39)

1. The road signs on the highway differ in colours, sizes, and shapes
2. Three groups of people who are supposed to use the road signs are drivers, cyclists, and pedestrians.
3. The four categories of road signs are:
  - a) Regulatory signs
  - b) Warning signs
  - c) Traffic light signals
  - d) Highway markings
4. The regulatory signs are usually in three shapes:
  - a) Circular
  - b) Octagon
  - c) Inverted triangle
5. The "no overtaking" sign is usually a circular sign with a red border and a diagonal line across it, indicating that overtaking is not allowed.
6. The word "hazard" means a potential source of danger or risk.

7. The phrase “approach with caution” means to approach carefully and be prepared for possible danger.
8. If you are driving and there is a continuous yellow line in the middle of the road, you should not overtake.
9. The outcome of ignoring any of the road signs may result in fatal accidents on the road.
10. The most suitable title for the passage is “The Importance of Road Signs in **Ensuring Safety**”.

### Activity 7.3.3: (Page 41)

Here is the list of personal and possessive pronouns found in the word puzzle:

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

### Practice Exercise 7 (Page 42)

Fill in the gaps with the words from the box:

1. Driving at a high speed is criminal, moreover, it is dangerous.
2. Apart from repairing the table, he also painted it.
3. Peter bought several tools such as a hammer and pliers.
4. It is good to plant trees especially in the rainy season.
5. He cleared his throat so that he could speak clearly.
6. Martin and I like swimming.
7. His voice was so loud and threatening.
8. That bag is not hers.
9. The dog was wagging its tail.
10. You cannot deny us entry to the mall.
11. The learners cleaned their class in the evening.
12. Don't blame them. It is not their fault.
13. He bought a bar of chocolate and broke it into four pieces.
14. I don't get why your name is not in the list.

15. Stop blaming us for an error that you have done yourself.

**Make correct sentences using the following pronouns:**

16. Mine is the red car parked outside.  
17. Our house is near the school.  
18. They are going to the park this afternoon.  
19. Their pet is very friendly.  
20. She likes reading books.

## 8.0 Travel

### Activity 8.2.1: (Page 44)

1. According to the first paragraph, why do some people set aside some resources?  
**As a way of rewarding themselves after spending hours working hard to pay bills.**
2. Write a sentence that means the same as the phrase.....” a routine that they find hard to break.”  
- **An activity that they find find difficult to forego.**
3. In the young people’s adventure, they explore  
**a) food**  
**b) entertainment**  
**c) fashion**
4. What defines your travel according to paragraph three?  
- **It is the places you visit, such as museums, temples, beaches, historical sites, mountain climbing, and parks.**
5. What does the phrase “...comfort zone”... mean in the passage?  
- **The phrase “comfort zone”in the passage means a place or situation where one feels safe, familiar and unchallenged.Traveling takes you out of this zone and allows you to experience new things.**

6. What would make some places hard to ever forget visiting?  
- **Some places are hard to forget visiting because they offer memorable experiences, such as new adventures, breathtaking sights or personal connections made during the visit.And also new people who are fascinating.**
7. When do you share memories that you treasure collectively?  
- **You share memories that you treasure collectively when you travel with family members or loved ones.**
8. What is better between travel experience and a material gift according to the passage?  
- According to the passage, a travel experience is better than a material gift because memories last longer and are more meaningful than gifts that can break or get old.
9. In what instance would one travel to try and heal even if not instantly?  
- One would travel to try and heal after losing a loved one.While it may not heal instantly, travel helps provide new energy and a sense of freedom.
13. What proverb would best summarize the passage?  
- The proverb that best summarizes the passage is,“There is no time like the present.”

### Activity 8.2.2: (Page 46)

**Here are the sentences with the prepositions underlined:**

1. He lay on the floor motionless.  
2. She will be staying in the new hotel.  
3. The new port is in Naivasha.  
4. The eagle flew in through the window.  
5. The gang of thieves hid among the dustbins.  
6. I came by bus this morning.

7. He sat **in** the shade and dozed off.
8. The pole is leaning dangerously **against** the house.
9. My grandmother hid the key **beneath** the carpet.
10. It is usually very hot when the sun is **overhead**.

**Activity 8.3.3: (Page 46)**

**Here are the prepositions found in the word puzzle:**

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

**Practice Exercise 8 (Page 47)**

**Sentences using the given words:**

1. **Mountain:** We climbed a tall mountain during our vacation last year.
2. **Museum:** The museum exhibits ancient artifacts from different cultures.
3. **Experience:** Traveling to the park was a good experience for us.
4. **Fascinating:** The documentary on wildlife was very fascinating.
5. **Memories:** Our family trip to the beach created beautiful memories that we will cherish forever.

**Fill in the gaps with prepositions:**

6. a) The boy is sitting in the shade.  
b) The boy is sitting under the tree.

7. The man will have to walk towards the hills.
8. Monkeys live in trees.
9. There is a red ball among the yellow ones.

**9.0 Heros and Heroines: - Kenya**

**Activity 9.2.1: (Page 50)**

1. Where was Juma going when his car broke down?
  - Juma was on his way to work when his car broke down.
2. What does the phrase “to no avail” mean?
  - The phrase “to no avail” means that despite his efforts, Juma could not fix the car.

3. Which word could best explain the word “grin” as used in the story?
  - The word “smile” could best explain the word “grin” as used in the story.
4. Why did Juma giggle?
  - Juma giggled because he found the words of the young man strange and unusual.
5. What are the two things Juma wanted to do as he stepped out of the car?
  - Juma wanted to thank the man and close the bonnet.
6. Give three things that are strange about the young man who helped Juma.
  - The young man appeared out of nowhere.
  - He fixed the car without Juma seeing him.
  - He vanished immediately after Juma stepped out of the car to thank him.
7. Who do you think the man who helped Juma was?
  - The man who helped Juma might have been a ghost or a supernatural being, given his mysterious appearance and disappearance.
8. What do you think the young man meant by the statement “some years back I used to get late in getting to places but nowadays I always reach everywhere in time. Just like I have reached here to help you”?
  - The young man might have been referring to his ability to help people, possibly suggesting that he now appears at the right moment to assist those in need, as he did with Juma.
9. What made Juma drive past the graveyard in panic?
  - Juma was scared because the place where his car broke down was near a graveyard, and he had a strange fear after his encounter with the mysterious man.
10. How many cars did the young man repair?
  - The young man repaired two cars: Juma’s car and the lady’s car he encountered later.

### Practice Exercise 9 (Page 52)

Here are the words with the same sounds as given:

Sound /t/ as in toll:

1. Till
2. Tall

Sound /d/ as in doll:

3. Depth
4. Deal

Sound /l/ as in liver:

5. Lake
6. Liner

Sound /r/ as in river:

7. Rake
8. Runner

Sound /u/ (short) as in bull:

9. Put
10. Full

Long sound /u:/ (long) as in boot:

11. Hoot
12. Shoot

Here are the sentences with the correct conjunctions:

13. He bought four books and a pen.
14. Henry was late but he was not punished.
15. Either John or Peter has taken the pen.
16. I looked for my ruler everywhere but I could not find it.
17. You can either eat an orange or an apple.
18. Maya and Becky are twins.
19. He ran the fastest but did not win.
20. He wore a blue shirt and a grey tie.

## 10.0 Music

### Practice Exercise 10 (Page 55)

Here are the sentences with the correct articles and possessive pronouns:

1. Prevention of COVID-19 was a universal agenda in the year 2020.
2. He bought an umbrella as the sun was very hot.
3. John is an honest man.
4. The traffic jam made us arrive there an hour later.
5. He wanted to speak to the principal urgently.
6. This is the book we have been looking for all day.
7. An orange is sweeter than a lemon.
8. The accident involved a university bus.
9. She fears the growl of a lion.
10. He was arrested for stabbing his friend with a knife.
11. He broke his glasses out of carelessness.
12. They set their goals at the beginning of the year.
13. Our eyes were glued on the TV the whole day.
14. What was your score in the last exam?
15. Your only duty is to see to it that all the gates have been closed.
16. They welcomed their guest immediately.
17. He dipped his finger in the hot water.
18. She keeps looking at her face in the mirror.
19. My arm got a fracture in the accident.
20. Hens protect their chicks from predators such as hawks.

### Activity 11.2.1: (Page 56)

1. Yes, your status in the community will be defined by your career. The passage states that a career impacts your lifestyle, social circle, and relationships, influencing your status.

2. The phrase “**social circle**” means the group of people you associate with or interact with regularly.
3. Two professions mentioned in the first paragraph are teacher and law enforcer.
4. One of the factors that should be considered when choosing a career is self-assessment to understand one’s interests
5. Two groups of people you should consult are seniors and parents.
6. Two things you need to acquire in preparation for a career are skills and qualifications.
7. As you attend workshops and seminars, you are likely to meet influential people in your career field.
8. Two people likely to be in an interview are the interviewer (employer or hiring manager) and the interviewee (job applicant).
9. A proverb that could best summarize this passage is “**Success does not come overnight**” or “**Hard work pays off**”, ‘we have our decisions’
10. The best title for this passage is “**Choosing the Right Career Path**”.

### Activity 11.4.1: (Page 58)

1. The dog was in a hurry because its pups were hungrily waiting for the food.
2. The dog stopped at the bridge because it saw its reflection in the water and mistook it for another dog with another piece of meat.
3. The dog made the mistake of thinking the reflection in the water was another dog with a piece of meat, so it jumped into the water and lost its own piece of meat.
4. The dog’s greed is shown by its desire for more meat, as it tried to take the other piece of meat.

5. The lesson from the story is that greed can lead to losing what you already have. It's important to be satisfied with what you have instead of wanting more and risking losing it.

### Practice Exercise 10 (Page 58)

1. Ruth uses her van for **commercial** purposes. (**commerce**)
2. That was a **foolish** act to do. (**fool**)
3. The car is so **dirty**. It needs to be cleaned. (**dirt**)
4. Hannah was **childish** for many years. (**child**)
5. Every youth wants to be **famous**. (**fame**)
6. After the accident, the mechanic said that the car was **serviceable**. (**service**)
7. We sat at the beach and watched the **tidal** waves. (**tide**)
8. The area has been set aside for **industrial** use. (**industry**)
9. The doctor encouraged me that the injection would not be **painful**. (**pain**)
10. Most people did not listen to the **prophetic** words. (**prophet**)
11. The chef prepared a **tasty** meal. (**taste**)
12. The judge said the rules are **relaxed**. (**relax**)
13. To save this situation you need to be **creative**. (**create**)
14. A mosquito is a very **annoying** insect. (**annoy**)
15. The politician is very **talkative**. (**talk**)
16. The story is very **amusing**. (**amuse**)
17. As **forgetful** as a warthog. (**forget**)
18. The road has a yellow **continuous** line. (**continue**)
19. His situation is **laughable**. (**laugh**)
20. Your handwriting is not **readable**. (**read**)
21. The mango was **rotten**. (**rot**)
22. Stop being **careless**. (**care**)
23. We all love to be **heroic**. (**hero**)

## 12.0 Traditional Fashion

### Activity 12.2.1: (Page 60)

1. Three reasons that make us wear clothes are:
  - i. Protection against the sun or cold.
  - ii. To flaunt our looks and attract others.
  - iii. To meet cultural and religious beliefs.
2. According to the passage, animals show off their bright colours to attract others.
3. Before clothes evolved into fashion, they were just a basic need.
4. Minimum clothing for both genders is emphasized in societies where being practical in order to survive is the main rule.
5. The traditional clothes for the Maasai people are shukas.
6. The word "flaunt" has been used in the passage to mean to show off.
7. One traditional occasion when wearing traditional clothes is very important is during weddings.
8. Two proverbs that can be used in this passage are:
  1. "Clothes make the man."
  2. "Don't judge a book by its cover."
9. The best title for the story could be "The Evolution and Importance of Clothing."

### Practice Exercise 12 (Page 63)

1. The team was made up of professional players.
2. You can look up these words in the dictionary.
3. Sorry I am late, my car ran out of petrol.
4. Those new football boots really stand out.
5. The bridge has broken down again.
6. The househelp has been doing a good job looking after our young son.
7. The train was packed to capacity so it was hard to get on.

8. We need some silence now. Please turn down the volume of the TV.
9. The flight took off one hour late.
10. We do not need that box. You can throw away the box.
11. Would you look after my flock of sheep this week?
12. The bakery ran out of water yesterday.
13. Joseph broke his hand when playing basketball.
14. The chairman put off the meeting until tomorrow.
15. Please turn off the radio, I have a headache.
16. The two boys got into the crime.
17. Learners look forward to school holiday.
18. The car broke down on my way home.
19. You can now switch off the lights.
20. I came across our former teacher of English.

### 13.0 Land Travel

#### Activity 13.1.3: (Page 65)

Here are the sixteen words related to land travel from the word puzzle:

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

#### Activity 13.2.3: (Page 65)

Here are the answers to the questions based on the passage:

1. At what grade did the writer take a road trip?
  - The writer took the road trip in Grade Seven.
2. What reason was given to the writer for not being allowed to go on a road trip?
  - The writer was told that he/she was too young to be away from home alone.



3. The words “nitty gritty” have been used in the passage to mean:
  - The words “nitty gritty” refer to the small details or every little thing.
4. For about how many hours did they travel?
  - They travelled for about eight hours.
5. Where were they when the writer dozed off?
  - The writer dozed off when they were at Emali town.
6. How could you define the houses in Mombasa?
  - The houses in Mombasa were described as magnificent white and blue buildings.
7. How long is the floating bridge?
  - The floating bridge is 1.2 kilometres long.
8. Why is the bridge not fixed?
  - The bridge is not fixed because it is built in a way that it moves out of the way when a ship wants to use the waterway.
9. What is the best title for the passage?
  - A good title for the passage would be “A Road Trip to Mombasa” or “My Amazing Road Trip Experience”.

### Practice Exercise 13 (Page 68)

Here are sentences using the given words.

1. **Destination:**
  - After traveling for eight hours, we finally arrived at our destination.
2. **Departure:**
  - The departure time of the train was delayed by thirty minutes due to heavy rain.
3. **Voyage:**
  - The sailors embarked on a dangerous voyage across the Atlantic Ocean to discover new lands.

4. **Trek:**
  - The hikers prepared for a long trek through the dense forest.
5. **Roam:**
  - Wild animals often roam freely in the forest.

### Underline the Subject

6. The **pilot** happily addressed the passengers.
7. The **rain** destroyed the crops on the farm.
8. The tall **man** stood behind the president.
9. **I** don't like Chinese food.
10. **Stella** returned to Kenya.

### Underline the Predicate

11. The curtain **got torn** through the centre.
12. The scouts **raised the national flag**.
13. The policeman **waved down the lorry**.
14. Clinton likes swimming.
15. The road leads to Mombasa.

### Idiomatic Expressions and Their Meanings

16. **Be at a crossroad:**
  - To face a critical decision or a turning point in life.
17. **Have the whole life in front of you:**
  - To have many opportunities and time ahead.
18. **Be a minefield:**
  - A situation full of hidden dangers or difficulties.
19. **Eat your words:**
  - To admit that what you said was wrong.
20. **Break a leg:**
  - A way to wish someone good luck, especially before a performance.

## 14.0 Sports: Outdoor games

### Activity 14.1.1: (Page 69)

#### Completed Table

Sound /v/	Sound /f/	Sound /n/	Sound /ng/
very	ferry	been	being
1. victory	1. farm	1. nine	1. sing
2. value	2. fun	2. name	2. king
3. visit	3. fall	3. neat	3. wing
4. village	4. face	4. nail	4. ring
5. vehicle	5. fine	5. night	5. song

#### Answers

1. The Olympics take place in intervals of four years.
2. The Olympics date back to the 1890s.
3. About 38 games are included in the Olympics.
4. The three medals given to the winners are gold, silver and bronze.
5. In ancient times, wreaths were given to winners.
6. In a race, the national anthem of Uganda will be played as it took the first position.
7. Paralympics are played by athletes with disabilities.
8. Deaflympics are played by athletes with hearing impairments.
9. The word “boycott” means refusing to participate as a form of protest.
10. The best title for the passage is “**The Olympics and Their Significance.**”

#### Practice Exercise 14 (Page 73)

1. **Learner to construct correct correct sentences using the given words**

- (c) **Symbol:** The dove is a universal symbol of peace.
- (d) **Medal:** She won a gold medal in the swimming competition.
- (e) **Sportsmanship:** His sportsmanship was evident when he congratulated the winner with a big smile.

#### 2. Fill the gaps with appropriate verbs:

1. The boy is said to have left without goodbye.
2. A flock of sheep was stolen from the farm.
3. Red and black are some of the colours of the Kenyan national flag.
4. Everybody was left surprised by his words.
5. Many of the soldiers were injured in the war.
6. The two accidents were avoidable.
7. Her voice was lost in the wind.
8. The three months holiday is enough to carry out the project.
9. Blood is thicker than water.
10. You are expected to work hard in school.

1. Wendy and her sister like playing outside.
2. The duck or the goose has laid an egg.
3. The old man and his dog live near our home.
4. One of my brothers plays tennis.
5. It doesn't matter who won the race.
6. Neither of those books needs a cover.
7. Your pair of shoes is still wet.
8. Was the news at nine interesting?
9. Nobody knows what I am going through.

#### Activity 15.2.1 - Answers

1. Mention two things that attract tourists to Kenya:

1. The wide variety of wildlife and sceneries.
  2. The favourable climate.
2. What is sun-bathing?
    - Sun-bathing is the act of lying in the sun, usually on a beach, to enjoy the warmth and improve one's tan.
  3. What is good about Kenyan sandy beaches?
    - The beaches are uncrowded, offer free space, and have a pleasant, not-too-hot sun.
  4. Who are low-cost travelers?
    - Low-cost travelers are tourists who prefer affordable travel options, such as budget-friendly hotels and activities.
  5. How many lakes have been mentioned in the passage?
    - Six lakes are mentioned: Baringo, Turkana, Naivasha, Victoria, Elementaita, and others.
  6. Name two mountains mentioned in the passage:
    - Mount Kenya and Mount Longonot.
  7. The word 'infrastructure' has been used in the passage. What is its meaning?
    - Infrastructure refers to the basic physical structures and facilities, such as roads, bridges, and buildings, needed for a society to function effectively.
  8. What are the three disadvantages of tourists coming to Kenya?
    1. Introduction of drugs into the community.
    2. Spread of diseases among locals.
    3. Disturbance of wildlife through hunting, pollution, and noise from vehicles and aircrafts.
  9. Which proverb can best be used in the passage?
    - "Every rose has its thorn."
  10. What is the best title for the passage?
    - "The Benefits and Drawbacks of Tourism in Kenya."

## Practice Exercise 15 - Answers

1. The school is not fenced.  
Negative
2. This is not my fault.  
Negative
3. That is the road to Mombasa.  
Affirmative
4. The president is in the country.  
Affirmative
5. I love country music.  
Affirmative
6. There is no reason for doing that.  
Negative

## Negative Sentences

7. The car is not very expensive.
8. Zebras are not very beautiful.
9. His pen is not in the locker.
10. That is not the reason he gave.
11. Peter is not a good artist.
12. His voice is not clear enough.
13. She did not win a gold medal.

## Affirmative Sentences

14. The presidential elections are near.
15. This money is genuine.
16. His wife is coming today.
17. Those are the keys to that door.
18. You can go beyond that point.
19. I have brought the parcel.
20. It is very hot today.

## Term 1 Assessment Exercise Proper Noun or Common Noun

1. Cows - Common noun
2. Nile, Lake Victoria- Proper nouns
3. Discipline - Common noun
4. Mr. Mugambi - Proper noun

## Countable (C) or Uncountable (U) Nouns

5. water - U
6. sea - C/ U
7. idea - C
8. pain - U

## Past Tense and Past Participle of Verbs

Verb	Past Tense	Past Participle
9. forget	forgot	forgotten
10. write	wrote	written
11. hope	hoped	hoped
12. hop	hopped	hopped

## Sentences in Simple Present Tense

13. rise - The sun rises in the east.
14. bake - She bakes delicious cakes every weekend.
15. ride - He rides his bicycle to school every day.
16. preach - The pastor preaches every Sunday.

## Comparative and Superlative Forms of Adjectives

Adjective	Comparative	Superlative
17. rude	ruder	rudest
18. reckless	more reckless	most reckless
19. sweet	sweeter	sweetest
20. heavy	heavier	heaviest

## Passage Questions

21. The girl in the story could have been said to be as beautiful as a goddess, sunrise
22. Who wanted to marry the girl?  
Many young men and a stranger from a distant country.
23. Who refused the girl to be married?  
Her mother.
24. The proverb that could best summarize the story is "Patience pays."

25. The stranger promised that he would keep her in the shade.
26. When did the fat girl begin to melt? When she went out into the sun to work.
27. What part of the girl's body remained?  
Her big toe.
28. How did the sister carry the remaining part of the fat girl?  
In her basket.
29. When the husband returned, he asked for his dear wife.
30. How long would the toe take to grow back into a whole girl?  
Three months.
31. What condition was given to the husband by the wife's sister?  
He must send away the jealous wife.
32. The story above is an example of a folktale.
33. How did the husband spend the money paid back for dowry?  
He kept it until the girl was whole again.
34. What was different about the fat girl when she emerged?  
She was fatter and more beautiful.
35. Two other words for 'feast':  
(a) banquet  
(b) celebration

## Fill in the Blanks

36. immediately
37. collected
38. husband
39. to
40. always

## Term II Assessment Exercise

### Correct Answers

- Supply the correct adverb indicated in brackets to complete the sentences.
1. He drove the car recklessly and caused an accident. (adverb of manner)

2. Tomorrow is the day we are opening the mall. (adverb of time)
3. You cannot go now; it is late. (adverb of time)
4. He left his luggage there and went. (adverb of place)

**Fill in the gap with the correct possessive pronoun.**

5. Peter said that his car was at home.
6. Her hair was neatly held with a hairband.
7. The dog was hiding in its kennel.
8. The last car to leave is ours.

**Complete the idiomatic expressions below.**

9. beat around the bush
10. blow hot and cold
11. be a chip off the old block
12. sell like hot cakes

**Join the two sentences given using a suitable conjunction.**

13. The car hit the bus, but the car did not roll over.
14. The policeman stopped the bus, and asked the driver to hand over his license.
15. The learners were doing homework, while the teacher was marking their books.
16. I did not go to school because I was feeling unwell.

**Fill in the gaps with the correct article.**

17. The president will address the nation soon.
18. A snakebite can be fatal if not treated.
19. He wore an orange apron as he was repairing the car.
20. His father loves him because he is an honest boy.

**For questions 21 to 35, use the passage to answer the questions.**

21. The little boy practised by shooting lizards and small birds.
22. The boy was ten years old when his father died.

23. The boy was an expert with his little bow because he practiced often.
24. The boy ran away because the slaves planned to kill him.
25. A child whose both parents have died is called an orphan.
26. The boy met the old woman early in the morning.
27. The boy thought the old woman was a witch because she was so ugly and had a long nose.
28. The old woman promised to help him and assist him in ruling his father's kingdom.
29. The gourd was in a stream.
30. Simile: The old woman was as ugly as a toad, warthog, scarecrow.
31. The boy was to store the gourd in one of the rooms of his house.
32. It took the slaves a long time to build the house.
33. The house was built by two slaves.
34. The boy's house was to be built in the forest.
35. Proverb: "Where there is a will, there is a way."

**For questions 36 to 40, fill the blank spaces with the best answer from the choices.**

36. D. treasure
37. C. However
38. B. he
39. C. drink
40. A. anyone

### **Term Iii Assessment Exercise**

**Fill in the gaps in the sentences by changing the word in the brackets into an adjective.**

1. Drug abuse can make one to be **useless** in the community. (**use**)
2. Damaris has always been a **joyful** girl. (**joy**)

3. He wrote the letter on a **printed** paper.

**(print)**

4. The car is very **spacious**. **(space)**

**Use the correct phrasal verb to fill in the gaps.**

5. My sister **takes after** my mother.

**(take after, look after)**

6. The thieves **broke into** the office.

**(broke up, broke into)**

7. It took her long to **get over** her mother's death. **(get over, get in)**

8. The parents **called off** the meeting.

**(called on, called off)**

**Write four correct simple sentences using the subject and verb given.**

9. The **security personnel** stopped the car.

**(security personnel, stop)**

10. The **doctor** **treated** the patient.

**(doctor, treat)**

11. The **shopkeeper** **sold** fruits.

**(shopkeeper, sell)**

12. The **gateman** **inspected** the vehicle.

**(gateman, inspect)**

**Use the verbs in the brackets to correctly fill in the gaps.**

13. The boys **are** busy reading. **(is, are)**

14. All that paint **has** been wasted.

**(has, have)**

15. The herd of zebra **was** ambushed by lions.

**(was, were)**

16. The elephants **have** destroyed the camp.

**(has, have)**

**Change the following sentences into affirmative.**

17. The car caused an accident.

18. He is in charge of the business.

**Change the following sentences into negative.**

19. He does not drive carelessly on the highway.

20. Henry is not in hospital.

**For questions 21 to 35, use the passage to answer the questions.**

21. The king did not have many slaves.

22. The hippopotamus was chosen as the king of the water animals.

23. The elephant was chosen as the king of the forest animals.

24. The phrase 'make up his mind' means to decide.

25. The animals and birds worked for the king.

26. The geese are perfect swimmers according to the passage.

27. If the king decided to choose the most audible bird, the hornbill would be chosen.

28. The big cranes had the reputation of walking about the river banks.

29. The birds were to choose their leader through a trial contest.

30. The hawk tribe were declared the King of birds.

31. The cranes are said to have left in a straight line.

32. The big forest birds are known to lead a secluded life.

33. Many thousands of birds reported the following morning.

34. The best title for the passage is "The King of Birds."

35. The vultures were the last to give up the fight.

**For questions 36 to 40, fill the blank spaces with the best answer from the choices.**

36. B. days

37. B. and

38. B. in

39. A. had

40. A. quickly

# KISWAHILI

## 1.0. Usafi wa kibinafsi uk 8

Wanafunzi waweze kutazama picha husika na kisha waelezane kuhusu picha hizo.

### Shughuli ya 2 uk. 85

Wanafunzi waweze kuigiza mazungumzo husika huku wakizingatia vipengele husika vya mazungumzo.

### Shughuli ya 3 uk 85

Mwanafunzi aweze kujibu mazungumzo kutoka kwa mwalimu, mwanafunzi mwenzi na vifaa vya kidijitali.

### Shughuli ya ziada

Mwanafunzi aweze kushirikiana na mzazi katika kuzingatia vipengele vifaavyo vya kusikiliza na kujibu mazungumzo.

### Kusoma Uk. 87

1. Alijiandaa kwenda shuleni.
2. Alikuwa mwenye bidii nyumbani na shuleni kwa shughuli tofauti tofauti.
3. Alizingatia usafi wa mwili mzima.
4. Mavazi aliyokuwa amevalia Bahati pamoja na jinsi alivyopoteza wazazi wake.
5. Wanafunzi waweze kujadiliana wawili wawili.
6. Kwa kuwa walizembea kwa kazi yao.

### Shughuli ya 3. Uk. 87

Jinsi matukio yanavyofuatana.  
(iv), (v), (iii), (ii), (vi), (i)

### Shughuli ya 4. Uk. 87

1. a) Rehema alipaswa kwenda kwa kina Bahati ili kumjulua hali na kuelewa mathila za rafikiye Bahati.  
b) Rehema kuelekea shuleni baada ya shughuli zote kuzimaliza.  
c) Haki ya kutokusikilizwa na walimu wake.  
d) Alikamatwa na kupelekwa kwa tume la kupambana na haki za watoto.

### Shughuli ya 5 uk. 87

- 1.a) Yatima - Mtoto aliyefiwa na wazazi.  
Kukinai - Tosheka na kuridhika.  
b) Subira huvuta heri: Uvumilivu huja na mazao mengi kwa mfano mwanafunzi anapovumilia na kutia bidii baadaye hufanikiwa.  
c) Waliaga dunia.

### Shughuli ya ziada

Mwanafunzi aweze kusakura mtandaoni kuhusu usafi wa kibinafsi na kisha kujibu maswali yaliyopeanwa.

### Kuandika uk. 88

#### Shughuli ya 2 uk. 89

- (a) Jina la mtu.
- (b) Jina la mtu / Majina ya watu.
- (c) Jina la mji.
- (d) Jina la makundi ya watu.
- (e) Jina la mji.

### Kikomo (.) Uk. 89

#### Shughuli ya 2

Dkt. Njogu, ambaye ni mwanasaikolojia katika hospitali tajika nchini. Anadai kuwa visa vya kansa nchini vinazidi kuongezeka kwa sababu ya lishe ambayo wakenya wameshabikia. Alisihi kuwa wananchi wazingatie lishe bora ili afya ya kila mmoja iweze kulindwa na kudumu.

### Shughuli ya 3 uk. 89

- (a) Kuandika fedha.
- (b) Kuonyesha tarehe.
- (c) Mwishoni mwa sentensi.
- (d) Kuonyesha anwani ya barua.
- (e) Kuonyesha jila la mtu.

### Shughuli ya ziada uk. 90

Mwanafunzi aweze kuandika kifungu kifupi kuhusu usafi wa kibinafsi na kisha awasambazie wenzake mitandaoni ili waitolee maoni.

## Sarufi uk. 90

### Nomino za pekee na za kawaida

Mnavu	Malindi
Ngagani	Marekani
Mchicha	Kansa
Nairobi	Mombasa

### Nomino za kawaida

#### Shughuli ya 2 uk. 91

Marashi	Nguo
Mate	Kondoo
Darasani	Kiganda
Televisheni	Kitabu

### Shughuli ya ziada

Mwanafunzi aweze kumtaja mzazi nomino za pekee na za kawaida anazofahamu.

### Tathmini ya 1 uk 91

1. Herufi kubwa imetumika kuonyesha majina ya nomino za pekee.
2. S.L.P. 128, Resise.
3. Mtoto alioga na maji moto.
4. Majina ya watu kwa mfano Wanja.  
Majina ya wiki mfano Alhamisi.  
Majina ya miezi mfano Februari.  
Majina ya mito mfano Mto. Nzoia.  
Majina ya magari mfano Toyota.
5. Disemba na Mombasa.
6. Walinunua daftari shule zilipofunguliwa.
7. a) Kukubaliana na jambo.  
b) Kuonyesha usikivu au umakinifu.  
c) Kuelewa matini husika.  
d) Huchangia umakinifu wa hoja au swala husika.
8. Matunda
9. D
10. Mwanafunzi aweze kusoma kifungu kuhusu usafi wa kibinafsi na kisha andike kifungu hicho.

## 2.0 Lishe Bora

### Shughuli 1: Kusikiliza kwa kina

Mwanafunzi aweze kusoma silabi husika kwa ufasaha.

### Shughuli ya 2 uk. 92

Mwanafunzi aweze kusoma sentensi zifuatazo zenye maneno /dh/ na /th/ mfano.

- i) Thamani                      Dhamani
- ii) Thibitisha                  Dhibitisha
- iii) Mwadhiri                  Athiri

### Shughuli ya 3 uk. 92

1. Mwizi yule baada ya kuiba mali ya thamana aliachiliwa na dhamana kubwa.
2. Madaktari walitaka kudhibiti mgonjwa yule kabla ya kuthibitisha ugonjwa huo.

### Kusoma

#### Kusoma kwa Mapana Uk. 92

##### Shughuli ya 1

Mwanafunzi aweze kujichagulia matini na kusakura maneno magumu.

##### Shughuli ya 2

1. Mwanafunzi aweze kumsimulia mwenzake matini aliyosoma.
2. Mwanafunzi aweze kutoa muhtasari wa matini aliyosoma.

##### Shughuli ya 3

Mwanafunzi aweze kufanya kazi mradi zilizopeanwa kwa ufasaha.

### Sarufi

#### Nomino za makundi na za dhahania

##### Shughuli ya 1

1. kikosi  
mkungu  
genge  
dazani  
bumba
2. Umati wa watu  
Kichala cha matunda  
Mlolongo wa magari  
Rundo la funguo



### Shughuli ya 2 Uk. 95

1. a) Biwi la takataka.  
b) Jozi ya soksi.  
c) Seti ya sahani na vikombe.  
d) Seti ya fanicha  
e) Topa la vitabu
2. a) Wanafunzi walipeleka biwi la takataka pembeni.  
b) Wanunuzi walinunua jozi ya soksi sokoni.  
c) Jikoni wapishi walipanga seti ya vikombe kwenye kabati.  
d) Mwalimu mkuu alinunua seti ya fanicha ya kutumika shuleni.  
e) Baba alinunua topa la viatu za kuuza dukani.

### Shughuli ya 3 uk. 95

- |             |            |
|-------------|------------|
| a) Thurea   | e) tita    |
| b) Hadhira  | f) kikosi  |
| c) Kidimbwi | g) kilinge |
| d) Mtungo   | h) biwi    |

### Nomino za dhahania

#### Shughuli ya 1 uk. 95

- |           |           |
|-----------|-----------|
| Amani     | Vita      |
| Nguzo     | Kiu       |
| Simanzi   | Elimu     |
| Furaha    | Mashakani |
| Maelewano | Raha      |
| Masomo    | Maisha    |
| Ustawi    |           |

#### Shughuli ya 2 uk. 95

1. a) Wanasiasa walikutana na jopo la watu wakielekea kongamano.  
b) Wasafiri walishambuliwa na genge la majambazi barabarani.  
c) Mtoto alishikwa na usingizi na alipumzika kwenye kochi.  
d) Wageni walikula shibe yao kwa karamu ile ya kukata na shoka.  
e) Alina aliugua ugonjwa wa kipindupindu kwa kunywa maji chafu.  
f) Wanafunzi werevu walifaulu mtihani wa kidato cha nne.  
g) Mtoto alitikisa kichwa kwa kuwa chakula kilikuwa kitamu.  
h) Maimuna alibeba kicha cha mboga kilichofungwa pamoja.  
i) Wanabenki walihesabu bunda la noti baada ya kufunga kwa jioni.

### Tathmini ya 2 uk. 96

1. Mwanafunzi aweze kutamka maneno husika vyema.
2. Magari ya uchukuzi yaliwekwa vidhibiti ili kuthibiti ajali nyingi barabarani.
3. Tafadhali wangemwomba afadhali asimchape.
4. Mwanafunzi aweze kushughulikia matini husika ni kisha amweleze mwenzake.
5. Mtahini aweze kuandika insha iliyokusudiwa na kisha awasilishie mzazi ili aitolee maoni.
6. a) ndizi  
b) nguo  
c) wazee  
d) funguo
7. a) Hadhira ya watangazaji walikusanyika kwenye mbunge la taifa.  
b) Kukutana na kilingeha wachawi ni vigumu mno kwa wakati mmoja.
8. A
9. Kidimbwi
10. a) Wafanyakazi walitunikiwa bunda la noti kwa kazi nzuri.  
b) Mwalimu aliwaarifu kuwa wema hauozi.  
c) Usingizi wa mang'amung'amu ulimbeba mtoto.

### Uhuru wa Wanyama

#### Kusikiliza na kuzungumza

#### Shughuli ya 1 uk. 97

Wanafunzi waweze kujadili tanzu za fasihi.

#### Shughuli ya 2 uk. 97

Wanafunzi waweze kusoma na kujadili sifa za tanzu za fasihi simulizi.

#### Shughuli ya 3 uk. 98

Wanafunzi waweze kufafanuliana tanzu za fasihi simulizi zilizo kwenye jedwali.

#### Fasihi andishi

#### Shughuli ya 4 uk. 98

Wanafunzi waweze kujadili sifa bainifu ya fasihi andishi.

#### Shughuli ya 5 uk. 99

Wanafunzi waweze kusoma kwa pamoja tungo za fasihi andishi.

### Kusoma uk. 99

#### Kusoma kwa kina

#### Novela

#### Shughuli ya 1 uk. 99

Wanafunzi waweze kujadiliana sifa bainifu ya Novela wakiwa katika kikundi / makundi.

#### Shughuli ya 2 uk. 99

1. Novela ni hadithi yenye riwaya fupi.
2. Mwanafunzi aweze kujichagulia novela iliyoteuliwa na mwalimu na kisha kujadili sifa zake.

#### Kuandika

Katika shughuli ya 1, 2 na 3 mwanafunzi aweze kuzingatia vielelezo vya kanuni za kuandika insha za kubuni.

#### Sarufi

#### Pigia mstari uk. 101

- a) i) kusimama  
ii) chai  
iii) kuchunga  
iv) maji  
v) kutembea  
iv) wino  
v) kumtemea na mate
- b) Mwanafunzi aweze kumtaja mwenzake nomino za wingi anazozifahamu.

#### Shughuli ya kibinafsi uk. 101

1. Mama alikama maziwa ya ng'ombe na kupeleka sokoni.
2. Mafuta ya kupika imemwagika.
3. Bidii yao ya kulima iliwaitea mazao kemkem.
4. Watoto walienda kuchunga ng'ombe ya wazazi.
5. Mwalimu aliwaeleza wanafunzi ni vyema kutunza vitabu vyao.
6. Malighafi yale yalipaswa kuhifadhiwa vyema.
7. Serikali imepunguza bei ya unga kwa wananchi wazalendo.

#### Shughuli ya ziada

Mzazi au mlezi aweze kushirikiana na mwanafunzi katika kusakura mtandaoni au kwenye vitabu kuhusu nomino za wingi na za vitenzi-jina.

### Tathmini ya 3 uk. 102

1. Mwanafunzi aweze kuchagua tanzu moja ya fasihi awasimulie wenzake ili waitolee simulizi hiyo maoni.
2. Ni utanzu wa fasihi simulizi ambayo si mrefu kama riwaya.
- 3.a) Huwa na wahusika wachache.  
b) Huwa na maudhui machache. (Mwanafunzi aweze kutambua sifa zingine bainifu za Novela)
4. Mwanafunzi aweze kubuni insha kwa kuchagua matini yoyote husika.
5. D
6. a) Simiti ilichanganywa na mchanga ili kujenga nyumba.  
b) Mwanafunzi alinunua kalamu ya wino.
7. Kuimba - Nomino za kitenzi - jina  
Amina - Nomino za kipekee
8. Kuhimiza na kutumia
9. B
10. Mwanafunzi aweze kutekeleza wajibu wa kusimulia mlezi au mzazi kuhusu novela aliyoisoma.

## 4.0 Aina za Maliasili

### Kusikiliza wa kuzungumza

#### Shughuli ya kwanza uk. 103

1. Wanafunzi katika vikundi waweze kuimba wimbo bembelezi ni watoto walale.
2. Huwa na sauti nyororo.  
Huimbwa kwa utaratibu.  
Huimbwa kwa mahadhi ya chini.

#### Shughuli ya uibinafsi uk. 103

1. a) Huhimiza ubunifu / miundo mipya.  
b) Sauti ya urudiaji huhitajika.  
c) Uchezaji wa viungo vya mwili.
2. a) Huwa na maneno ya kurudiwa rudiwa.  
b) Humiminia mtoto sifa.  
c) Huwa fupi.

### Kusoma uk. 104

#### Shughuli ya 2

Mwanafunzi aweze kusoma ufahamu kwa kasi ifaayo.

### Shughuli ya 3 uk. 105

Wanafunzi waweze kusomea mwenzake kifungu wakizingatia ishara za uso na mikono.

### Shughuli ya 4 uk. 105

Mwanafunzi aweze kuzingatia na kufuata vipengele vya kusoma kwa ufasaha.

#### 4.4. Sarufi

##### Nyakati na Hali

##### Shughuli ya 1

Mwanafunzi aweze kusoma kwenye fununu ili kuelewa maana ya nyakati na hali.

##### Shughuli ya 2

Mwanafunzi aweze kusoma ufahamu kwa ufasaha.

##### Shughuli ya 3 uk. 107

1. Ukicheza na kisu kile unakatwa. (Mwanafunzi atunge sentensi zingine sahihi)
2. Hatukuwangoja wanafunzi waliochelewa bali tulingoa nanga.
3. Alishauriwa na kamiti ya wazee apate jiko.
4. Mwimbaji wa injili aliwahimiza waumini kuwa ataimba baadaye.
5. Akiulizwa alisema anafurahia maisha ya Mombasa.
6. Watoto walisema watazilinda vifaranga baada ya kuanguliwa.

##### Wakati uliopita.

Wageni walifika mapema.  
Alikula vyakula vitamu.  
Alikuwa akiwa amefurahi.

##### Wakati uliopo

Mwalimu anakuja nyumbani kesho.  
Mwanafunzi ananunua kalamu.  
Mama anapika ugali.

##### Wakati ujao

Wanafunzi wa kidato cha nne watafanya mtihani baadaye.

Atanunua simu siku baada ya kesho.

Gari atakayo nunua itafika mwakani.

##### Tathnimi ya 4 uk 107

1. Wimbo wa watoto huimbwa au hubuniwa kwa minajili ya watoto kuimba ilhali bembelezi huimbwa kumfanya mtoto alale.
2. La! La! toto lala  
mama anakuja lala  
akupe maziwa lala
3. a) Huwa nyororo  
b) Hurudiwarudiwa  
c) Huimbwa polepole / mahadhi ya chini
4. Mwanafunzi aweze kuimba na mzazi / mlezi wimbo wa watoto.
5. Kiimbo  
Shadda / shada  
Kiwango cha sauti  
Ishara za uso na mkono
6. Mwanafunzi aweze kuiga mwanahabari na kuiga kisha baada ya hapo ajirekodi.
7. Huwa na mpangilio maalum.  
Andika insha fupi na ya kueleweka.  
Kichwa cha insha.  
Utangulizi.  
Kiini cha insha.
8. Mwanafunzi aweze kuandika insha yenye mwanzo iliyopeanwa.
9. A
10. Wakati uliopita

## 5.0 Unyanyasaji wa kijinsia

### Mazungumzo Mahususi

Maamkuzi	Jibu	Wakati
Habari	Njema	Wowote
Sabalkheri	Aheri	Asubuhi
Shikamoo	Marahaba	Wowote
Masalkheri	Aheri	Jioni
Alamsiki	Binuru	Usiku
Kwaheri	Ya kuonana	Wowote

### Shughuli ya 2 uk. 109

1. Mwanafunzi aweze kuzingatia maamkuzi na maagano wakati wa mazungumzo.
2. Mwanafunzi aweze kufuata maagizo kuhusiana na maamkuzi na maagano yanayotumiwa na makundi mbalimbali.
3. Kwaheri - Kwaheri ya kuonana.  
Tuonane kesho - Inshallah / majaliwa
4. Wanafunzi waweze kujadiliana maamkuzi yanayotumiwa na makundi waliopewa.

### Shughuli ya 3 uk. 109

Mwanafunzi aweze kujitwika jukumu la kusikiliza mazungumzo na kisha kutaja maamkuzi na maagano yaliyotumika.

### Kusoma uk. 110

#### Kusoma kwa Ufahamu

1. Alikuwa mchungaji wa mifugo wake.
2. Ukame na mafuriko.
3. Kwa kukosa maji na chakula.
4. Eneo lisilo kuwa na mabonde au miunuko.
5. Kwa kutozingatia mbinu za kisasa za kilimo.
6. Bonde - Eneo lililoko / ardhi iliyo baina ya vilima viwili.  
Bima - Mkataba wa kupata huduma au fidia wakati mlipaji anapofikwa na ajali au hasara fulani.  
Dhifu - Kitu legevu au hafifu.  
Papa - Nia ya kutaka kuafikia mwisho wa kitu au jambo.

### Shughuli ya 2 uk. 110

Mwanafunzi aweze kueleza kila aya ya kifungu alichosoma.

### Kuandika

- a) Maelezo ya umbali wa barabara.
- b) Picha inayoonyesha dawa.
- c) Maelezo ya jinsi mtihani utakavyofanywa.
- d) Maelezo ya pande za miji.

### Shughuli ya 2 uk. 111

Mwanafunzi aweze kujadili maelekezo yaliyotolewa katika makundi.

### Sarufi uk. 112

1. Wanafunzi waweze kujadili nyakati mbalimbali huku wakizingatia wakati uliopita na wakati ujao.
2. i) Wakati ujao hali ya kuendelea.  
ii) Wakati uliopita hali ya kuendelea.  
iii) Wakati uliopita hali ya kuendelea.  
iv) Wakati uliopo hali ya kuendelea.

### Shughuli ya 3 uk. 113

- i) Mtoto analia kwa sababu anakakataa kuoga. Mwalimu anafundisha darasani na wanafunzi wanaandika.
- ii) Mtoto amelala baada ya kucheza. Abiria amefika baada ya kusafiri usiku mzima.
- iii) Rais atafika nchini kutoka Marekani. Wanafunzi watarejea kutoka likizo mwezi ujao.

### Shughuli ya ziada uk. 113

1. Mvua itakuwa ikinyesha mfululizo.
2. Zainabu alikuwa akiimba kanisani.
3. Gazeti inasomwa na mwanafunzi.
4. a) wanacheza                      b) anatetea  
c) wanakaribishwa
5. a) walikuwa                      b) walikuwa  
c) alikuwa
6. a) atakuwa                      b) watakuwa  
c) watakuwa

### Tathmini ya 5

1. Shikamoo  
Habari  
Umeshindaje  
Inshallah
2. Shikamoo
3. Asubuhi

4. Shikamoo - Marahaba  
Njioni Njema - Pia nawe
5. Mwanafunzi aweze kusakura mtandaoni kuhusu unyanyasaji wa kijinsia.
6. Mwanafunzi aweze kuandika insha ya maelezo kumweleza mwenzako jinsi ya kufika mjini.
7. Walikuwa
8. atakuwa
9. A
10. uliopita hali ya kuendelea.

## 6.0 Usalama Shuleni

Kusikiliza na Kuzungumza Uk. 115

Shughuli ya 1

- ii) Mwanafunzi aweze kufuata maagizo aliyopewa na vifaa vya mazungumzo.
- ii) Mwanafunzi aweze kueleza matini aliyosikiliza.
- iii) Mwanafunzi aweze kufasiri habari husika.

**Kusoma**

Shughuli ya 1 uk. 115

Mwanafunzi aweze kuzungumzia novela aliyowahi kusoma.

Shughuli ya 2 uk. 115

1. Wanafunzi waweze kutambua maudhui mbalimbali ya novela iliyoteuliwa.
2. Wanafunzi waweze kutambua dhamira kwa novela iliyoteuliwa.
3. Mwanafunzi aweze kuandika maudhui ya maelezo mafupi ya novela iliyosomwa.

Shughuli ya 3 uk. 115

Mwanafunzi aweze kuandika muhtasari wa dhamira katika novela.

**Sarufi**

Vitenzi uk. 117

imba	Rithi
Chubwi	Kimbia
Machungu	Kucheza
Furahi	Kua

Shughuli ya 3 uk. 118

1. Alikuwa na kuwapata wakicheka.
2. Walitembea kwa shida baada ya kushiba.
3. Wanafunzi walipona kichapo cha mwalimu walipopatikana wakisoma.
4. Watoto wale baada ya kuwa na bidii masomoni walituzwa.
5. Waimbaji wale licha ya kuwa wangali waliweza kuimba.
6. Waliulizwa kama waliwahi kula vitumbua.

Tathmini ya 6

1. (a) Kutokea kwa ajali na mikosi mbalimbali.  
(Mwanafunzi atathmini maswala mengine)
2. Dhamira ni lengo, nia na makusudio alionao msanii wa kazi ya fasihi ilhali maudhui hujumuisha mawazo na mafunzo mbalimbali yaliyomfanya msanii kutunga kazi ya fasihi.
3. Mwanafunzi aweze kusoma Novela na kisha andike maudhui na dhamira kuhusu Novela aliosoma.
4. Mwanafunzi aweze kuandika insha kuhusu picha zilizochorwa.
5. Kitenzi kikuu hujisimamia kimaana ilhali kitenzi kisaidizi kufanikisha kitenzi kikuu kimaana.
6. Anaandika.
7. Kitenzi kisaidizi.
8. Kuwa, weza na ngali.
9. Alikuwa
10. Mtoto alikuwa akilala baada ya kula.

## 7.0 Kuhudumia Jamii Shuleni

Kusikiliza na Kuzungumza Uk. 120

Shughuli ya 1

1. Mwanafunzi aweze kufuata maagizo ya kusikiliza mwalimu anaposoma ufahamu.
2. Wanafunzi waweze kujadiliana kuhusiana na misamiati mbalimbali.

Shughuli ya 2

Mwanafunzi aweze kufuata maagizo kisha kufasiri ujumbe kuhusu kuhudumia jamii shuleni.

Kusoma uk. 120

Shughuli ya 1

Ufupisho - Ni hali ya kupunguza neno au maneno katika fungu la ufahamu.

Shughuli ya 2 uk. 121

Swala la mihadarati.

Shughuli ya 3

1. Mawasiliano.
2. Mawasiliano ni kupashana habari.
3. Dunia imepiga hatua ya kimaendeleo kupitia mawasiliano.
4. Kupita njia ya simu ambapo mzazi anaweza kupiga simu au kutuma jumbe fupifupi.

Kuandika uk. 122

1. Huihudumia jamii ya shuleni kwa kuzibua mitaro.  
Husafisha masoko.  
Vilabu kama vile vya kilimo na mazingira husaidia katika upanzi wa miti. (Mwanafunzi aweze kuibua jawabu zingine kutoka kwa ufahamu)
2. Huzibua  
Humasisha  
Mui huwa mwema  
Jifya moja haliinjiki chungu
3. Humfanya mwanafunzi:  
Kufikiri zaidi  
Huleta dhana ya uvuto  
Huwa na maana.

Sarufi

Vitenzi vishirikishi (t) uk 123

Shughuli ya 2 uk. 123

- i) ni
- ii) yu
- iii) ndiye
- iv) ni
- v) ki
- vi) ya, ni
- vii) amekuwa
- viii) liko

Shughuli ya 3 uk 123

1. Wewe ni mwanafunzi mwerevu.
2. Mwalimu alimweleza akiitwa itika.
3. Yeye ndiye mchungaji.
4. Alikuwa wa kwanza kufika.
5. Sisi ndio wateule.
6. Kitabu **k**imezani.  
(Mwanafunzi aweze kutambua vitenzi vishirikishi (t) na kutunga sentensi)

Tathmini ya 7

1. Mwanafunzi aweze kufuata maagizo wa kumweleza mwenzake habari aliyosikiliza.
2. Kupanda miti  
Kusafisha soko  
Kuziba mitaro
3. Ufipisho ni namna ya kufupisha kifungu, kitu au jambo fulani.
4. Mwanafunzi aweze kusoma makala na kisha ayafupishe kwa aya mbili.
5. Ni maneno katika sentensi huonyesha ishirikiano baina ya nomino, kiwakilishi nomino na kielezi.
6. a) Kichwa cha insha.  
b) Utangulizi wa insha ya maelezo.  
c) Kiini cha insha.  
d) Hitimisho.
7. Mwanafunzi aweze kuandika insha iliyokusudiwa.
8. (i)
9. Ndege yule yu taabani.
10. angali

## 8.0 Ulanguzi wa Binadamu

### Shughuli ya 1 uk. 125

Ni hali ya kupitisha ujumbe kutoka / kupitia dhana ya kuongea.

**Warsha:** Kazi inayofanywa kwa muda maalum na kikundi cha wataalamu.

**Mahojiano:** Hali ya kuuliza maswali ili kutaka kujua maarifa au uwezo wa mtu juu ya jambo.

**Hotuba:** Maelezo maalumu yanayotolewa na mtu mmoja mbele za watu

**Semina:** Mkutano wa kikundi cha mtu wanaojifunza kitu au shughuli fulani.

**Mihadhara:** Maelezo juu ya mada fulani yanayotolewa mbele ya watu.

**Mafunzo shuleni kuhusu suala fulani:** Maswala muhimu yanayofanywa shuleni ili kuelimisha.

**Maelezo kuhusu namna ya kutumia kifaa fulani:** Maagizo yanayotolewa kwa ajili ya kufwata ili kuweza kurahisisha utumizi wa kifaa.

### Shughuli ya 2 uk 125

- i) Mwanafunzi aweze kufwata maagizo kikamilifu.
  - ii) Uteuzi wa mada: Mwanafunzi aweze kuteuwa mada mahususi.
- Mwanafunzi aweze kudondoa masuala yenye ukweli bila kinzani ili kufanikisha mazungumzo.

### Shughuli ya 3

Mwanafunzi aweze kufwata maagizo sahihi huku akiziingatia vipengele vifaavyo vya mazungumzo.

### Shughuli ya ziada

Mwanafunzi aweze kushiriki katika mazungumzo na mzazi au mlezi akitumia vipengele vifaavyo.

### Kusoma

#### Kusoma kwa kina uk. 125

Wanafunzi waweze kujadiliana kuhusu vipengele vya kazi ya fasihi iliyopeanwa.

#### Shughuli ya 2 uk. 126

Mwanafunzi aweze kuteuwa Novela na kisha ajadili au wjadili vipengele vya mandhari na ploti kwenye Novela husika.

### Shughuli ya 3 uk. 126

1. Mwanafunzi aweze kutoa maelezo mafupi kuhusu mandhari na ploti ya Novela aliyoisoma.
2. Kuelewa maudhui na ujumbe ya Novela.
3. Wanafunzi waweze kuelezana kuhusu ploti ya Novela walizozisoma.

### Kuandika

#### Viakifishi

Kuishi si ni bahati, hayo ndiyo yaliyogonga kichwani mwangu nilipotazama maiti ya kijana Levi Mbona watu wanataka kujizolea mali kwa njia mbovu, askari alinigitusha kutoka ulimwengu wa mawazo. Vijana wengi kama Levi walikuwa wamejiingiza katika biashara ya kuuza watoto walioiba kutoka hospitali kuu ya rufaa ya Kufamoyo. Levi akafanya biashara na kuwa mkwasi aliyetononoka si haba, kama ni hela alikuwa nazo. Kilichotia doa jina lake ni unyama aliofanyia mama wa watoto alioiba, mbali na kiburi hicho hakujaliwa huruma wala utu. Hakubarikiwa kuwa mwema leo hii zake zilifika na polisi wakaweka risasi kichwani mwake.

- 2.a) Je, ulanguzi wa binadamu umekoma.
- b) Mwalimu aliniuliza, “mbona hukufanya kazi ya ziada.”
- c) Kwanini hujakamilisha kazi yako?
- d) Umoja ni nguvu, utengano ni udhaifu.
- e) Mwalimu alileta: Tarakilishi, novela na tamthilia darasani.

### Shughuli ya 2 Uk. 126

- i) Mama alienda sokoni kununua: Nyanya, mboga, vitunguu na karoti.
- ii) Mamantilie alisema, panga foleni vizuri.
- iii) Je, unaenda wapi?
- iv) Tarehe 20, Julai, 2022
- v) Shilingi 200,000 ni za nani?
- vi) Akija mwambie anipigie simu.
- vii) Jina lako nani?
- viii) Osman, huyu ndiye mzazi wako?
- ix) Mshororo una vipande vitatu: Ukwapi, utao na mwandamizi.
- x) 10,000 ni zaidi ya 1,000.

## Sarufi

### Shughuli ya 1 Uk. 127

#### A-WA

- a) Chura
- b) Mtoto
- c) Kifaru
- d) Mingoo
- e) Kobe
- f) Kipepeo
- g) Mwizi
- n) Simba

#### U - I

- a) Mwezi
- b) Miwa
- c) Mkataba
- d) Mtesi
- e) Mwiko
- f) Mlezi
- g) Uzi
- h) Mwango
- i) Mwavuli
- j) Mkate
- k) Muhogo
- l) Mkono

#### Tanbihi

Mwanafunzi aweze kudondoa nomino zaidi katika ngeli ya **A-WA** na **U - I**.

### Shughuli ya 1 Uk. 127

- i) U - I
- ii) A - WA
- iii) U - I
- iv) U - I

### Shughuli ya 3 Uk. 127

#### A-WA

- a) kuku
- b) sungura
- c) Mwalimu
- d) Wanafunzi
- e) Nyuni
- f) Watoto

#### U - I

- a) mwavuli
- b) mti
- c) miwa
- d) mlango
- e) mwembe

#### A-WA

- 2.a) Mwanadamu
- Mti
- Watoto

#### U-I

- Ugonjwa
- Miti
- Mwili

- 3.a) Mwanafunzi aweze kutumia nomino za ngeli ya A-WA na U - I katika kutunga sentensi.

### Tathmini ya 8 uk. 128

1. Kutoa maneno kinywani ili kufanikisha mawasiliano.
2. Hotuba hutolewa na mtu mmoja ilhali mihadhara ni mkutano wa watu wengi na huweza kuwasilishwa na zaidi ya mtu mmoja.
3. Mazungumzo ya
  - (a) Mjadala
  - (b) Masimulizi
  - (c) Mjadala ya vikundi
4. Mwanafunzi aweze kuandaa mazungumzo ya kupashana habari.
5. Mandhari: Sura ya mahali kwa mfano ardhi.
6. Mwanafunzi aweze kusoma mojawapo ya Novela iliyoteuliwa na kisha andike wahusika.
7. Humwezesha kuelewa mandhari na matukio. Hufafanua wahusika wanaojaribu kutatua mzozo.
8. Kwa nini hukumsamehe ndugu yako?
9. Mfuko.
10. Je, Rais wa Kenya anaitwa nani?

### 9.0 Matumizi ya vifaa vya kidijitali katika mawasiliano.

Kusikiliza na Kuzungumza

#### Sauti/d/

- a) Dau
- b) Dira
- c) Duni
- d) Dera
- e) Dugu

#### Sauti/nd/

- a) Panda
- b) Ndimu
- c) Ndugu
- d) Ndazi
- e) Ndoa
- f) Kanda

### Shughuli ya 2 uk. 129

- 1. /Nd/ /d/

Ndoa                  doa  
Kande                  duara  
Ndugu

Donge kata  
Ndiko  
Vitanzandimi

- 2. Ndoa ya bwana Ayabu ilishikwa na doa.
- 3. Ndugu yule aliketiki kwa dugu.  
(Mwanafunzi aweze kutunga sentensi zaidi kuhusu sauti /d/na/nd/)



### Shughuli ya 3 uk 129

- i) Mwanafunzi aweze kusikiliza vitanzandimi vya sauti /d/ na /nd/ katika kifaa cha kidijitali.
- ii) Mwanafunzi aweze kuzingatia maagizo.

### Kusoma uk. 129

#### Shughuli ya 1

Mshukiwa amekamatwa na afisa wa polisi na kupelekwa kwenye kituo.

#### Shughuli ya 2 uk. 130

1. Visa vya uhalifu.
2. Kuwa hatua zilizochukuliwa zingelela matumaini.
3. Sudi alionelea baada ya kuwaza na kushuku kuwa watu wale walikuwa wahalifu.
5. Kutiwa mbaroni.
6. Kufyatuliwa risasi  
Kupigia afisa wa polisi simu baada ya kushuku kuwa watu wale walikuwa wahalifu na wanyanganyi.  
(Mwanafunzi aweze kudondoa majibu mengine sahihi)

#### Shughuli ya 3 uk. 130

- i) Vimekithiri
- ii) Kuadimika
- iii) Ghafla
- iv) Wakaangushwa  
(Mwanafunzi azindue maneno mengine kutoka kwenye kifungu)

- ii) Vimekithiri - Kuenea  
Kuadimika - Kukosekana

Ghafla - Tendo / hali ya kitu kufanyika kwa haraka.

Wakaangushwa - Kufyatuliwa na kisha kuaga dunia.

- iii) Wezi wale waliangushwa na afisa wa polisi.  
Ghafla bin vuu askari wakafika.

Chakula kiliadimika kwenye mtaa wa Nsunera.  
Uhalifu ulikuwa umekithiri Nsunera.

### Kuandika

#### Shughuli ya 1 uk. 131

Kichwa / Mada - Jina la ufahamu / tukio.

Utangulizi - Jinsi ya kutanguliza au kuanza ufahamu husika.

Mwili - Wazo lililokusudiwa kwenye kifungu cha ufahamu.

Hitimisho - Tamati la tukio.

### Sarufi

#### Ngeli au upatanisho wa kisarufi

<b>KI - VI</b>	<b>LI - YA</b>
Viwambo	Janga
Vyuma	Maktaba
Kikapu	Macho
Kipakatalishi	Jiwe
Kuimba	Majimbo
Cheo	Marashi
Kibuyu	Gari
Kibatari	Duka
Kitabu	
Kiwavi	

#### Shughuli ya 3 uk. 133

- a) Chandarua hiki ni kipya.  
Vyandarua hivi ni vipya.
- b) Chuma hiki ni changu.  
Vyuma hivi ni vyangu.
- c) Kiti hiki kimevunjika.  
Viti hivi vimevunjika.
- d) Chepeo hiki ni changu.  
Vyepo hivi ni vyangu.
- e) Kitanda hiki ni kipya.  
Vitanda hivi ni vipya.

#### Tathmini ya 9 uk 133

1. Mwanafunzi aweze kusoma sauti ya jozi kwa makini.
2. Ndoa ya bwana na bi Hamisi lina doa.
3. Mada  
Utangulizi  
Mwili
4. Mwanafunzi aweze kufwata maagizo kikamilifu.
5. Mada  
Utandulizi  
Mwili  
Hitimisho

6. Mwanafunzi aweze kuandika insha ya kusisimua.
7. Vyandarua vimefichwa katika vyumba vya wageni.
- 8.a) Mama aliingia chama cha wamama wa kanisani.
  - b) Mwalimu mkuu alishika kwenye kiwambo cha simu alipokuwa akizungumza na mwalimu mwenzake.
9. Uovu  
Jiwe
10. Takataka zilizojaa sokoni zimesombwa na tingatinga.

## 10.0 Kujithamini

Shughuli ya 1 uk. 134

Nyimbo za kazi na dini

- i) Mwanafunzi aweze kusikiliza kielelezo cha wimbo wa kazi na dini kwenye kifaa cha kidijitali.
- ii) Nyimbo za kazi - Ni nyimbo zinazoimbwa watu wanapofanya kazi.  
Nyimbo za dini - Nyimbo zinazoimbwa wakati wa kuabudu kanisani.
- iii) Mwanafunzi aweze kutoa ujumbe katika nyimbo walizosikiliza.

Shughuli ya 2 uk. 134

- i) Wimbo wa kazi - Huimbwa kazini.  
Wimbo wa dini - Huimbwa mahali pa maabudu.
- ii) Wanafunzi waweze kuimbiana wimbo wa kazi na dini.

Shughuli ya 3 uk 134

- b) Kilimo
- c) Kuwahimiza wakulima wajihusishe zaidi na kilimo.
- d) Kilimo.
- e) Huhimiza  
Huelimisha  
Huvutia kuimba
- f) Kuhimiza ukulima

**Kusoma**

Shughuli ya 1

Kusoma kwa Kina

Mwanafunzi aweze kuibua sifa bainifu ya Novela iliyoteuliwa na mwalimu.

Shughuli ya 2 uk 135

- i) Wanafunzi waweze kuigiza novela iliyoteuliwa na mwalimu.
- ii) Mwanafunzi aweze kueleza uhusiano kati ya wahusika katika Novela iliyoteuliwa na mwalimu.

Shughuli ya 3 uk 135

Mwanafunzi aweze kutazama video kuhusu Novela iliyoteuliwa na mwalimu.

**Sarufi**

Shughuli ya 1

Vingume uk. 136

Vingume vya Nomino na Vivumishi

1. Wanafunzi waweze kujadiliana vinyume vya maneno wakiwa kwenye vikundi.

Shughuli ya 2

- |             |             |
|-------------|-------------|
| a) Mama     | f) Mnene    |
| b) Mfalme   | g) Mrefu    |
| c) Ajuza    | h) Yameiva  |
| d) Shangazi | i) Wachache |
| e) Mtumwa   | j) Mwerevu  |

2. a) Walipatwa na furaha tele baada ya mwana wao kupita mtihani.  
b) Chakula changu kina joto hata baada ya kuwekwa na kukawia kwa muda.  
c) Tunda lake ni tamu kupindukia.  
d) Matokeo yalitolewa mchana.  
e) Sindano lile lilikuwa nyembamba mno.  
f) Swali la mwalimu lilikuwa gumu mno.

3. Mwanafunzi aweze kuzingatia maagizo.

Tathmini ya 10. uk 137

1. Nyimbo zinazotumika kazini na husisimua walio kazini.
2. Mwanafunzi aweze kuimba wimbo mmoja wa kazi.
3. Wakati wa kazini.
4. Maabudu / Kanisani.
5. Mwanafunzi aweze kuandika matendo ya wahusika wa Novela aliosoma.
6. Kuhimiza  
Kukejeli

- Kuelimisha  
Kukashifu  
(Mwanafunzi aibue mafunzo mengine)
7. Anwani ya mwandishi  
Anwani ya mwandikiwa  
Mada  
Hitimisho
  8. Mwanafunzi andike barua rasmi ya kuomba msamaha.
  9. Tema.
  10. Ninahisi baridi - Ninahisi joto.

## 11.0 Majukumu ya Watoto

Shughuli ya 2 uk. 138

- i) Huimarisha maelewano.
- ii) Mwanafunzi aweze kuigiza akizingatia vitendo na kuzungumza.
- iii) Mwanafunzi aweze kufuata maagizo yaliyotolewa.

### Kusoma

Kusoma kwa Mapana uk. 138

Wanafunzi wanazoma vitabu maktabani.

Picha ya pili wanafunzi wanasoma wakitumia vyombo vya kidijitali.

### Mnyambuliko wa Vitenzi

Kutenda	Kutendea	Kutendewa
Ponya	Somea	Nunuliwa
Rudi	Sogelea	Inuliwa
Valika	Okea	Pigwa
Paka	Tubia	Tembelewa
Pendeza	Haribia	
Itana	Twalia	
Tosha	Fagia	
Fuga	Kombolea	
	Jengea	
	Dharaulia	

Shughuli ya 2 uk. 142

Kitenzi	Kutenda	Kutendea	Kutendewa
Kata	Kata	Katia	Katiwa
Zoa	Zoa	Zolea	Zolewa
Ng'oa	Ngoa	Ngolea	Ngolewa
Ogopa	Ogopa	Ogopea	Ogopwa
Osha	Osha	Oshea	Oshewa

Shughuli ya 3 uk. 142

1. Mwalimu alimsalimu mwanafunzi.
2. Waliambiwa wasameheane.
3. Mkalimani alimsomea kasisi bibilia.
4. Jirani alinieleza niweze kumuanulia nguo zake kambani.
5. Mgonjwa alidungwa sindano.
6. Shimo lilitobolewa ukutani.
7. Mshukiwa alihukumiwa kifungo cha miaka minne.
8. Wote walingywea kwenye mtungi moja.

Tathmini ya II uk. 142

1. Huleta dhaana ya kuelewana vyema.
2. Mwanafunzi aweze kufwata maagizo kikamilifu.
3. Mwanafunzi aweze kujichagulia matini maktabani na kisha aweze kudondoa misamiati husika.
4. Mwanafunzi aandike mukhtasari wa matini aliyojichagulia.
5. Mwanafunzi aandike insha ya maelezo kuhusu majukumu ya watoto katika jamii.
6. Inuka.
7. Alichomea mahindi karibu na jikoni.
8. Mwalimu aliandikiwa ubaoni.
9. Kutendwa.
10. Hamia.

## 12.0 Magonjwa Ambukizi

1. a) Aina za viini vya magonjwa.  
b) Magonjwa yanayosababishwa na kuingia kwa pathojeni k.v. bakteria.  
Malaria, homa ya matumbo, magonjwa ya ngozi na korona.
2. i) Mwanafunzi aweze kusikiliza habari za magonjwa ambukizi.

Kuandika uk. 144

Shughuli ya 1

Wanafunzi waweze kujadiliana hoja kuhusu hotuba katika jungu la ufahamu.

### Sarufi

Aina za Sentensi

Shughuli ya 1 uk. 145

Mwanafunzi aweze kutambua sentensi sahili na ambatano.

## Shughuli ya 2

Sote taliabiri gari - Sahili

Dereva akatia injini moto na tukaondoka shuleni  
kuelekea hospitalini - Sahili.

(Mwanafunzi aibue sentensi zaidi ya saili na  
ambatano.)

## Tathmini ya 12. uk. 146

1. Mwanafunzi aweze kusikiliza habari ikisomwa redioni.
2. Mwanafunzi aweze kueleza habari aliyosikiliza.
3. Mada na mwili wa ujumbe husika.
4. Mwanafunzi amsomee mwenzake jumbe husika wa ugonjwa wa korona.
5. Mwanafunzi aweze kujirekodi na kisha kuzingatia vipengele muhimu.
6. Hotuba ni maelezo maalum yanayotolewa na mtu kuhusu swala fulani.
7. Mwanafunzi aweze kuandika hotuba ya kupasha habari.
8. Sentensi inayojisimamia kimaana na huwa imekamilika.
9. Nitapika wali kisha nikaange nyama. Waliacha kufanya mzaha wakaanza kufanya bidii.
10. Sahili

## 13.0 Utatuzi wa Mizozo

- i) Mwimbaji: Anayewaongoza watu katika kuimba.  
Waimbaji: Hadhira / watu wanaoimba kwenye hafla fulani.
- ii) Hadhira - Watu walio kwenye hafla fulani.
- iii) Wahusika katika wimbo - Waliohusika katika kufanikisha wimbo.

## Shughuli ya 3 uk. 147

- i) Mwanafunzi aweze kutaja mafunzo kutoka kwa wahusika wa wimbo waliosikiliza.
- ii) Mwanafunzi aweze kutunga wimbo kuhusu utatuzi wa mizozo na kuwasilishia wenzake.

## Kusoma

### Shughuli ya 2 uk. 148

Mwanafunzi aweze kutambua mbinu za lugha katika Novela iliyoteuliwa na mwalimu.

## Shughuli ya 3 uk. 148

Huifanya lugha ivutie.

Lugha huweza kutambulika moja kwa moja.

Huboresha ubunifu.

## Sarufi

Ukanushaji kwa kuzingatia nyakati

## Shughuli ya 2 uk. 149

### Uliopo

1. Mtoto anacheza uwanjani.
2. Mwalimu anaandika ubaoni.
3. Mwanafunzi anachora kitabuni.

### Uliopita

1. Mwalimu alifika mapema.
2. Mama amepika sima.
3. Afisa alishika mshukiwa.

### Ujao

1. Watachelewa kufika kwa harusi.
2. Wanafunzi watapatiwa tuzo baada ya kufanya vyema.
3. Atacheza kesho kutwa mpira wa kandanda.

## Shughuli ya 3

Hamchezei chakula cha mtoto.

Wanafunzi hawachezi kandanda uwanjani.

Musa hasomi kitabu cha hadithi.

Tina hakucheza njiani.

Hakutunga wimbo mwingine wa kutendeza.

Mkulima hatapanda mbegu shambani.

## Tathmini ya 13

1. Mwanafunzi aweze kutambua wimbo wowote unaohusiana na utatuzi wa mizozo na kutambua wahusika katika wimbo.
2. Kisha ajadili sifa za kila mhusika katika wimbo aliotambua.
3. Lawezekana liwe funzo la:
  - Kukashifu maswala ya uongozi mbaya.
  - Kumsifu kiongozi fulani katika jamii.
  - Kuliwaza wanajamii kuhusiana na maswala ibuka katika jamii haswa "Afya."(Mwanafunzi aweze kuibua maswala mengine ya wahusika)
4. Mwanafunzi ajitwike gurudumu la kutunga na kumwambia mzazi wimbo wa utatuzi wa mzozi.

5. Ni mbuni ya kuleta mvuto yanayotumika kufanya fasihi iwe ya kuvutia.
6. Mbinu za lugha k.v.  
Tanakali za sauti  
Misemo  
Methali  
Fani  
Tashbihi  
Jazanda  
(Mwanafunzi aibue mbinu zingine za lugha)
7. Tanakali za sauti - Kutulia tuli kama maji mtungini.  
Methali - Asiyesikia la mkuu hupatwa na makuu.  
Misemo - Maji ni uhai .  
Heshima ya mtu ni utu.  
(Mwanafunzi adondoe misemo zaidi)
8. Mwanafunzi afuate maagizo ya kuandika insha ya maelezo.
9. Daktari hatakuwa akiwatibu wagonjwa.
10. B

## 14.0 Matumizi ya Pesa

### Shughuli ya 2 uk. 151

Wanafunzi waweze kujadiliana vipengele vya lugha katika nyimbo.

### Shughuli ya 3

Mwanafunzi aweze kuwa mbunifu kwa kutunga wimbo unaohusiana na matumizi ya pesa.

### Kusoma

### Shughuli ya 1 uk 151

Gharama ya kufanya biashara.

### Shughuli ya wawili wawili

### Maswali uk. 152

1. Tofauti ya kibiashara kati ya wawili hawa kilikuwa kubwa mno.
2. Kuweka bajeti.  
Kutowashukuru wateja wake.
3. Nora alikuwa na mbinu mwafaka ya kufanya biashara kushinda Jerida na hivyo mmoja ilimbidi amkwamue kutoka kwenye doa lake la kibiashara.

### Kuandika Shughuli ya 1

### Insha za Maelekezo uk. 153

Hutoa ufafanuzi wa kitu, mtu, utafiti n..k.

Hutoa maelekezo ya matukio, hali n.k.

Huwa maelekezo fupifupi

(Mwanafunzi atoe sifa zaidi za insha hii ya melekezo)

### Shughuli ya 2 uk. 153

Wanafunzi waweze kufwata maagizo ya kujadiliana kwa makundi.

Waandae mpangilio wa hatua za insha ya maelekezo.

### Shughuli ya 3 uk. 153

i) Mwanafunzi aweze kuandika insha ya maelekezo huku akifuata maagizo.

ii) Awasomee wenzake darasani ili waitathmini.

iii) Wakiwa na wenzake waisome insha husika.

### Sarufi uk. 153

### Ukubwa wa Nomino

Joka	Jiji	Dama
Jishamba	Jisu	

### Shughuli ya 2 uk. 153

Jikalamu

Jikaratasi

Jitabu

Jidawati

Wanafunzi waweze kutunga sentensi kwa kutumia hali ya ukubwa na kisha wawasilishe darasani.

### Shughuli ya 3 uk. 154

### Wastani Ukubwa

Mifupa	Mafupa
Ndege	Dege
Nyumba	Jumba
Kikombe	Kombe
Mbwa	Jibwa
Watoto	Matoto
Kichwa	Jichwa
Nyoka	Joka

1. Jimeza

2. Jitaa

3. Jike

4. Pete

5. Jisamaki

6. Jinguwe

## Tathmini ya 14 uk. 154

1. Takriri  
Uradidi  
Methali na misemo  
Taswira ya kisengere nyuma  
(Mwanafunzi adondoe vipengele zaidi ya lugha)
2. Mwanafunzi aweze kufuata maagizo ya kuimba wimbo aliousikia.
- 3.a) Serikali imeandaa bajeti ya mwaka wa 2025.  
b) Wafanyakazi wamefungua akaunti kwenye benki.  
c) Biashara ya mzee Mamboleo imepata faida kubwa mwaka huu 2024.
4. Mwanafunzi aweze kufuata maagizo.
5. Mwanafunzi aweze kuandika ujumbe wa kifungu alichosoma.
6. Mwanafunzi aweze kufuata maagizo.
7. a) Jishamba  
b) Jigari  
c) Jikalamu
8. Mwanafunzi alinunuliwa jichupa kubwa na mwalimu.
9. Jikombe limeanguka jisakafuni.
10. Jivu  
Vibanda  
Mabata

## 15.0 Maadili ya Mtu Binafsi

### Kusikiliza na Kuzungumza

- i) Mwanafunzi aweze kuchagua matini ya kidijitali yanayohusu maadili ya mtu binafsi.
- ii) Mwanafunzi aweze kutambua matini ya swala lengwa aliotumia.

### Shughuli ya 2

Mwanafunzi aweze kufuata maagizo.

### Shughuli ya 3

Mwanafunzi aweze kusikiliza kifaa cha kidijitali k.v. kinasa sauti.

### Kusoma

#### Ufupisho uk. 155

Mwanafunzi aweze kufuata maagizo kikamilifu.

### Shughuli ya 2

Mwanafunzi aweze kuelezea kwa kina kuhusu ujumbe wa aya zote za matini.

## Kuandika

### Kuandika Kidijitali

Lugha fupi fupi

Lugha yenye uwazi

Lugha mufti

(Mwanafunzi aweze kudondoa lugha inayopaswa kutumika katika uandishi wa barua pepe)

### Sarufi

#### Shughuli ya 3

- Mwanafunzi alisema kuwa hataki kuandika insha.
- Mtoto alikula wali siku hiyo yaya alitaka kujua.
- Mzazi alitaka kujua kwa nini wanachezea maisha.
- Mtoto alikiri kuwa akila chakula kingi atashiba sana.
- Kiprono alikiti maembe yote yaliliwa na wageni.

#### Shughuli ya 4

1. “Mko tayari kukabili na timu pinzani,” Kocha aliuliza.
2. Lo! Hamisi hatashiriki michuano hii?
3. “Kunapandwa maua kwangu?” Musa alisema.
4. “Iwapo mnataka kujiunga na maskauti mjisajili,” Kiongozi alisema.
5. “Babu?” Mtoto alimwita.

## Tathmini ya 15

1. Mwanafunzi afuate maagizo yaliyopeanwa.
2. a) Maadili - Hali ya kuwa na tabia nzuri / tabia zinazokubalika.  
b) Uwajibikaji - Hali ya kutenda au kufanya jinsi inavyostahili.
3. Kueleweka zaidi  
Kuweza kunukuu hoja kuu.
4. Hoja kuu  
Jumbe zinazokusudiwa kupitshwa wahusika.  
(Mwanafunzi aweze kudondoa maswali mengine)
5. Anwani  
Lengo  
Ujumbe  
Hitimisho
6. Mwanafunzi aweze kufuata maagizo.
7. Usemi halisi - Ni tamko la maneno jinsi

- yalivyotolewa ilhali usemi taarifa ni maelezo yanayotolewa na mtu wa pili au mwingine.
8. "Nitaenda mjini kesho," Mwanafunzi alisema.
  9. Afisa wa masilahi alitaka kujua ni kwanini wanamtesa mfungwa yule.
  10. Mwanafunzi alikiri atasoma kwa bidii ili faulu.

#### Tathmini ya muhula wa kwanza uk. 160

1. Kutabiri ndoto.
2. Aliwahudumia wanyama bila malipo.
3. Kuaga dunia / kusafiri jongomeo.
4. Kwa makini.
5. Ili nyanya alale mapema.
6. Matunda
7. D 8.A
9. Kuvitunza maliasili hivi
10. Kiasili  
Kinachopandwa  
Dhahabu  
Fedha  
Shaba  
Kujionea aina mbalimbali za mbuga za wanyama k.v. fisi, ndovu, twiga n.k.
11. Ni vifaa vya kiteknolijia, nja za mawasiliano pamoja na majengo yanayounda muundo wa nje wa mji, jiji au taifa.
12. Maliasili
13. C 14. D
15. C 16. A
17. B
18. ii, iii, i, iv
19. Kuonyesha jina la mtu mwanzoni mwa sentensi.
20. Waziri baada ya kuzindua sheria ya kudhibiti mwendo wa magari waliona kuwa swala hili ni nzuri na thibiti.
21. Rais
22. thurea
23. Aheri
24. Wanilettee maembe mapya
25. Viunganishi
26. Kenya
27. Walibaki na huzuni baada ya kuwachwa na mpendwa wao.
28. Mayai haya yaliuzwa kwa bei ghali.
29. Watoto wamefika na wakala chakula.
30. Nyanya

- 31.a) Ni sanaa ambayo hutumia lugha ya mazungumzo.
- b) Fasihi andishi huwasilishwa kwa njia ya maandishi.

#### c) Fasihi Simulizi Fasihi Andishi

Ushairi simulizi	Riwaya
Hadithi	Hadithi
Mazungumzo	Tamthilia
Maigizo	

- d) Ni riwaya fupi inayotungwa na si ndefu kuliko riwaya na hadithi fupi.
- e) Huwa fupi kuliko riwaya.  
Huandikwa kwa lugha ya kinathari.  
Huwa na wahusika wachache.

#### Tathmini ya Muhula wa Pili uk. 163

1. Kutoamini
2. Mganga sungura
3. Ya kujihami
4. Kutoamini kila mja
5. Alifanya bidii ya mchwa masomoni na kuibuka mwanafunzi bora zaidi.
6. Walikuwa wazembe  
Waliingilia uhalifu.
7. Ili waweze kujikimu nazo katika maisha yao.
8. Kugawanisha mali / kufuja mali
9. Maadili
10. Suala la maadili ni muhimu katika maisha.
11. Wanafunzi kupitia uelekezi wanapaswa kusafisha masoko na kuzibua mitaro.
12. Usafi wa mahali pa maabudu ni jukumu la watoto.
13. D
14. C
15. A
16. B
17. C
18. Mwalimu alisema kwake kunapikwa wali.
19. Jidirisha
20. Serikali inawahimiza wazalendo kulipa ushuru.
21. Sentensi sahili hujisimamia kimaana.  
Sentensi ambatano:  
Sentensi ambayo haiwezi kujisimamia kimaana bila sentensi sahili.
22. (iv), (i), (ii), (iii)

23. halali
24. Bata ametaga yai
25. Meupe na meusi
26. Mwandishi hawasilishi mswada wake kwenye matbaa.
27. i, i
28. Kazi ya mkono
29. Mwanafunzi alikiri atapata zawadi.
30. Jidawati limeangukia dama.
31. Mwanafunzi andike insha ya kuendeleza.
32. a) Dhamira - Lengo  
b) Ploti - Mpangilio wa matukio kutoka mwanzo hadi tamati.  
c) Mandhari - Mtazamo wa mazingira au mahali matukio yanafanyika.  
d) Huendeleza mtiririko wa nyimbo vyema.
33. a) Wimbo wa kazi / wimbo wa kuhimiza bidii.  
b) Kuhimiza bidii.  
c) Hutia moyo  
Hukejeli uzembe  
Huleta ushirikiano  
d) Karani  
(Mwanafunzi aweze kuibua majibu mengine)

#### Novela uk. 166

- a) Maudhui ya ujasiri  
Maudhui ya kutokata tamaa  
(Mwanafunzi adondoe maudhui zaidi)
- b) Mandhari ya nyumbani  
Mandhari ya kituo cha kurekodi nyimbo.
- c) Kisengere nyuma: Mafunzo ya Yusufu, Danieli na Daudi.  
Nilikumbuka mhusika mkuu alivyopitia changamoto.  
(Mwanafunzi aibue mbinu nyingine)
- d) Tusikate tamaa  
Bidii hulipa  
Lazima tuwe na ujasiri / wajasiriri

#### Dondoo B uk. 166

1. Mandhari ya kituo cha garimoshi.  
(Mwanafunzi aibue mandhari nyingine)
2. a) Maudhui ya safari  
b) Maudhui ya maelezo ya mielekeo katika kituo cha gari moshi.  
c) Mwanafunzi adondoe mbinu tatu za lugha katika dondoo.  
d) Mwenye bidii na matumaini.

#### Tathmini ya muhula wa tatu uk. 167

1. Hasimu
2. Binadamu hulipa mema kwa mema ilhali familia ya nyoka hulipa mema kwa mabaya.
3. Kwa sababu alikosa wa kumtetea.
4. Ni jambo la ibra kutenda wema kila wakati.
5. Ni yeyote aliyechini ya miaka kumi na minane.
6. C                      7. B                      8. D
9. Mamantilie kupata msaada kutoka kwa mtu asiyemjua / asiyemfahamu.
10. Mwanafunzi afupishe maneno katika usemi halisi kwa maneno yasiyozidi 8.
11. Dereva alishangaa hadi aliposhusha Mamantilie.
12. Masaibu ya Mamantilie
13. A                      14. C
15. D                      16. B
17. C
18. Maji
19. Yohana atakuwa akieleza njia za kuzuia rabsha.
20. ha, ha
21. angali
22. Msichana huyu ni msafi.
23. Osano aliundiwa mpira wa karatasi na Obwocha.
24. Dirisha halitapakwa rangi.
25. Walinunua kigombe kidogo.
26. "Tunashirikiana kufanya kazi za nyumbani," Mfanyakazi alisema.
27. Mama anapika chakula ilhali baba anasoma gazeti.
28. Mwanafunzi aweze kuandika insha.
29. a) Wimbo wa maabudu.  
b) Huwa taratibu.  
Huwa ya kumsifu muumba k.v. Mungu.  
c) Mungu  
d) Kanisani  
e) Muumba  
ili tupate rehema zake  
ili tubarikiwe

#### Novela

Mwanafunzi aweze kusoma Novela / dondoo na kisha kujibu maswali ya dondoo.



# SOCIAL STUDIES

## 1.0 Social Studies and Personal Development

### 1 Meaning of Self-Exploration

- Self-exploration is the process of examining and understanding oneself, including one's emotions, beliefs, values, strengths, and weaknesses. It helps individuals develop self-awareness and make informed decisions about their lives.

### 2. Five Personal Values for a Steady Personality

- (i) Honesty.
- (ii) Respect.
- (iii) Responsibility.
- (iv) Patience.
- (v) Self-discipline.

### 3. Ways of Managing Emotions in Day-to-Day Life

- (i) Practicing deep breathing and relaxation techniques.
- (ii) Identifying and expressing feelings in a healthy way.
- (iii) Engaging in physical activities like exercise or sports.
- (iv) Seeking support from friends, family or a counselor.

### Practice Assessment 1.2

#### 1. Definition of Entrepreneurship

Entrepreneurship is the process of identifying business opportunities, taking risks, and organizing resources to create and manage a business venture with the aim of making a profit or solving societal problems.

#### 2. Four Entrepreneurship Opportunities That Match My Personality

- (i) Online business (e.g., selling products or services).
- (ii) Graphic design or content creation.
- (iii) Farming or agribusiness.
- (iv) Event planning.

#### 3. Four Requirements for Social Entrepreneurial Opportunities

- (i) Identifying a social problem to solve
- (ii) Developing innovative solutions to address the problem.
- (iii) Securing resources and funding to implement solutions.
- (iv) Engaging the community and stakeholders.

### End of Strand 1 Assessment

#### 1. Meaning of Self-Exploration

Self-exploration is the process of understanding one's thoughts, emotions, strengths, and weaknesses to make informed decisions about life and personal growth.

#### 2. Personal Values for a Steady Personality

- Honesty.
- Respect.
- Responsibility.
- Patience.

#### 3. Managing Emotions (Happiness, Love, Fear, and Anger) in Day-to-Day Life

- **Happiness:** Express gratitude and share joy with others.
- **Love:** Show care, communicate openly, and build healthy relationships.
- **Fear:** Identify the cause, develop confidence, and face challenges gradually.
- **Anger:** Take deep breaths, walk away from the situation, and respond calmly.

#### 4. Six Personal Beliefs for a Steady Personality

- (i) Self determination.
- (ii) Self confidence.
- (iii) Self respect.
- (iv) Being humble.
- (v) Listening to learn from others.
- (vi) Self expression.

#### 5. Meaning of Entrepreneurial Opportunity

An entrepreneurial opportunity refers to a business idea or gap in the market that an entrepreneur can explore to provide goods or services, solve a problem, and generate income.

## 6. Six Entrepreneurial Opportunities in Social Studies

- (i) Poultry farming.
- (ii) Mining
- (iii) Fish farming.
- (iv) Horticultural farming.
- (v) Dairy farming.
- (vi) Basketry.

## 2.0 People and Relationships

### Assessment 2.1:

#### 1. Traditional Stories About the Origin of Man in Different Communities

##### (i) Agikuyu of Kenya

According to the Agikuyu myth, God (Ngai) created the first man and woman, **Gikuyu and Mumbi**, and placed them at **Mukurwe wa Nyagathanga**. They were blessed with nine daughters, who later married men provided by God, forming the nine Agikuyu clans.

##### (ii) Asante of Ghana

The Asante people believe that **Nyame (the Supreme God)** created the first humans from clay. He moulded them and gave them life. Some versions of the story say that the first people emerged from a hole in the ground, guided by Nyame.

##### (iii) Zulu of South Africa

The Zulu believe that **Unkulunkulu, the Great Ancestor**, was created from reeds by the creator **Umvelinqangi**. Unkulunkulu then brought forth humans, taught them how to survive, and created animals, plants and rivers.

#### 2. Biblical Explanation of How Humankind Came into Existence

According to the Bible (Genesis 1-2), God created the first human beings:

- On the **sixth day**, God created **Adam** from the dust and breathed life into him.
- Later, He created **Eve** from Adam's rib to be his companion.
- Adam and Eve were placed in the **Garden of Eden** and given dominion over all living things.

- They were created in **God's image** and were the first ancestors of humankind.

#### 3. Four Aspects Found in Traditional and Religious Theories of Human Origin

- (i) **Belief in a Supreme Being** – Both traditional and religious theories state that a higher power created humans.
- (ii) **Creation from Natural Elements** – Many traditional and religious beliefs say humans were made from elements like clay, dust, or reeds.
- (iii) **Ancestral Figures** – Many communities believe in original ancestors created by God or the Supreme Being.
- (iv) **Moral and Social Order** – The origin stories often provide moral teachings and explain human roles in society

### Practice Assessment 2.2

#### 1. Traditional Kingdoms in Regions

- (a) **Region a** refer to **Ancient Egypt**
- (b) **Region b** refer to the **Kingdom** of the **Great Zimbabwe**.
- (c) **Region C** refer to the **Kingdom of Kongo**

#### 2. Reasons for the Growth of Ancient Kingdoms

##### (a) Ancient Egypt

- (i) The presence of the Nile River provided fertile land for agriculture.
- (ii) Advanced knowledge in engineering and architecture, as seen in the construction of the pyramids.
- (iii) Strategic geographical location for trade between Africa and the Middle East.
- (iv) A strong central government and organized society helped with stability and prosperity.

##### (b) The Great Zimbabwe

- (i) The kingdom thrived due to its control over valuable trade routes, including those for gold and ivory.
- (ii) The development of sophisticated stone architecture, such as the Great

Zimbabwe ruins, demonstrated advanced engineering.

- (iii) The rich natural resources, including fertile land for agriculture, helped sustain the kingdom.
- (iv) A centralized political structure that helped in maintaining stability and organizing resources.

### (c) The Kingdom of Kongo

- (i) Strategic location along the Atlantic coast facilitated trade with Europeans and other African regions.
- (ii) Agricultural production, particularly in crops like yams, cassava, and bananas, supported a large population.
- (iii) Centralized government and political organization contributed to effective governance.
- (iv) The kingdom's access to valuable resources, including copper and ivory, played a role in its growth.

### 3. *Essay on the Contribution of Ancient Kingdoms to the Development of Modern World Civilisation*

#### **Introduction:**

Ancient African kingdoms made significant contributions to the development of modern world civilization in a variety of ways, from technological advancements to cultural exchanges. These kingdoms laid the groundwork for many aspects of our modern society.

#### **Body Paragraph 1: Technological and Architectural Achievements**

Ancient kingdoms such as Egypt were pioneers in engineering and architecture, creating monumental structures like the pyramids. These achievements influenced modern architectural techniques and the understanding of materials and construction methods. Similarly, the stone structures of Great Zimbabwe continue to inspire modern architectural design, showcasing the kingdom's advanced knowledge in construction.

#### **Body Paragraph 2: Cultural and Intellectual Contributions**

The intellectual achievements of ancient African kingdoms, particularly in Egypt, shaped modern education, mathematics, and medicine. Ancient Egyptians developed systems of writing, mathematics and medicine that influenced later civilizations in Europe and the Middle East. The educational systems in ancient kingdoms helped preserve knowledge for future generations, contributing to the global exchange of ideas.

#### **Body Paragraph 3: Trade and Economic Systems**

The trading systems of kingdoms like the Kingdom of Kongo helped lay the foundation for modern global trade. Their access to valuable resources such as gold, ivory, and copper enabled them to build strong economies and interact with other civilizations. This laid the groundwork for the global economic systems in place today.

#### **Conclusion:**

In conclusion, the contributions of ancient African kingdoms such as Egypt, Great Zimbabwe, and Kongo have had a lasting impact on modern world civilization. From technological innovations to intellectual achievements and economic systems, these kingdoms played a key role in shaping the modern world.

### **Practice Assessment 2.3**

#### 1. *Meaning of Slavery and Servitude*

- (i) **Slavery:** Slavery is the system in which individuals are legally owned by others and forced to work without freedom, often treated as property rather than people. Slaves are deprived of personal freedoms and rights.
- (ii) **Servitude:** Servitude refers to a condition of working for another person under certain restrictions, but it does not necessarily involve ownership of the person, as in slavery. It can refer to

a form of labor that is bound by an agreement or debt.

## 2. *Forms of Slavery and Servitude Before the Coming of Europeans*

- (i) **Chattel slavery:** This is a form of slavery where the person is treated as personal property, bought and sold.
- (ii) **Debt bondage:** This is when individuals pledge themselves or their families to work for a creditor until their debt is paid off, often under exploitative conditions.
- (iii) **Prisoner of war slavery:** People captured during conflicts or wars were often enslaved by the victor.
- (iv) **Domestic servitude:** This refers to individuals being forced into household labour, often in servile or exploitative conditions, sometimes involving sexual exploitation.
- (v) **Pawnship:** A system where individuals (or their families) were placed into servitude as a form of collateral for a loan, often leading to permanent or generational servitude if the loan was not repaid.

## 3. *Factors that Led to the Development of the Indian Ocean Slave Trade*

- (i) **Demand for labour in plantations and agriculture:** European settlers, especially in islands like Madagascar, Mauritius and Reunion, required a large labor force to work on sugar, cotton and spice plantations.
- (ii) **Growth of international trade networks:** The increasing demand for goods in Europe, the Middle East and Asia created a system of trade that expanded the need for labour to harvest and process those goods.
- (iii) **Development of maritime trade routes:** The establishment of sea routes across the Indian Ocean, connecting East Africa, the Middle East, and South Asia, made it easier to transport slaves.

## (iv) **Decline in indigenous populations:**

The decline of local populations due to diseases, wars, and other factors created a vacuum in labor needs, leading to the importation of slaves.

- (v) **Economic incentives:** European, Arab, and other traders found slavery to be a profitable venture, which intensified the capture and transport of slaves across the Indian Ocean.

## 4. *Social Injustices Committed to Africans During the Indian Ocean Slave Trade in the 15th Century*

- (i) **Forced displacement:** Millions of Africans were taken from their homelands against their will and transported to foreign lands, separating families and communities.
- (ii) **Dehumanization:** Africans were treated as commodities rather than people, stripped of their identities, cultures and rights.
- (iii) **Violence and cruelty:** Slaves endured brutal conditions, including physical abuse, harsh labor and poor living conditions. Many were subjected to sexual violence or mutilation.
- (iv) **Loss of freedom and autonomy:** Africans were stripped of any personal freedom, forced into lives of perpetual labour without the possibility of escape or self-determination.
- (v) **Exploitation and unequal treatment:** Africans were denied basic human rights, forced to work for little to no compensation and often lived in conditions far worse than those of free workers in other parts of the world.

## **Practice Assessment 2.4**

1. *Type of Trade Described in the Scenario*  
John exchanges bags of maize for goats from his neighbors. This type of trade can be described as **barter trade**.
2. *Definition of Currency Trade*  
**Currency trade** refers to the exchange

of goods and services using a standardized form of money (e.g., coins, notes, or electronic currency) as the medium of exchange, rather than directly trading goods or services for other goods or services (as in barter trade). Currency trade allows for a more efficient exchange as money serves as a universally accepted medium of exchange and a store of value.

### 3. *Differences Between Barter Trade and Use of Currency in Africa*

#### (i) **Medium of exchange:**

- **Barter trade:** Goods and services are directly exchanged for other goods and services.

- **Currency trade:** Money is used as an intermediary in the exchange process.

#### (ii) **Efficiency:**

- **Barter trade:** Can be inefficient because both parties must have something the other wants (the “double coincidence of wants”).
- **Currency trade:** More efficient as money is universally accepted and does not require a double coincidence of wants.

#### (iii) **Value storage:**

- **Barter trade:** Difficult to store value since goods can spoil, become obsolete or lose value over time.
- **Currency trade:** Money can be saved and stored, maintaining its value over time, especially in stable economies.

#### (iv) **Flexibility:**

- **Barter trade:** Limited to goods or services that can be traded directly.
- **Currency trade:** Money can be used to buy anything, allowing for a wider variety of transactions.

### 4. *Factors That Led to the Introduction of Money in Africa*

#### (i) **The limitations of barter trade:**

As trade expanded, it became difficult to

find people with the exact goods needed, prompting the need for a more efficient system of exchange.

#### (ii) **Expansion of trade networks:**

With increased regional and international trade, money became essential to facilitate transactions across wider distances.

#### (iii) **The desire for a universal medium of exchange:** Money solved the problem of the double coincidence of wants in barter trade and became a universally accepted form of exchange.

#### (iv) **Development of centralized economies:**

As kingdoms and empires grew in Africa, a standardized form of money was needed to manage taxes, tribute and other economic activities.

#### (v) **Improvement in the economy and society:**

The introduction of money allowed for more complex economic activities, like savings, lending and large-scale trading, which helped improve living standards and economic growth.

### 5. *Impacts Brought About by the Introduction of Money in Africa*

#### (i) **Increased efficiency in trade:** Money simplified trade by eliminating the need for barter and reducing transaction time.

#### (ii) **Growth of markets and trade networks:**

With money, local and regional markets expanded, and people could trade goods over larger distances more easily.

#### (iii) **Formation of banking and financial systems:**

The introduction of money led to the development of banking systems, which allowed for saving, lending, and credit.

#### (iv) **Standardization of value:** Money provided a consistent measure of value, which made it easier to price goods and services and compare values across different regions and markets.

## Practice Assessment 2.5

### 1. Factors That Determine Human Diversity

- (i) **Geographical location:** Different regions and environments have shaped how people adapt physically, culturally, and socially.
- (ii) **Genetic inheritance:** Physical characteristics such as skin colour, hair type and height are influenced by genetics.
- (iii) **Cultural practices:** Language, religion, and traditions contribute to the diversity of societies.
- (iv) **Historical factors:** Historical events such as migration, colonization, and war have influenced the composition of human populations.
- (v) **Social structures:** Class, ethnicity, and family structures can create diverse social identities and experiences.

### 2. Desirable Personality Attributes in a Multi-Cultural Society

- (i) **Respect:** Understanding and valuing the differences of others.
- (ii) **Empathy:** The ability to understand and share the feelings of others, especially from different cultural backgrounds.
- (iii) **Tolerance:** Willing to accept and coexist with diverse practices and beliefs.
- (iv) **Open-mindedness:** Being receptive to new ideas and different ways of thinking.
- (v) **Patience:** The ability to handle cultural differences without frustration or anger.

### 3. Benefits of Peaceful Coexistence in the Community

- (i) **Improved social harmony:** People live together without conflict, promoting cooperation and unity.
- (ii) **Stronger sense of community:** A peaceful environment fosters collaboration and support among community members.
- (iii) **Economic stability:** Peaceful coexistence allows for productive work, economic exchanges, and growth.
- (iv) **Reduced violence and crime:** When

people coexist peacefully, the likelihood of violent incidents or crimes decreases.

- (v) **Better quality of life:** A peaceful society offers more opportunities for health, education, and happiness for its members.
- (vi) Promotes social integration
- (vii) Promotes economic development
- (viii) Promotes trade
- (ix) Promotes unity
- (x) Creates enabling learning environment

## End of Strand 2 Assessment

### 1. Meaning of the Term “Population”

**Population** refers to the total number of individuals living in a specific area or region at a particular time. It can refer to the human population or the population of other species. Population studies involve analyzing demographic factors such as size, growth rate, and distribution.

### 2. Religious Stories of Human Origin

Religious stories of human origin vary across cultures. Many faiths have unique beliefs about how humans were created, often involving Gods or divine figures.

- In Christianity, humans were created by God in His image, with Adam and Eve being the first humans.
- In Hinduism, the origin of humans is linked to the Gods, and many different versions exist, including the idea that humans came from different divine beings or cosmic elements.
- African traditional religions often believe in Gods or ancestors who created the first humans from earth or other natural elements.

### 3. Meanings of the Following Terms

- (i) **State:** A state is a political entity with a defined territory, population, government, and sovereignty. It has the authority to make laws and govern its affairs.
- (ii) **Kingdom:** A kingdom is a form of government where a king or queen is the ruler. It typically refers to a territory governed by a monarch.

(iii) **Empire:** An empire is a large political unit that consists of multiple territories or nations, all ruled by a single sovereign authority, often through conquest or colonization.

#### 4. *Types of Slavery and Servitude*

- (i) **Chattel slavery:** Where individuals are treated as property, bought, and sold.
- (ii) **Debt bondage:** A system where people work to repay a debt, often under exploitative conditions.
- (iii) **Prisoner of war slavery:** Where individuals captured during war are forced into slavery.
- (iv) **Domestic servitude:** Involves people being forced to work in households, often under abusive conditions.
- (v) **Indentured servitude:** Individuals work for a set period in exchange for something, often for travel to another region.

#### 5. *Factors That Led to the Growth of the Following Kingdoms*

##### (i) **Ancient Kingdom of Egypt:**

- The fertile land along the Nile River allowed for agriculture and trade.
- A strong central government led by the Pharaohs ensured stability and prosperity.
- Technological advancements in architecture, mathematics, and medicine.

##### (ii) **The Great Zimbabwe:**

- Control of key trade routes for gold, ivory, and other resources.
- Advanced stone construction, such as the Great Zimbabwe ruins, demonstrating engineering skills.
- Strong leadership and centralized governance.

##### (iii) **Kingdom of Kongo:**

- Strategic location along the Atlantic coast facilitated trade.
- Agricultural production supported a growing population.

- The centralization of power, with a king controlling resources and trade.

#### 6. *Contributions of Early African Civilizations to the Modern World*

- (i) **Mathematics:** Ancient Egyptians made significant contributions to geometry, especially in building the pyramids.
- (ii) **Medicine:** Egyptian knowledge of medicine influenced later practices.
- (iii) **Writing systems:** The development of writing systems, such as hieroglyphics, was critical in preserving knowledge.
- (iv) **Architecture:** The creation of iconic structures like the pyramids and temples.
- (v) **Agricultural advancements:** Early civilizations like Egypt developed irrigation techniques that were influential.
- (vi) **Trade networks:** African kingdoms established extensive trade routes that helped in the exchange of goods and ideas.

#### 7. *Differences Between Barter Trade and Currency Trade*

Barter Trade	Currency Trade
Relies on direct exchange of goods and services.	Uses money as an intermediary in transactions.
Requires a double coincidence of wants.	No need for a double coincidence of wants.
Limited in scope; not all goods can be traded.	Allows for a wider variety of transactions.
Less efficient and slower.	Faster and more efficient.

#### 8. *Impacts of the Introduction of Money*

- (i) **More efficient transactions:** Money simplifies exchange by acting as a universal medium.
- (ii) **Economic growth:** Money facilitated the expansion of markets and trade.
- (iii) **Facilitation of savings:** People can save money, which can then be used for investments or future needs.
- (iv) **Creation of financial systems:** The introduction of banks, loans, and credit systems.

- (v) **Standardization of value:** Money provided a uniform standard to value goods and services.

9. (a) *Define the Term Human Diversity*

**Human diversity** refers to the variety of human characteristics, including physical, cultural, social, and psychological differences. It highlights the uniqueness of individuals and groups based on their backgrounds, identities, and experiences.

(b) *Five Factors That Determine Human Diversity*

- (i) Geographical location
- (ii) Cultural practices
- (iii) Language
- (iv) Genetic inheritance
- (v) Social structures

10. *Methods Used in Peaceful Conflict Resolution*

- (i) **Negotiation:** This involves direct discussions between parties to resolve differences and reach a mutually acceptable agreement.
- (ii) **Mediation:** A neutral third party helps the conflicting parties reach a solution by facilitating discussions and proposing compromises.
- (iii) **Arbitration:** A neutral third party listens to both sides and makes a binding decision to resolve the conflict.
- (iv) **Litigation:** Conflict is resolved in a formal court setting, where a judge or jury makes a legal ruling based on the law.

- (ii) **Problem:** A problem refers to a specific issue or challenge within the community that requires attention and intervention. It is something that disrupts or hinders the normal functioning of a community or its members.

- (iii) **Solution:** A solution is a strategy or intervention developed to address the identified problem. It involves actions or ideas that aim to resolve the issue and improve the situation.

- (iv) **Planning:** Planning is the process of setting objectives, identifying necessary resources and outlining the steps to be taken in order to achieve the goals of a Community Service Learning project. It is an essential step that ensures the project runs smoothly and effectively.

- (v) **Implementation:** Implementation is the stage where the planned activities are carried out. It involves putting the plan into action by organizing resources, coordinating efforts and executing the tasks to solve the identified problem.

- (vi) **Reporting:** Reporting involves documenting and sharing the progress, outcomes, and impact of the project. It includes providing feedback to stakeholders and reflecting on what was learned from the experience.

### 3.0 Community Service Learning

#### Practice Assessment 3.1

1. *Definitions of Terms Used in Community Service Learning*

- (i) **Community Service Learning:** Community Service Learning (CSL) is an educational approach that combines learning objectives with community service. It involves students working on projects that address community needs while applying academic knowledge and skills to solve real-life problems.

2. *Steps Involved in Carrying Out a Community Service Learning Project*

- a) **Identify the Community Need:** Begin by researching and identifying a problem or need in the community that requires attention.
- b) **Plan the Project:** Develop a detailed plan that includes the timeline, resources needed, roles of participants, and activities required to address the issue.
- c) **Designing solution to the problem-come up with possible solution to the problem.**



- d) **Implement the Solutions:** Carry out the activities outlined in the project plan. Ensure that all participants are involved and that tasks are completed on time.
- e) **Reflecting Reporting on the Project:** Document the outcomes, challenges and lessons learned and share the results with the community and stakeholders.

### 3. *Importance of Community Service in the Community*

- (i) **Addresses community needs:** Community service projects help tackle real problems, such as poverty, environmental issues, or lack of access to education.
- (ii) **Promotes civic responsibility:** It encourages individuals to take responsibility for the well-being of their community and engage in activities that contribute to its betterment.
- (iii) **Fosters collaboration:** Community service brings people together from diverse backgrounds to work towards common goals, fostering cooperation and teamwork.
- (iv) **Enhances personal growth:** It provides participants with an opportunity to learn new skills, gain experience, and develop a sense of empathy and social awareness.

### 4. *Undesirable Personality Attributes in a Multicultural Society*

- (i) **Intolerance:** Unwillingness to accept or respect differences in others, such as differing beliefs, cultures, or lifestyles.
- (ii) **Prejudice:** Holding biased or unfounded opinions about people from different backgrounds, often based on stereotypes or misinformation.
- (iii) **Arrogance:** A sense of superiority that can lead to dismissing others' views or contributions.
- (iv) **Discrimination:** Treating people unfairly based on their ethnicity, religion or culture, leading to exclusion or inequality.

## End of Strand 3 Assessment

1. *Gaps Identified by Grade 7 Learners at Jema School*
  - (i) **Lack of access to clean water:** The learners may have identified that there is a shortage of clean drinking water in the community.
  - (ii) **Low literacy rates:** There could be a gap in access to education or low literacy levels among children or adults in the area.
  - (iii) **Environmental pollution:** The learners might have identified the need for better waste management or clean-up efforts to reduce pollution.
  - (iv) **Health awareness:** There may be a gap in the community's understanding of basic health and hygiene practices.
2. *Steps Followed by Learners to Complete the Project*
  - a) **Identify the Community Need:** Begin by
  - b) **Plan the Project:** Develop a detailed plan that includes the timeline, resources needed, roles of participants, and activities required to address the issue.
  - c) **Designing solution to the problem-come up with possible solution to the problem.**
  - d) **Implement the Solutions:** Carry out the activities outlined in the project plan. Ensure that all participants are involved and that tasks are completed on time.
  - e) **Reflecting Reporting on the Project:** Document the outcomes, challenges and lessons learned and share the results with the community and stakeholders.
3. *Definitions Used in Community Service Learning*
  - (i) **Community:** A community is a group of people who live in the same area or share common interests, goals, and values. It may also refer to a network of individuals who are connected by social, cultural, or professional ties.

(ii) **Service:**

Service refers to the act of helping others or contributing to the welfare of the community. In the context of Community Service Learning, it involves performing tasks that address the needs of others.

(iii) **Gap:**

A gap is a need, problem, or issue within the community that requires attention. It could be related to resources, access to services, or social challenges that need to be addressed through community service.

#### 4.0 Natural and Historic Built Environments in Africa

##### Practice Assessment 4.1

1. *Sources of Historical Information*

- (i) **Written documents:** These include books, letters, newspapers, and official records.
- (ii) **Oral traditions:** Stories, legends, and oral history passed down through generations.
- (iii) **Artifacts:** Physical objects such as tools, pottery, clothing and artwork that provide insights into past societies.
- (iv) **Photographs:** Images captured in the past that give a visual record of historical events, people and places.
- (v) **Archaeological sites:** Excavated remains of buildings, cities, and objects that reveal information about past civilizations.

2. *Primary and Secondary Sources of Historical Information*

Primary Sources	Secondary Sources
(i) Diaries or journals.	(i) Textbooks.
(ii) Photographs from the time period.	(ii) Biographies.
(iii) Official documents (e.g, treaties, laws).	(iii) History books or articles analyzing events.
(iv) Artifacts.	(iv) Documentaries and films about historical events.

3. *Ways of Preserving Historical Information*

- (i) **Archiving:** Storing historical documents, photographs, and other materials in safe, controlled environments to protect them from damage.
- (ii) **Digitization:** Converting physical historical records into digital formats to ensure long-term preservation and easy access.
- (iii) **Museums:** Displaying artifacts, documents and artwork in institutions dedicated to preserving history.
- (iv) **Oral history projects:** Recording and transcribing interviews with people who have witnessed or participated in historical events.
- (v) **Taking photographs**
- (vi) Building libraries
- (vii) Locking important information in cabinets.

##### Practice Assessment 4.2

1. *Definition of Agriculture*

**Agriculture** is the practice of cultivating soil, growing crops and raising animals for food, fiber, medicinal plants and other products used to sustain and enhance human life. It includes activities like planting, harvesting, and managing livestock to produce goods for consumption or trade.

2. *Areas Where Early Agriculture Was Practiced in Africa*

- (i) **Rift Valley of Eastern Africa:** Known as the “Cradle of Humanity,” early agriculture was practiced here, where evidence of crop cultivation and animal domestication has been found.
- (ii) **Ancient Egypt:** The fertile land along the Nile River supported early agricultural activities, with irrigation systems used to grow crops like wheat, barley and flax.
- (iii) **Nubia:** Located to the south of Egypt, Nubia also had early agricultural practices, relying on the Nile for irrigation and producing crops like sorghum and millet.

3. *Ways in Which Agriculture in the Nile Valley Contributed to World Civilization*

(i) **Development of irrigation systems:**

The Nile River's predictable flooding cycle led to the creation of irrigation systems that allowed for consistent crop production, which was key to the growth of ancient Egyptian society.

(ii) **Advancements in farming tools:**

The Egyptians developed and used tools like plows and sickles, which improved the efficiency of agricultural practices.

(iii) **Surplus food production:** The ability to produce surplus food allowed for population growth and the specialization of labor, leading to the development of a complex society with various professions and advancements in other fields.

(iv) **Trade and economy:** The surplus food from agriculture allowed for trade with neighboring regions, which contributed to the rise of Egypt as a powerful and wealthy civilization.

4. *Importance of Domestication of Plants and Animals in Africa*

(i) **Food security:** Domestication provided a steady and reliable source of food, which supported population growth and stability.

(ii) **Economic growth:** Domesticated animals, such as cattle, could be used for labour and trade, boosting economic activities.

(iii) **Cultural development:**

The domestication of plants and animals allowed communities to settle in one place, leading to the growth of villages, towns, and eventually kingdoms.

(iv) **Technological advancements:**

Domestication led to the development of new tools and techniques, such as plows and the use of animals for transport.

5. (a) **Name the method of irrigation:**

The method of irrigation is **Shadoof**.

(b) **In which ancient Kingdom was it used?**

It was used in **Ancient Egypt**.

(c) **Briefly describe how it was used:**

The **Shadoof** was a hand-operated device used to lift water from rivers or canals to irrigate fields. It consisted of a long horizontal pole with a bucket attached to one end and a counterweight on the other. The operator would lower the bucket into the water, fill it, and then use the counterweight to lift the water up and pour it into irrigation channels for the crops.

**Practice Assessment 4.3**

1. *Definition of a Map*

A **map** is a visual representation of an area, showing geographical features like landforms, bodies of water, roads and political boundaries. It provides a simplified view of a region to help people understand spatial relationships and locations.

2. *Position of Africa in Terms of:*

(i) **Longitudes:**

- Africa extends from approximately **25°W** (West of the Prime Meridian) to **58°E** (East of the Prime Meridian).
- This means Africa spans across the **Western** and **Eastern** hemispheres.

(ii) **Latitudes:**

- Africa stretches from approximately **37°N** (in the northern part of Tunisia) to **35°S** (in the Southern part of South Africa).
- This means Africa spans across the **Northern** and **southern** hemispheres.

3. *The Most Extreme Points of Africa:*

(i) **Northerly Point of Africa:**

- The most northerly point of Africa is **Ras ben Sakka**, located in **Tunisia** at approximately **37°N** latitude.

(ii) **Southerly Point of Africa:**

- The most southerly point of Africa is **Cape Agulhas**, located in **South Africa** at approximately **35°S** latitude.

(iii) **Easterly Point of Africa:**

- The most easterly point of Africa is **Ras Hafun**, located in **Somalia** at approximately **51°E** longitude.

(iv) **Westerly Point of Africa:**

- The most westerly point of Africa is **Cap Vert Peninsula**, located in **Senegal** at approximately **17°W** longitude.

4. *Time Conversion between Libreville and Antananarivo:*

- If it is **8:00 AM** in Libreville, the time in **Antananarivo** will be **10:28 AM**.

### Practice Assessment 4.4

1. *Theories Explaining the Origin of the Earth*

- (i) **The passing theory**
- (ii) **Nebula Cloud theory**

2. *Effects of the Earth's Rotation on Human Activities*

(i) **Causes day and night**

The Earth's rotation causes the alternation between day and night, which dictates the hours of activity, rest, and sleep for humans.

- (ii) Causes high and low tides
- (iii) Causes deflection of winds and oceans currents.
- iv) Causes differences in time along different longitudes.

3. *Effects of the Earth's Revolution on Human Activities*

- (i) Causes the four seasons:
- (ii) Causes varying length of day and night:

4. *Name the Planets Labeled A - H*

- (i) a: Mercury
- (ii) b: Venus
- (iii) c: Earth
- (iv) d: Mars
- (v) e: Jupiter
- (vi) f: Saturn
- (vii) g: Uranus
- (viii) h: Neptune

### Practice Assessment 4.5

1. *Definition of Weather*

**Weather** refers to the atmospheric conditions in a specific place at a particular time.

2. *Seven Elements of Weather*

- (i) **Temperature:**
- (ii) **Humidity**
- (iii) **Wind**
- (iv) **Rainfall**
- (v) **Air pressure**
- (vi) **Cloud cover**
- (vii) **Sunshine**

3. *Factors Considered When Constructing and Siting a Weather Station in the School Compound*

- (i) **Location Away from Obstacles:**
- (ii) **Access to Instruments:**
- (iii) **The area should be secure.**
- (iv) **The area should be gently sloping or flat**

4. *Materials Assembled for Constructing Weather Instruments*

(i) **Raingauge**

- A **transparent container** (e.g., a plastic bottle or jar).
- A **ruler** or measuring scale.
- A **funnel** to direct the rain into the container
- **Plastic sheet** or cover to protect the container from debris.
- Pair of scissors.

(ii) **Windvane**

- A **cardboard or plastic plate** (to form the vane).
- A **pencil** (to act as the pivot or axis).
- **Pin or needle** (to attach the vane to the pivot point).
- Biro cap
- Drinking straw.
- Water paints
- A pole

### (iii) **Windsock**

- A **lightweight fabric or cloth** (e.g., nylon or cotton).
- **String** (to tie the windsock at the opening).
- **Plastic or wire frame** (to give shape and structure to the windsock).
- **Scissors** (to cut fabric into the desired shape).
- Water paints
- A pole.

## **Practice Assessment 4.6**

### 1. *Methods Needed for Data Collection*

- Surveys:** Collecting data by asking questions to people through interviews or questionnaires.
- Observations:** Gathering information by directly observing a subject or phenomenon in its natural setting.
- Interviews:** One-on-one or group conversations to gather in-depth information from individuals.
- Experiments:** Conducting controlled tests or investigations to collect data on how certain variables affect outcomes.
- Use of questionnaires
- Focus group discussion.

### 2. *Challenges Experienced During Fieldwork*

- Weather Conditions:** Bad weather, like rain or heat, can make it difficult to gather accurate data or work effectively.
- Accessibility:** Some locations may be hard to reach due to poor infrastructure or geographical obstacles.
- Time Constraints:** Limited time during fieldwork can restrict the amount of data that can be collected.
- Inaccurate Data:** Errors in measurements or observations can affect the quality of the data.
- Lack of Resources:** Insufficient tools or equipment can hinder effective data collection.

## **End of Strand 4 Assessment**

### 1. *Sources of Historical Information*

- Archaeological Findings.
- Oral Traditions.
- Written Documents.
- Artefacts and Objects.

### 2. *Differentiating Between Primary and Secondary Sources of Information*

**Primary Sources** are direct, first-hand accounts or evidence from the time under study (e.g., diaries, photographs, official records).

**Secondary Sources** are interpretations or analyses of primary sources, created after the event (e.g., textbooks, articles, documentaries).

### 3. *Ways of Preserving Historical Information*

- Digitizing:** Converting physical documents or artifacts into digital formats for easy storage and access.
- Archiving:** Storing historical records in libraries, museums, or archives for safekeeping.
- Restoration:** Repairing damaged historical artifacts or documents to preserve them for future generations.
- Recording Oral Histories:** Capturing stories and traditions orally and preserving them in audio or video formats.
- Creating Databases:** Organizing historical data into searchable formats for preservation and research.
- Taking photographs

### 4. *Crops Grown in Early Agriculture in Africa*

- Wheat
- Barley
- Millet
- Sorghum
- Rice
- Maize

### 5. *Methods of Irrigation Used in Ancient Egypt*

- (i) **Shadoof:** A hand-operated device used to lift water from rivers for irrigation.
- (ii) **Basin Irrigation:** Using the flooding of the Nile to water crops in controlled, enclosed basins.

### 6. *Seven Elements of Weather*

- (i) Temperature.
- (ii) Humidity.
- (iii) Wind.
- (iv) Air pressure.
- (v) Rainfall.
- (vi) Cloud Cover.
- (vii) Sunshine.

### 7. *Factors to Consider When Constructing a Weather Station*

- (i) **Location:** It should be in an open area away from obstructions like buildings or trees.
- (ii) **Accessibility:** It should be easy for students or researchers to access for measurements and maintenance.
- (iii) The area should be free from flooding.
- (iv) The area should be secure.
- (v) The area should be sloping gently or flat

### 8. *Materials Needed for Weather Instruments*

#### (i) **Rainuage**

- A **transparent container** (e.g., a plastic bottle).
- **Ruler** (for measuring rainfall levels).
- **Funnel** (to direct rain into the container).
- Scissors

#### (ii) **Windsock**

- **Lightweight fabric or cloth.**
- **String** (for attachment).
- **Frame** (e.g., plastic or wire to shape the windsock).
- Pole

#### (iii) **Windvane**

- **Cardboard or plastic** (to form the vane).
- **Pencil** (as the pivot).
- Drinking straw.
- Biro cap

### 9. *Methods of Data Collection*

- (i) Surveys.
- (ii) Interviews.
- (iii) Observations.
- (iv) Experiments.

### 10. *Countries in Africa Crossed by:*

#### (i) **Equator**

- Gabon
- Republic of the Congo
- Uganda
- Kenya
- Somalia

#### (ii) **Tropic of Cancer**

- Egypt
- Mauritania
- Chad
- Niger

#### (iii) **Tropic of Capricorn**

- Namibia
- Botswana
- South Africa
- Mozambique

### 11. *African Geography:*

- (i) Total Number of Countries in Africa: 54 countries.
- (ii) Total Area Covered by Africa: Approximately 30.37 million km<sup>2</sup>
- (iii) Largest Country in Africa: Algeria  
Smallest Country in Africa: Seychelles.

### 12. *Definitions of Social Studies Terms:*

- (i) **Pictures:** Visual representations used to show real-life events, people, or places or educational purposes.
- (ii) **Plans:** Detailed proposals or schemes for how something will be done in the future.
- (iii) **Maps:** A visual representation of geographical locations, features or spaces, showing landforms, political boundaries, or other relevant details.

### 13. *Types of Maps Used in Social Studies*

- (i) Sketch maps
- (ii) Atlas map
- (iii) Topographical maps

14. *Theories About the Origin of the Earth*
  - (i) Passing star theory
  - (ii) Nebula cloud theory
15. *Methods of Data Recording During Fieldwork*
  - (i) Note-taking
  - (ii) Photography
  - (iii) Audio Recording
  - (iv) Video Recording
  - (v) Sketching or Drawing
  - (vi) Filling Out Forms or Surveys

## 5.0 Political Development and Governance

### Practice Assessment 5.1

#### 1. *Define the Terms*

##### (i) **Scramble**

The term “scramble” refers to the period of intense competition among European powers in the late 19th century to acquire and colonize territories in Africa. It was characterized by a rush to claim land and resources, often with little regard for the indigenous populations.

##### (ii) **Partition**

**Partition** refers to the process of dividing or splitting a region into separate territories. In the context of Africa, the partition refers to the division of the continent among European powers during the late 19th century, especially during the Berlin Conference of 1884-1885.

#### 2. *Name Four Groups of Europeans Who Came to Africa Before Colonisation*

- (i) **Portuguese:** The first European nation to establish trade routes to Africa, starting in the 15th century.
- (ii) **Dutch:** Known for their early settlements in Southern Africa, especially in present-day South Africa.
- (iii) **French:** Established trading posts and colonies in West and Central Africa.

- (iv) **British:** Active in trading along the coasts of West Africa and later expanded their empire in different regions of the continent.

#### 3. *Terms of the Berlin Conference of 1884-1885 on the Partition of Africa*

- (i) **Effective Occupation:** European powers were required to have actual control over the territories they claimed, meaning they had to establish military or administrative presence.

- (ii) **Free Trade:** The declaration emphasized that all nations had the right to trade freely in Africa, especially along the Congo and Niger rivers.

- (iii) **No Slave Trade:** The conference aimed to halt the transatlantic slave trade by establishing rules for the control of African territories.

- (iv) **Boundaries:** European powers agreed on the borders of their respective colonies in Africa, drawing artificial borders without regard to ethnic or cultural divisions.

#### 4. *Countries Colonised by European Powers*

- (i) **France:** Algeria, Morocco, Tunisia, Mali, Senegal, Chad, Ivory Coast, Niger, Madagascar, among others.
- (ii) **Britain:** Egypt, Kenya, South Africa, Nigeria, Sudan, Uganda, Ghana, Zimbabwe, among others.
- (iii) **Germany:** Namibia, Tanzania, Cameroon, Togo, among others.
- (iv) **Portugal:** Angola, Mozambique, Guinea-Bissau, Cape Verde, São Tomé and Príncipe.
- (v) **Italy:** Libya, Somalia, Eritrea.
- (vi) **Spain:** Equatorial Guinea, Western Sahara, and parts of Morocco.
- (vii) **Belgium:** Congo (now the Democratic Republic of Congo).

## Practice Assessment 5.2

1. **Definition of the Term Constitution**  
A **constitution** is a set of fundamental principles or established precedents according to which a state or organization is governed. It outlines the structure of government, defines the powers and responsibilities of different branches of government, and protects the rights and freedoms of citizens.
2. **Four Ways in Which the Constitution Can Be Used in Promoting Ethical and Responsible Citizenship**
  - (i) **Protection of Rights:** The constitution guarantees individual rights and freedoms, ensuring that citizens can enjoy equal treatment, freedom of expression, and protection from discrimination.
  - (ii) **Promotion of Justice:** By establishing the rule of law, the constitution ensures that all citizens are held accountable to the same legal standards, promoting fairness and justice.
  - (iii) **Encouragement of Civic Participation:** The constitution can provide frameworks for citizens to participate in democratic processes, such as voting, running for office, and engaging in public discussions.
  - (iv) **Accountability of Government:** The constitution can create mechanisms for checking and balancing government power, ensuring that leaders act ethically and responsibly while serving the people.

## Practice Assessment 5.3

1. **Examples of Human Rights in the Following Categories**
  - (i) **Political and Civil Rights**
    - **Right to vote:** Citizens have the right to participate in free and fair elections.
    - **Freedom of speech:** Individuals can express their opinions and ideas without fear of government retaliation.
    - **Right to a fair trial:** Every person has the right to a fair and public hearing by an impartial tribunal.

## (ii) Economic Rights

- **Right to own property:** Individuals have the right to own and dispose of property.
  - **Right to work:** Everyone has the right to engage in work of their choice and to receive fair wages.
  - **Right to access basic goods and services:** Every person is entitled to essential services like healthcare, education, and housing.
- ## (iii) Social Rights
- **Right to education:** Every individual has the right to receive an education, which should be accessible and of quality.
  - **Right to healthcare:** Everyone has the right to receive necessary health services.
  - **Right to family and personal life:** People have the right to live with their family and make personal decisions free from unnecessary interference.

## Practice Assessment 5.4

1. **Factors That Contributed to the Presence of African Diasporas Across the World**
  - (i) **Transatlantic Slave Trade:** The forced movement of millions of Africans to the Americas and other parts of the world as slaves created a significant African diaspora.
  - (ii) **Colonialism:** During European colonization of Africa, many Africans were taken abroad for work, and some were relocated to different parts of the world.
  - (iii) **Economic Migration:** Africans migrated to other parts of the world in search of better job opportunities, especially during times of economic hardship in their home countries.
  - (iv) **Political Instability:** Conflicts and wars in various African nations have led to the forced migration of Africans to other parts of the world as refugees or asylum seekers.
  - (v) **Educational Opportunities:** Some Africans left the continent for educational purposes, pursuing higher education and subsequently settling in foreign countries.



## 2. Countries Inhabited by African Diasporas by 1960

- (i) **United States:** Significant African American communities, especially in the southern states, were formed through the legacy of slavery and migration.
- (ii) **Brazil:** Home to one of the largest African-descendant populations, resulting from the transatlantic slave trade.
- (iii) **France:** The African diaspora in France grew due to migration from African colonies and other European countries.

## 3. Roles of the Diasporas in the Political Development of Africa

- (i) **Advocacy for African Independence:** Diaspora communities played a key role in advocating for the independence of African nations, often through political activism and lobbying.
- (ii) **Support for African Liberation Movements:** Many African diaspora groups provided financial, moral, and political support to African liberation movements fighting colonialism and apartheid.
- (iii) **Influence on International Politics:** Diaspora communities helped to raise international awareness and pressure on issues affecting Africa, such as apartheid in South Africa.
- (iv) **Cultural and Ideological Contributions:** The African diaspora brought cultural and political ideas back to Africa, influencing the post-colonial identity and pan-Africanism.
- (v) **Remittances and Economic Support:** Many members of the African diaspora send remittances to their home countries, which contribute to economic growth and political stability in various African nations.

### Practice Assessment 5.5

#### 1. Define the Term Citizenship

**Citizenship** refers to the status of being a recognized member of a state or country,

with associated rights and responsibilities. It involves being part of a nation and enjoying the protection and benefits granted by that nation, while also adhering to its laws and obligations.

## 2. Four Reasons for Interconnectedness and Interdependence Among Countries Today

### (i) Global Trade and Commerce:

Countries rely on each other for goods, services, and resources, which promotes economic interconnectedness and trade relationships.

### (ii) Technological Advancements:

Technology has made communication and information sharing instantaneous, linking countries together in ways that facilitate cooperation and knowledge exchange.

(iii) **Cultural Exchange:** The flow of people, ideas, and cultural practices across borders has created global interdependence, with countries influencing each other culturally.

(iv) **Environmental Issues:** Global challenges like climate change, natural disasters and pandemics require collective international efforts and cooperation, making countries interdependent in addressing these issues.

## 3. Five Effects of Glocalisation at the National and Global Levels

### (i) Increased Cultural Exchange:

Glocalisation blends local culture with global influences, leading to unique cultural identities and hybrid cultural forms.

(ii) **Economic Growth:** It fosters international trade while allowing local businesses to cater to global markets, stimulating economic development.

(iii) **Job Creation:** As global companies enter local markets, they create new jobs and business opportunities at both the national and local levels.

(iv) **Improved Technology:** Global technological advancements are adapted to local needs, improving infrastructure and innovation in local communities.

(v) **Diversity of Products and Services:** Consumers have access to both local and international products and services, enriching choices and enhancing quality of life.

#### 4. Five Qualities of a Global Citizen in Modern Society

(i) **Respect for Diversity:** A global citizen values and appreciates cultural differences and promotes inclusion and equality.

(ii) **Social Responsibility:** They are aware of global issues like poverty, climate change, and inequality, and actively seek to make positive contributions to their communities.

(iii) **Global Awareness:** They understand and stay informed about global events, political systems, and international relations.

(iv) **Empathy:** A global citizen is empathetic to the needs of people in different parts of the world and works toward building mutual understanding.

(v) **Sustainability Mindset:** They make choices that consider the long-term impact on the environment, society and future generations.

### End of Strand 5 Assessment

#### 1. Define the Terms

##### (i) **Scramble for Africa**

The **Scramble for Africa** refers to the period in the late 19th century when European powers aggressively competed to colonize and divide Africa among themselves, leading to the occupation of nearly the entire continent.

##### (ii) **Partition of Africa**

The **Partition of Africa** was the process of dividing the African continent among European colonial powers during the late 19th and early 20th centuries, which was

formalized in the Berlin Conference of 1884–1885.

#### 2. Four Terms of the Berlin Conference of 1884-1885 on the Partition of Africa

(i) **Effective Occupation:** European powers had to demonstrate control over a territory through settlements, military presence and administration.

(ii) **Free Trade:** The conference called for the establishment of free trade zones, particularly along the Congo and Niger Rivers.

(iii) **No Slave Trade:** European powers agreed to end the transatlantic slave trade and promote the abolition of slavery in African territories.

(iv) **Notification of Claims:** Any new territorial claims had to be publicly notified to other European powers to avoid conflicts.

#### 3. Define the Term Constitution

A **constitution** is a fundamental legal document that establishes the structure, principles and laws of a government or organization. It outlines the rights and duties of the citizens and government, and it serves as the supreme law of the land.

#### 4. Importance of the Constitution of Kenya

(i) **Guidance for Governance:** It provides a framework for how the government should function, ensuring that power is divided and exercised fairly.

(ii) **Protection of Rights:** It guarantees the protection of fundamental human rights and freedoms for all Kenyan citizens.

(iii) **Promotion of Rule of Law:** The constitution ensures that all citizens, including government officials, are subject to the law.

(iv) **Enhancement of National Unity:** It fosters national cohesion by promoting exclusivity and representation of all groups in the governance system.

## 5. Ways of Upholding and Protecting the Constitution of Kenya

- (i) **Respect for the Rule of Law:** Ensuring that all laws, including the constitution, are followed by everyone, especially those in power.
- (ii) **Civic Education:** Educating citizens about their rights and duties under the constitution to encourage active participation in democratic processes.
- (iii) **Accountability:** Holding government officials and institutions accountable for upholding the constitution and serving the public responsibly.
- (iv) **Judicial Independence:** Ensuring that the judiciary remains independent and impartial in interpreting and enforcing the constitution.

## 6. Four Types of Human Rights

- (i) **Political Rights:** Rights that allow individuals to participate in the political process, such as the right to vote and run for office.
- (ii) **Economic Rights:** Rights related to the economic well-being of individuals, including the right to work and own property.
- (iii) **Social Rights:** Rights that allow individuals to freely access basic social conditions.

## 7. Factors Contributing to the Presence of African Diaspora Across the World

- (i) Trans-Atlantic Slave Trade.
- (ii) Economic Migration.
- (iii) Colonialism.
- (iv) Political Instability.

## 8. Qualities of a Global Citizen in Modern Society

- (i) Cultural Awareness.
- (ii) Social Responsibility.
- (iii) Sustainability.
- (iv) Respect for Human Rights.
- (v) Commitment to Peace and Justice.

## End of Term Assessments

### Term 1 Assessment Exercise

#### 1. Meaning of self-exploration

Self-exploration refers to the process where an individual examines their thoughts, emotions, values and goals. It is about understanding oneself better and discovering personal interests, strengths, weaknesses and life purpose.

#### 2. Three personal interests and abilities for holistic development

- (i) Self confidence.
- (ii) Being humble.
- (iii) Self determination.
- (iv) Self expression
- (v) Self respect.

#### 3. Definition of emotions by Grade 7 learners

Emotions are feelings such as happiness, sadness, anger and fear that influence our actions and thoughts.

#### 4. Three ways of managing emotions

- (i) Deep breathing or relaxation techniques.
- (ii) Talking to someone for support.
- (iii) Engaging in physical activity.

#### 5. Two entrepreneurial opportunities in Social Studies

- (i) Fishing.
- (ii) Farming.
- (iii) Poultry farming.
- (iv) Basketry.

#### 6. Common aspects in traditional and religious stories of human origin

- (i) Creation by a higher being or force.
- (ii) The concept of life originating from a specific location or event.

#### 7. Three forms of slavery and servitude in pre-colonial Africa

- (i) Domestic slavery.
- (ii) Debt slavery.
- (iii) Prisoner of war slavery.

**8. Factors that led to the growth of Ancient Egypt**

- (i) Strategic location along the Nile River.
- (ii) Advances in agriculture and irrigation.
- (iii) Strong centralized government and leadership.

**9. Three contributions of early African civilization to the modern world.**

- (i) Development of writing systems.
- (ii) Mathematical knowledge and techniques.
- (iii) Medical advancements, such as surgery.

**10. Difference between barter and currency trade.**

Barter trade involves exchanging goods and services directly without money, while currency trade involves the use of money as a medium of exchange.

**11. Two factors that led to the introduction of money in Africa.**

- (i) Difficulty in carrying large quantities of goods for trade.
- (ii) The need for a standard measure of value in transactions.

**12. Three impacts of the introduction of money.**

- (i) Simplified trade by providing a common medium of exchange.
- (ii) Stimulated economic growth through the establishment of markets.
- (iii) Encouraged saving and investment.

**13. Three factors that determine human diversity in a society**

- (i) Cultural background.
- (ii) Language.
- (iii) Religious beliefs.
- (iv) Ethnicity.
- (v) Environmental factors.

**14. Four interpersonal skills that enhance**

**healthy interactions in a multicultural society**

- (i) Active listening.
- (ii) Empathy.
- (iii) Respect for diversity.
- (iv) Effective communication.
- (v) Self evaluation.

**15. Four factors that promote peaceful co-existence**

- (i) Tolerance and respect.
- (ii) Dialogue and open communication.
- (iii) Conflict resolution skills.
- (iv) Cooperation and mutual understanding.

**16. Four methods of solving conflicts in a society**

- (i) Mediation.
- (ii) Negotiation.
- (iii) Arbitration.
- (iv) Litigation.

**17. (a) Definition of community**

A community is a group of people living in a specific area or sharing common interests and values.

**(b) Meaning of community service**

Community service is voluntary work performed by an individual or group to help others in a community, often aimed at improving the well-being of society.

**18. Steps followed in community service learning**

- (i) Identifying the needs of the community.
- (ii) Planning the service project.
- (iii) Designing solution to the problem.
- (iv) Implementing the service activity.
- (v) Reflecting on the experience and its impact.

**Term II Assessment Exercise**

- (i) **Strategic Location:** Great Zimbabwe was strategically located near important trade routes, which enabled it to control the flow of goods between the interior of Africa and the coastal regions, boosting its economy.

- (ii) **Agricultural Productivity:** The region's fertile land and favourable climate allowed people of Great Zimbabwe to engage in successful agriculture, supporting a large population.
  - (iii) **Mineral Resources:** The availability of valuable resources, such as gold, copper, and iron, contributed to the wealth of Great Zimbabwe. Gold, in particular, played a key role in its trade networks with coastal cities.
  - (iv) **Skilled Labor and Architecture:** The advanced building techniques, including the construction of the famous stone ruins (Great Enclosure and Hill Complex), reflect the high level of craftsmanship and organization within the society.
- 2. Impacts of the introduction of money:**
- (i) **Facilitated trade:** Money made exchanges easier and more efficient, allowing people to buy and sell goods without the need for bartering.
  - (ii) **Standardized value:** Money provided a consistent value for goods and services, making transactions fair and straightforward.
  - (iii) **Economic growth:** The use of money promoted economic activity and development, enabling businesses to grow and people to invest.
- 3. Factors that determine human diversity:**
- (i) **Climate:** Different climates lead to various physical characteristics in people, like skin colour or body size.
  - (ii) **Culture:** Cultural practices and traditions, such as language, religion and customs, vary from one group to another.
  - (iii) **Environment:** The environment and location people live in can impact their lifestyle, diet, and daily activities.

**4. Methods of peaceful conflict resolution:**

**(i) Negotiation:**

- Involves direct communication between parties.
- The aim is to reach a mutual agreement or compromise.
- It can take place informally, without a third party.

**(ii) Mediation:**

- A neutral third party helps to facilitate discussion.
- The mediator does not make decisions but guides the parties to find a solution.
- It's voluntary and aims for a peaceful resolution.

**(iii) Litigation:**

- Legal process involving courts where a judge makes a binding decision.
- Typically occurs when other methods of resolution fail.
- It can be costly and time-consuming.

**(iv) Arbitration:**

- A third party, known as the arbitrator, makes a decision after hearing both sides.
- The decision is usually legally binding.
- It is often faster than litigation.

**5. Primary sources of information:**

- (i) **Historical documents** (e.g., letters, diaries, government records).
- (ii) **Artefacts** (e.g, tools, pottery, and other objects from the past).
- (iii) **Eyewitness accounts** (e.g., oral histories or interviews).

**6. Secondary sources of information:**

- (i) Textbooks.
- (ii) Biographies.

**7. Ways to preserve historical information:**

- (i) Writing down history.
- (ii) Creating archives and museums.
- (iii) Oral traditions.
- (iv) Digital preservation.

**8. Areas where early agriculture started in Africa:**

- (i) Egypt
- (ii) Nubia
- (iii) The Rift Valley of Eastern Africa

**9. Crops grown during early agriculture in Africa:**

- (i) Millets.
- (ii) Sorghum.
- (iii) Yams.
- (iv) Maize.

**10. Methods of irrigation in ancient Egypt:**

**(i) Shadoof irrigation:**

- A hand-operated device used to lift water from a river or canal to irrigate fields.
- It consists of a long pole with a bucket attached.
- Workers would swing the pole to lift water.

**(ii) Basin flooding irrigation:**

- Water from the Nile River would be directed into fields, creating basins.
- The water would flood the fields and deposit fertile silt.
- After the flood, the fields were drained, and crops were planted.

**11. Position of Africa in terms of:**

- (i) Longitude: Between 25°W and 58°E
- (ii) Latitude: Between 37° N and 35° S

**12. Total area covered by Africa:**

- 30.37 million square kilometers

**13. Largest country in Africa:**

- Algeria

**14. Tropics labeled:**

- X : Tropic of Cancer.
- Z : Tropic of Capricorn.
- Y : Equator.

**15. Island country marked R:**

- Madagascar

**16. Definitions of terms in Social Studies:**

**(i) Picture:**

- A visual representation, such as a drawing or photograph of an object, scene, or event.

**(ii) Plan:**

- A detailed diagram or map that shows the layout of a space or area at a particular scale.

**(iii) Map:**

- A visual representation of an area showing geographical features, political boundaries, and other details.

**17. Types of maps used in Social Studies:**

- (i) Sketch maps.
- (ii) Atlas maps.
- (iii) Topographical maps.

**18. Theories explaining the origin of the Earth:**

- (i) Passing star theory.
- (ii) Nebula cloud theory.

**19. Effects of the revolution of the Earth:**

- (i) Changes in the seasons.
- (ii) Variation in the length of day and night.

**Term III Assessment Exercise**

**1. Internal structure of the Earth:**

- (i) A: Crust.
- (ii) B: Mantle.
- (iii) C: Outer Core.
- (iv) D: Inner Core.

## 2. Time difference calculation (Dakar, Senegal vs. Kismayu, Somalia):

- Dakar is at **15°W** and Kismayu is at **50°E**.
- Total difference in longitude = **50°E + 15°W = 65°**.
- Every 15° of longitude corresponds to a 1-hour time difference.
- Therefore, **65° ÷ 15° = 4 hours and 20 minutes**.
- Since Kismayu is to the east of Dakar, Kismayu is ahead of Dakar by **4 hours and 20 minutes**.
- If it's **10:00 am in Kismayu**, the time in Dakar would be **5:40 am**.

## 3. Materials for constructing a windvane:

- (i) Wood.
- (ii) Plastic or cardboard.
- (iii) Nail or screw.
- (iv) Drinking straw.
- (v) Biro pen cap.

## 4. Methods of data collection during a field study:

- (i) Observation.
- (ii) Interviews.
- (iii) Questionnaires.
- (iv) Surveys.

## 5. Definitions of terms:

### (i) Scramble for Africa:

- A period in the late 19th century when European powers competed for control over territories in Africa.
- European nations divided African land among themselves without regard for indigenous populations.
- This event ultimately led to the colonization of Africa.

### (ii) Partition of Africa:

- The division of African land into European-controlled territories during the late 19th century.
- It was formalized at the **Berlin Conference** of 1884–1885.

- This process disregarded the cultural and ethnic boundaries of African societies.

## 6. European groups who visited Africa before colonization:

- (i) Missionaries.
- (ii) Traders.
- (iii) Explorers.

## 7. Terms of the Berlin Conference of 1884-1885:

- (i) **Establishment of rules for the partition of Africa** among European powers.
- (ii) **Recognition of King Leopold II's control over the Congo Free State.**
- (iii) **Effective occupation:** European nations had to prove they controlled the territories they claimed.

## 8. Definition of constitution and importance of the Constitution of Kenya:

### (a) Constitution:

- A set of fundamental principles or laws that govern a country.
- It outlines the rights, duties and powers of government institutions and citizens.
- It serves as the supreme law of the land.

### (b) Importance of the Constitution of Kenya:

- (i) **It protects citizens' rights and freedoms.**
- (ii) **It ensures good governance and accountability.**
- (iii) **It promotes national unity and fosters social harmony.**

## 9. National values in the Constitution of Kenya:

- (i) Democracy and participation.
- (ii) Social justice.
- (iii) Rule of law.
- (iv) Human dignity.

**10. Economic human rights:**

- (i) Right to own property.
- (ii) Right to fair wages.
- (iii) Right to employment.
- (iv) Right to social security.

**11. Definitions:**

**(i) Diaspora:**

- The dispersion of people from their homeland to different parts of the world.
- It can refer to communities that maintain connections to their culture and identity.
- It often leads to the establishment of strong networks across countries.

**(ii) Asylum:**

- The protection granted by a country to foreign nationals who have fled their own country due to fear of persecution.
- It is based on grounds such as race, religion, or political opinion.
- The person seeking asylum is often referred to as an asylum seeker.

**12. Factors contributing to the presence of the African diaspora:**

- (i) Slave trade.
- (ii) Colonization.
- (iii) Economic migration for better opportunities.

**13. Roles of the African diaspora in political development in Africa:**

- (i) Advocacy for human rights and democracy.
- (ii) Support for political movements in Africa, including independence struggles.
- (iii) Promoting international solidarity and diplomatic relations.

**14. Reasons for interconnectivity and interdependence among countries:**

- (i) **Global trade** and the exchange of goods.
- (ii) **Cultural exchange** and shared knowledge.
- (iii) **Environmental cooperation** to address global challenges like climate change.

**15. Positive effects of globalization at local and national levels:**

- (i) **Access to better technology and innovation.**
- (ii) **Improved international trade** and investment.

**16. Qualities of a global citizen in modern society:**

- (i) **Awareness of global issues** such as poverty and climate change.
- (ii) **Respect for cultural diversity** and promoting peace.



# CRE

## 1.0 Introduction to Christian Religious Education

### 1.1 Importance of studying Christian Religious Education

#### Activity 2

##### Day: Monday

##### How learning Christian Religious Education has changed my behaviour:

During group discussions in class, I have learnt to respect others' opinions. This has helped me to relate well with others.

##### Day: Tuesday

I helped a friend who was struggling with their homework because I learned that helping others is a way of showing love and care, as taught in Christian Religious Education.

##### Day: Wednesday

I avoided a conflict with a classmate by choosing to forgive them when they accidentally stepped on my book. This reflects the value of forgiveness that I have learned in CRE.

##### Day: Thursday

I prayed before starting my day and thanked God for His blessings. This has strengthened my faith and helped me to feel calm and peaceful throughout the day.

##### Day: Friday

I practiced being honest by admitting to my teacher when I forgot to complete an assignment. CRE has taught me the importance of truthfulness and integrity.

##### Day: Saturday

I helped my parents with household chores without being asked because CRE has taught me to honor and respect my parents as part of God's command.

##### Day: Sunday

At church, I participated in singing and praying with enthusiasm. I realized how important it is to worship God and appreciate Him for creating me as His special creation.

#### Activity 3

##### Why is it important to study Christian Religious Education from the story?

- From the story, studying Christian Religious Education (CRE) is important because it teaches timeless principles, such as honesty, kindness, humility, and service to others, which guide learners to make good decisions and live morally upright lives.

##### How did learning Christian Religious Education (CRE) change John's behaviour?

- Learning CRE helped John become more honest, as he chose not to cheat during a math test and encouraged his friends to do the same. It also made him more humble and kind, as he helped an elderly neighbour with her groceries, inspired by the teachings about humility and service. Overall, CRE shaped his character and made him a better person.

##### Identify moral and religious values from the story.

- **Moral values:** Honesty, kindness, humility, courage, and willingness to help others.
- **Religious values:** Obedience to God's commandments, service to others, and living according to Christian teachings.

##### How does Christian Religious Education promote moral and religious values from the story?

- Christian Religious Education promotes moral and religious values by teaching Biblical lessons that guide learners in making ethical decisions. In the story, John learned the value of honesty from the Ten Commandments and humility from Jesus' example of washing His disciples' feet. These teachings inspired John to act in ways that reflected these values, demonstrating how CRE instills principles for right living and positively influences behavior.
- **Humility:** Recognizing one's limitations and treating others with respect and equality.
- **Perseverance:** Staying committed to doing what is right, even in difficult situations.
- **Forgiveness:** Letting go of grudges and showing mercy to those who have wronged you.

- **Generosity:** Being willing to share resources, time, and kindness with others.
- **Gratitude:** Appreciating and being thankful for what you have and the people around you

## Assessment Activities pg. 236

### Answers

#### 1. What is the meaning of Christian Religious Education?

Christian Religious Education (CRE) is the study of God's teachings and principles, based on the Bible, aimed at helping individuals grow spiritually, morally, and socially.

#### 2. Why is it important to study Christian Religious Education in junior secondary school?

- o It helps learners develop strong moral principles.
- o It teaches values such as honesty, respect, and kindness.
- o It guides learners in building better relationships with others and understanding God's purpose for their lives.

#### 3. In what ways does the teaching of C.R.E help you relate well with others?

- o By teaching the value of respect for others' opinions and rights.
- o By encouraging empathy and understanding towards others' feelings.
- o By promoting forgiveness and peaceful conflict resolution.

#### 4. Write values we acquire through studying Christian Religious Education.

- o Honesty
- o Integrity
- o Respect
- o Empathy
- o Forgiveness

#### 5. How can studying Christian Religious Education help you in your day-to-day life?

- o It guides decision-making based on moral principles.
- o It promotes positive relationships with family, friends, and the community.
- o It helps in solving challenges through faith and resilience.

#### 6. A Grade Seven learner gave an extra pair of shoes to a needy learner in class. Which value did the learner apply through studying Christian Religious Education?

- o Generosity

#### 7. Write true or false

- (a) Studying Christian Religious Education helps us to relate well with others.
  - o **True**
- (b) Studying Christian Religious Education helps us to discover God's purpose for our lives.
  - o **True**
- (c) Christian Religious Education is only good for learners who are saved.
  - o **False**
- (d) Studying Christian Religious Education can help us to develop future careers.
  - o **True**

#### 8. The following are values that we acquire through studying Christian Religious Education. Identify them from the puzzle below.

Honesty	Integrity
Patience	Love
Respect	

#### 9. Write three ways of how studying Christian Religious Education has helped you change your behaviour.

- o I have learned to be honest and admit my mistakes.
- o I practice kindness by helping those in need.
- o I have become more forgiving and peaceful in resolving conflicts.

#### 10. Your friend tells you that Christian Religious Education is not important. Therefore there is no need to study it. Write three points that you will tell them about the importance of studying Christian Religious Education.

- CRE helps us develop moral values that guide us in making good decisions.
- It teaches us to live peacefully and relate well with others.
- It helps us understand God's purpose for our lives and strengthens our faith.

## 2.0 Creation

### 2.1 Account of Creation Pg. 238

#### Activity 2

##### 1. Explain how man was created in this account of creation.

- In this account, man was formed by God from the dust of the ground. God breathed into his nostrils the breath of life, and man became a living being (Genesis 2:7).

##### 2. Why was a woman created?

- A woman was created because God saw that it was not good for man to be alone. He decided to make a helper suitable for him. God created the woman from one of the man's ribs (Genesis 2:18, 21-22).

##### 3. Write instructions given to man according to Genesis 2:16-17.

- God instructed the man that he could eat freely from any tree in the Garden of Eden except the tree of the knowledge of good and evil. He warned that eating from this tree would result in death.

##### 4. Which responsibilities were given to man in this account of creation?

- Man was tasked with:
  - Tending and taking care of the Garden of Eden (Genesis 2:15).
  - Naming all the animals and birds (Genesis 2:19-20).

##### 5. Write the attributes of God from the second account of creation.

- Creator:** God is the source of life and all creation.
- Provider:** He provided the garden, food, and a companion for man.
- Wise:** He recognized the need for companionship for man.
- Caring:** God created man in His image and provided for all his needs.
- Life-giver:** He gave life to man by breathing into him.
  - (a) In the **second** account, man is made out of the dust while in the **first** account, creation is out of nothing.
  - (b) In the **first** account, human beings were created last while in the **second** account, they were created first.

- (c) There are no days mentioned in the **second** account. Also, no rest is mentioned. Creation in the **first** account was completed on the sixth day, and God rested on the seventh day.

#### Activity 4

- (d) In the **first** account, everything that God created is good, while in the **second** account, it is not mentioned.
- (e) In the **first** account, marriage is for procreation (to get children) while in the **second** account, marriage is for companionship.
- (f) Creation of the sky, light, and heavenly bodies are included in the **first** account but omitted in the **second** account.

#### Activity 6

##### Answers

##### 1. Explain the two Biblical Accounts of Creation.

- The First Account (Genesis 1:1-2:3):**

This account describes the creation of the universe in six days. God created the heavens and the earth, and everything in them, including light, sky, land, plants, animals, and humans. God created male and female in His image on the sixth day, and on the seventh day, He rested. The creation in this account is systematic, with God speaking things into existence.
- The Second Account (Genesis 2:4-25):**

This account focuses more on the creation of man and woman and their role in the garden of Eden. God forms man from the dust of the ground and breathes life into him. He places man in the garden to tend it and creates a helper, woman, from one of man's ribs. This account highlights a more intimate and detailed perspective of human creation and the relationship between man and woman.

**2. Fill in the spaces with the right attributes of God.**

- (a) **God is powerful.** He created everything by word of mouth.
- (b) **God is the God of order.** He created the universe and everything in it in an organized manner.
- (c) **God is a worker.** He worked for six days and rested on the seventh day.
- (d) **God is the source of life.** All living creatures in the world were given life by God.

**3. Write attributes of God from the Biblical accounts of creation.**

- Creator:** God is the ultimate creator of the universe and all life.
- Powerful:** He created the universe by His command.
- Orderly:** He created everything in an organized, systematic manner.
- Loving:** He created man and woman in His image, showing care for their relationship.
- Life-giver:** God breathes life into all living creatures.

**4. Classify the following statements in the correct account of creation.**

First Account (Genesis 1)	Second Account (Genesis 2)
(i) God created the universe in an orderly manner.	(ii) The woman was created to be a helper and a companion to man.
(iii) Creation was completed on the sixth day and God rested on the seventh day.	(v) Man is created out of the dust of the earth and God breathes life into his nostrils.
	(vi) God created male and female in His own image and likeness.
	(iv) The tree of knowledge of good and evil is mentioned.

**5. Write the similarities between the first account and the second account of creation.**

- Both accounts show that God created human beings (male and female).
- In both accounts, God is the creator and life-giver.
- Both accounts emphasize that God created everything good.
- Both accounts show God as caring and intentional in His creation.

**6. Why is it important to learn about creation accounts?**

- Understanding origins:** Learning about the creation accounts helps us understand the origins of the universe and humanity.
- Spiritual growth:** It helps us deepen our faith in God as the Creator and appreciate His power and love.
- Moral guidance:** The accounts provide moral and ethical teachings about how humans should live and care for creation.
- Appreciation of the environment:** It fosters an appreciation for the natural world and encourages responsibility toward the earth and its creatures.

## 2.2 Stewardship Over Creation

### 2.1 Account of Creation Pg. 238

#### Activity 1

1. (a) ducks (b) fish  
(c) dog (d) lion

#### 2. Write the names of fish, animals, and birds found in your locality.

##### Fish:

Tilapia                  Catfish                  Perch

##### Animals:

Dogs                  Cats                  Cows  
Goats

##### Birds:

Sparrows              Eagles              Parrots  
Doves                  Crows              Pigeons

#### 3. How do you take care of animals, fish, and birds?

##### Animals:

- o **Feeding:** Provide them with appropriate food according to their species (e.g., meat for carnivores, vegetables for herbivores).
- o **Shelter:** Ensure they have a clean, safe, and comfortable living space (e.g., cages for pets, barns for livestock).
- o **Health:** Regularly check for signs of illness and take them for veterinary care when needed.
- o **Exercise and socialization:** Give them opportunities to move around and socialize, especially for pets like dogs.

##### Fish:

- o **Clean water:** Maintain clean water with proper filtration and change water in the fish tanks or ponds.
- o **Feeding:** Feed fish with suitable fish food, ensuring not to overfeed.
- o **Temperature:** Keep the water temperature appropriate for the fish.
- o **Health:** Watch for signs of illness and take steps to prevent or treat diseases.

##### Birds:

- o **Feeding:** Provide a balanced diet of seeds, fruits, and grains suited to the bird species.

- o **Cage cleanliness:** Keep their cage clean and provide fresh water daily.
- o **Socialization:** Give birds attention, and if necessary, allow interaction with other birds for companionship.
- o **Exercise:** Allow them to fly or move freely within a safe area to exercise their wings.

#### Activity 3

##### Answers

- (a) What responsibility did God give to human beings over animals, fish, and birds?
- In Genesis 2:15-20, God gave human beings the responsibility to **cultivate and guard** the Garden of Eden, which includes taking care of the animals, fish, and birds. Human beings were also given the task of naming the animals and birds, showcasing their authority over creation.
- (b) What instructions were human beings given in the Garden of Eden?
- The human beings were instructed to **not eat the fruit** of the tree of the knowledge of good and evil, because eating it would result in death (Genesis 2:16-17).
- (c) Which creatures are mentioned as being tamed by human beings?
- According to James 3:7, human beings are able to tame and have tamed **wild animals, birds, reptiles, and fish**.
- (d) How do you take care of domestic animals?
- Provide proper food and water:** Ensure your pets receive a balanced diet and fresh water daily.
  - Maintain a clean living environment:** Regularly clean their living area, whether it's a cage, kennel, or house.
  - Provide regular exercise:** Give domestic animals the chance to move and play, especially dogs and cats.
  - Health care:** Regularly take them for check-ups, vaccinations, and flea treatments to ensure they stay healthy.
  - Love and attention:** Show them affection and spend quality time with them to promote emotional well-being.

#### Activity 4

1. Fish
2. The wild animals have been fenced in one area
3. **Reduced egg production:** Stress from predators, harsh weather, or poor living conditions can cause chickens to lay fewer eggs or stop laying altogether.
4. By cleaning the dog
5.
  - Feeding animals, fish and birds.
  - Ensuring that the water given to animals, fish and birds is clean.
  - Protecting wild and domestic animals, fish and birds from poachers or people who harm them.
  - Places where domestic animals stay, eat and sleep should be kept clean.

#### Activity 5

##### Answers

##### (a) What is the conflict in the story?

- The conflict in the story is the **tension between the villagers and the wild animals**. The wild animals were wandering into the villagers' fields, damaging crops and causing problems, which led to frustration and tension among the villagers.

##### (b) What are some reasons why wild animals enter human habitats?

- Wild animals enter human habitats primarily due to:
  - o **Scarcity of food:** When food in their natural habitat is scarce, animals may venture into human fields in search of food.
  - o **Disturbance of their habitat:** If their natural environment is disturbed or destroyed, animals may be forced to seek alternative areas for shelter and food.
  - o **Human encroachment on their land:** As human development expands, animals may lose their homes and search for new areas to live.

##### (c) How does Harun suggest people can reduce conflicts with wild animals?

- Harun suggests that people can reduce conflicts by:
  - o **Understanding the animals:** Recognizing

that animals enter human spaces due to food scarcity or habitat disturbance.

- o **Creating a buffer zone:** Planting a variety of fruit trees at the edge of the forest to provide an alternative food source for the animals, reducing their need to enter the farmland.
- o **Building gentle fences:** Constructing simple fences around the most vulnerable crops, not to harm the animals but to guide them back to the forest if they stray too close.
  - By using these approaches, the villagers were able to peacefully co-exist with the animals and protect their crops.

#### Activity 6

##### Answers

##### 1. Write examples of animals and birds that are found in your locality.

(The examples will depend on your locality, but here are general examples.)

##### **Animals:**

Dogs	Cats	Cows
Goats	Sheep	

##### **Birds:**

Sparrows	Pigeons	Crows
Doves	Eagles	Parrots

##### 2. What is the importance of animals, fish, and birds?

- Animals:** Provide food, labor, companionship, and materials such as wool and leather. They also help with pollination, seed dispersal, and ecosystem balance.
- Fish:** Serve as a source of food, contribute to the health of aquatic ecosystems, and are used in various cultural practices and traditions.
- Birds:** Play a crucial role in pollination, seed dispersal, pest control, and maintaining ecological balance. Birds also provide beauty and contribute to the natural food chain.

##### 3. What responsibility did God give human beings over animals, birds, and fish?

- According to Genesis 1:28-30 and Genesis 2:15-20, God gave human beings the responsibility to:
  - o **Take care of and guard** creation (including animals, birds, and fish).

- **Be stewards:** Humans are to manage and nurture the Earth and its creatures, ensuring their well-being and proper use.
- **Name** and have authority over animals and all creatures on Earth.
- **Protect** the natural world and its creatures while maintaining harmony with them.

#### 4. Write ways in which you can take care of animals, fish, and birds.

- **Animals:**
    - Provide appropriate food and fresh water.
    - Ensure they have shelter and a safe, clean environment.
    - Regularly check their health and take them for veterinary care.
    - Spend time with them, provide exercise, and treat them with respect.
  - **Fish:**
    - Maintain clean water with proper filtration and regular water changes.
    - Feed them suitable food, ensuring not to overfeed.
    - Maintain the proper temperature for the fish species.
    - Regularly check for signs of illness and treat accordingly.
  - **Birds:**
    - Provide a balanced diet with appropriate seeds, fruits, and grains.
    - Keep their cage or living space clean and provide fresh water daily.
    - Offer opportunities for exercise and flight, if possible.
    - Provide attention, socialization, and mental stimulation.
- #### 5. How can we reduce conflicts between human beings and wild animals?
- **Create buffer zones:** Plant trees or establish natural barriers between human settlements and wildlife habitats to prevent animals from encroaching on farmland or homes.
  - **Provide alternative food sources:** Plant fruit trees, grasses, or other crops near wildlife habitats to offer animals an alternative food supply.

- **Build wildlife-friendly fences:** Construct fences that guide animals away from farms or settlements without harming them.
- **Respect wildlife habitats:** Avoid disturbing or destroying natural habitats, and support conservation efforts.
- **Educate communities:** Teach people about the importance of co-existing with wildlife, reducing fear, and implementing peaceful solutions to conflicts.

### 2.3. Responsibility over plants

#### Activity 1

##### Answers

1. According to Genesis 1:29, what did God give human beings?
  - According to Genesis 1:29, God gave human beings **all kinds of grains** and **all kinds of fruits** to eat. These were provided as food for sustenance.
2. What was the purpose of God providing human beings with plants?
  - The purpose of God providing human beings with plants was to provide **food for them**. Plants serve as nourishment for human beings and other creatures, ensuring their survival and well-being.
3. From Genesis 2:15, what responsibility did God give man when he was placed in the garden of Eden?
  - From Genesis 2:15, God gave man the responsibility to **till (cultivate) the garden** and **take care of it**. This involves nurturing and protecting the garden to maintain its abundance and beauty.
4. Why is it important for human beings to take care of plants and grass according to Psalms 104:14?
  - According to Psalms 104:14, it is important for human beings to take care of plants and grass because **they provide food for cattle and humans to use**, supporting both animal and human life. Proper care of plants ensures that they can continue to grow, providing vital resources for both people and animals.

## Activity 2

- (a) She is mulching around the crop  
(b) They are watering the plant  
(c) she is weeding around the plant
- watering them
- avoid cutting down trees
- weeding around them
- mulching around the crops

## Assessment Activities

### 1. The Two Biblical Accounts of Creation

- First Account:** Found in Genesis 1:1–2:3, this account describes the creation of the world in six days, with God resting on the seventh day.
- Second Account:** Found in Genesis 2:4–25, this account focuses on the creation of man, woman, and the Garden of Eden, highlighting the relationships between humanity, creation, and God.

### 2. The Order of Creation in the First Account

- Day 1:** Light, separating day from night.
- Day 2:** Sky, separating waters above from waters below.
- Day 3:** Land, seas, and vegetation.
- Day 4:** Sun, moon, and stars.
- Day 5:** Birds and sea creatures.
- Day 6:** Land animals and humans.
- Day 7:** God rested.

### 3. Why Did God Place Man in the Garden of Eden?

God placed man in the Garden of Eden to work it, take care of it, and enjoy its resources (Genesis 2:15).

### 4. Why Did God Create a Woman?

God created a woman as a helper and companion for man, recognizing that it was not good for man to be alone (Genesis 2:18–22).

### 5. Differences and Similarities Between the First and Second Accounts of Creation

#### Differences:

- The first account emphasizes the order of creation, while the second focuses on relationships.

- The first account presents a cosmic view, while the second is more personal and specific.

#### Similarities:

- Both accounts affirm that God is the Creator.
- Both accounts highlight the creation of humans as significant.

### 6. Attributes of God from the Biblical Accounts of Creation

- Omnipotent:** God has the power to create everything.
- Creative:** God's creation is detailed and purposeful.
- Loving:** God provided a good environment for humanity.
- Orderly:** The creation process follows a clear order.

### 7. Responsibilities God Gave Humans Over Animals, Fish, and Birds

God commanded humans to have dominion over animals, fish, and birds and to care for them responsibly (Genesis 1:26, 28).

### 8. How to Take Care of Animals, Fish, and Birds

- Provide food and shelter.
- Protect them from harm.
- Avoid practices that lead to extinction.
- Support sustainable practices.

### 9. How Responsible Use of Plants Contributes to Economic Growth

- Sustainable harvesting supports industries like agriculture and forestry.
- Medicinal plants contribute to the pharmaceutical sector.
- Trees and crops help combat climate change, ensuring a stable environment for economic activities.

### 10. Four Examples of Natural Resources

- Water
- Forests
- Minerals
- Soil

### 11. Three Uses of Natural Resources

- Provision of raw materials for industries.



2. Source of food and water.
3. Generation of energy (e.g. hydropower, fossil fuels).

### 12. Four Ways Natural Resources Are Misused

1. Overfishing and overhunting.
2. Deforestation.
3. Pollution of water, air, and soil.
4. Illegal mining or extraction.

### 13. Three Effects of Misusing Natural Resources

1. Environmental degradation and loss of biodiversity.
2. Climate change and global warming.
3. Scarcity of resources for future generations.

### 14. Two Teachings of the Bible About Good Use of God's Creation

1. Humans should be stewards of God's creation (Genesis 1:28).
2. Care for the earth as it belongs to God (Psalm 24:1).

## 3.0. The Bible

### 3.1. Functions of the Bible Activity 1

1. (a) School    (b) Church    (c) Court
2. (a) In School

**Morning Devotions:** Some schools include Bible readings and prayers as part of their daily assemblies.

- (b) in church

**Bible Study and Catechism:** It is used for deeper study and understanding of Christian doctrine and faith

- (c) In Court

**Oath-Taking:** individuals swear on the Bible when taking oaths to affirm that they will speak the truth or uphold their duties.

### Activity 3

#### Answers:

- (a) Who inspired the scriptures?

The scriptures were inspired by God.

- (b) What are the scriptures useful for?

The scriptures are useful for teaching the truth, rebuking error, correcting faults, and giving instruction for right living.

- (c) According to 2 Timothy 3:16-17, what does the scripture do for the person who serves God?

The scripture equips the person who serves God, making them fully qualified and prepared to do every kind of good deed.

- (d) How is the word of God described in Hebrews 4:12?

The word of God is described as alive and active, sharper than any double-edged sword. It penetrates deeply, dividing soul and spirit, joints and marrow, and judges the desires and thoughts of the heart.

- (e) What lessons do you learn from the Bible verses?

- The Bible is divinely inspired and serves as a guide for living a righteous life.
- God's Word has the power to transform and shape lives by correcting faults and revealing the truth.
- The scriptures provide spiritual strength and readiness for those who seek to serve God.
- The Word of God has a penetrating power that reveals the innermost thoughts and intentions of the heart, encouraging sincerity and reflection in one's faith.

## 3.0. Division of the Bible

### Activity 1 Answers:

1. **Name the two major divisions of the Bible.**

- The Old Testament
- The New Testament

2. **How many books are there in the New Testament?**

There are **27 books** in the New Testament.

**3. How many books are there in the Old Testament?**

There are **39** books in the Old Testament.

**Activity 2 Answers:**

*Old Testament Books (arranged in order):*

1. Genesis
2. Leviticus
3. Judges
4. Job
5. Amos
6. Hosea

*New Testament Books (arranged in order):*

1. Matthew
2. Mark
3. Luke
4. Acts of the Apostles
5. Romans
6. 1 John
7. Hebrews
8. Revelation

**Books of the New Testament Pg. 256 - 257**

**Answers**

**1. Write four categories of the books of the New Testament.**

Gospels	History
Epistles (Letters)	Prophecy

**2. List the four Gospel books.**

Matthew	Mark
Luke	John

**3. The books written by Paul to believers are called:**

Epistles of Paul.

**4. List the only prophetic book in the New Testament.**

Revelation

**5. Which book contains the history of the early church?**

Acts of the Apostles

**Answers**

**1. Write four categories of the books of the New Testament.**

- Gospels
- History
- Epistles (Letters)
- Prophecy

**2. List the four Gospel books.**

- Matthew
- Mark
- Luke
- John

**3. The books written by Paul to believers are called:**

- Epistles of Paul.

**4. List the only prophetic book in the New Testament.**

- Revelation.

**5. Which book contains the history of the early church?**

- Acts of the Apostles.

**6. Categorize the books correctly in the table below:**

<b>Book</b>	<b>Classification</b>
Mark	Gospels
Acts of the Apostles	History
Romans	Epistles
2 Corinthians	Epistles
Hebrews	Letters
John	Gospels
Revelation	Prophecy

**7. Write the five books written by Saint Paul to the believers in the early church.**

- Romans
- 1 Corinthians
- 2 Corinthians
- Galatians
- Ephesians

### 3.4 Leadership in Israel

#### Activity 7

#### Answers

#### 1. Explain how Moses was called by God.

Moses was called by God at Mount Horeb through a burning bush that was not consumed by the flames. God revealed Himself to Moses and instructed him to lead the Israelites out of Egypt. Moses initially hesitated, expressing doubts about his ability, but God assured him of His presence and provided signs to confirm His call (Exodus 3:1-12).

#### 2. Write the characteristics of a good leader.

Honesty and integrity.  
Courage and confidence.  
Compassion and empathy.  
Ability to inspire and motivate others.  
Strong decision-making skills.  
Patience and humility.  
Accountability and responsibility.  
Effective communication skills.

#### 3. In what ways did God prepare Moses for leadership?

**Upbringing in Pharaoh's Palace:** Moses gained knowledge, education, and exposure to leadership as part of Pharaoh's household.

**Time in Midian:** While living in the wilderness of Midian as a shepherd, Moses developed patience, humility, and a connection to nature, which prepared him for leading the Israelites in the desert.

**Divine Encounters:** God spoke directly to Moses, instructing and empowering him with signs and miracles to validate his leadership.

**Testing and Strengthening of Faith:** Moses faced personal struggles and challenges that strengthened his reliance on God.

#### 4. Identify the roles played by Moses during the Exodus.

**Liberator:** He led the Israelites out of slavery in Egypt.

**Mediator:** Moses acted as a mediator between God and the Israelites, conveying God's instructions.

**Lawgiver:** He received and delivered the Ten Commandments and other laws to guide the Israelites.

**Intercessor:** Moses prayed and interceded for the Israelites when they sinned or faced challenges.

**Leader:** He guided the people through the wilderness, providing direction and resolving disputes.

**Prophet:** Moses communicated God's will and promises to the Israelites.

#### 5. Write the qualities of Moses which Christians can emulate.

**Humility:** Moses acknowledged his weaknesses and relied on God's strength.

**Faithfulness:** He remained committed to God's mission despite challenges.

**Patience:** Moses endured the complaints and disobedience of the Israelites without abandoning his mission.

**Obedience:** He followed God's instructions, even when they were difficult.

**Intercession:** Moses prayed fervently for others, demonstrating care and concern for their well-being.

**Courage:** He faced Pharaoh and led the Israelites through the Red Sea, trusting God's power.

## Assessment Activities pg. 261

### 1. Write three reasons why the Bible is different from other books.

The Bible is divinely inspired by God.

It addresses spiritual, moral, and eternal truths.

It has a unified message despite being written by different authors over centuries.

### 2. Explain how the Bible contributes to the following:

**(a) Spiritual growth:** The Bible nurtures faith, deepens one's relationship with God, and provides guidance for worship and prayer

**(b) Moral growth:** The Bible teaches ethical principles and encourages virtues such as honesty, kindness, and justice.

### 3. Write the services Christians engage in to serve God and human beings.

Preaching and teaching God's Word.

Helping the needy through charity and acts of kindness.

Evangelism and missionary work.

Counseling and offering spiritual guidance.

Volunteering in community service.

### 4. Why are the two divisions of the Bible important to Christians?

Correct Answer: D. It shows how special God is to His people.

### 5. Write reasons for the translation of the Bible into local languages.

To make it accessible to more people.

To ensure a better understanding of God's Word.

To promote evangelism and spiritual growth in diverse cultures.

To preserve and respect local languages and traditions

### 6. Identify any five versions of the Bible used in Kenya today.

New International Version (NIV)

Good News Bible (GNB)

King James Version (KJV)

Revised Standard Version (RSV)

### 7. Write five books of the law.

- Genesis
- Exodus
- Leviticus
- Numbers
- Deuteronomy

### 8. List prophetic books in the Old Testament.

- Isaiah
- Jeremiah
- Ezekiel
- Daniel
- Hosea

### 9. Write five books of wisdom in the Old Testament.

- Job
- Psalms
- Proverbs
- Ecclesiastes
- Song of Solomon

### 10. Categorize the following prophetic books into major and minor prophets:

Major Prophets: Jeremiah, Daniel

Minor Prophets: Amos, Zephaniah, Micah

### 11. The books that describe the life and ministry of Jesus Christ are called:

- The Gospels

### 12. Write the book that describes the history of the early church.

- Acts of the Apostles

### 13. List any five epistles written by Paul to believers.

- Romans
- 1 Corinthians
- 2 Corinthians
- Galatians
- Philippians

### 14. Write reasons why good leadership is important in society.

- Promotes justice and fairness.
- Encourages unity and cooperation.

- Provides guidance and direction.
- Ensures peace and stability.
- Addresses societal needs effectively.

**15. Write three ways God prepared Moses for his leadership.**

- Raised him in Pharaoh’s palace, equipping him with leadership skills.
- Trained him in humility and patience while tending sheep in Midian.
- Empowered him with signs and miracles during the burning bush encounter.

**16. List the roles played by Moses during the Exodus.**

- Led the Israelites out of Egypt.
- Mediated between God and the Israelites.
- Delivered the Ten Commandments.
- Provided guidance and instruction in the wilderness.
- Interceded for the people when they sinned.

**17. Write the qualities of Moses which Christians can emulate.**

- Humility
- Faithfulness
- Patience
- Obedience
- Courage

**18. List four categories of the books in the Old Testament.**

- The Law
- Historical Books
- Wisdom Books
- Prophetic Books

**19. Classify the books of the New Testament into their categories:**

- Gospels:** Matthew, Mark, Luke, John
- History:** Acts of the Apostles
- Epistles:** Romans, Corinthians, Hebrews, etc.
- Prophecy:** Revelation

**20. List one prophetic book in the New Testament.**

- Revelation**

**4.0 The Early life of Jesus Christ**

**4.1 Prophecies about the Messiah**

**Activity 2 Answers**

**1. What did Prophet Jeremiah say about the king (Jesus Christ)?**

- Prophet Jeremiah said that the king would be a **righteous descendant of David**.
- He would rule wisely and do what is **right and just** throughout the land.
- He would bring **safety and peace** to the people of Judah and Israel.
- The king would be called “**The LORD Our Salvation**” (Jehovah Tsidkenu).

**2. Write what the king would do in Jeremiah 23:5-6.**

- The king would rule with **wisdom and justice**.
- He would ensure **righteousness** in the land.
- He would provide **security and peace** for Judah and Israel.
- He would fulfill God’s promise of salvation for His people.

**4.2 John the Baptist**

**Activity 2 Answers**

**1. What was Zachariah doing in the temple when the angel of the Lord appeared to him?**

Zachariah was burning incense in the temple during his priestly duties.

**2. What was angel Gabriel’s message to Zachariah?**

Angel Gabriel told Zachariah that his wife Elizabeth would bear a son, whom they were to name **John**. Gabriel also said that John would be great in the sight of the Lord and prepare the way for the Messiah (Luke 1:13-17).

**3. Why was it hard for Zachariah to believe the angel’s message?**

It was hard for Zachariah to believe because both he and his wife Elizabeth were **old and past the age of childbearing** (Luke 1:18).

**4. Why were Elizabeth’s friends and family happy?**

- Elizabeth’s friends and family were happy because the Lord had shown mercy to her by giving her a child, removing her **disgrace of being childless** (Luke 1:57-58).

**5. Why was the baby not named Zachariah like his father?**

- The baby was not named Zachariah because the angel had instructed that the child be named **John** (Luke 1:13), indicating God’s purpose for him.

**6. How did Zachariah tell the name of his son?**

- Zachariah wrote the name “**John**” on a tablet, as he was unable to speak due to being struck mute for doubting the angel’s message. After writing the name, his speech was miraculously restored (Luke 1:63-64).

**Activity 3 Answers**

**1. Write what John the Baptist said about Jesus according to Luke 3:16.**

- John the Baptist said that he baptized with water, but someone **much greater** than him was coming.
- He stated that he was not worthy to untie the sandals of that person.

**Activity 5 Answers**

**1. The following are teachings of John the Baptist. How do Christians apply these teachings in their lives?**

Teaching	How Christians Apply the Teachings
(a) Whoever has two shirts must share with those who have none.	Christians apply this by practicing generosity and charity, helping those in need by sharing resources, such as clothing, food, and money.
(b) Do not collect more tax than is legal.	Christians apply this by being honest in their financial dealings, paying fair taxes, and avoiding corruption or unethical practices.
(c) Do not take money from anyone by force.	Christians apply this by living with integrity, avoiding greed or exploiting others, and refraining from dishonest gain or theft.
(d) Do not accuse anyone falsely.	Christians apply this by being truthful in their words, avoiding gossip, slander, and false accusations, and speaking with fairness and justice.

- This person would baptize with the **Holy Spirit**.
- 2. What did John the Baptist call Jesus when he saw Jesus coming to him?**  
John the Baptist called Jesus the **Lamb of God**, who **takes away the sins of the world** (John 1:29).
- 3. How did John prepare people for the coming of the Messiah?**
  - John prepared people by **baptizing them** with water as a symbol of repentance for the forgiveness of sins.
  - He also **proclaimed** that the Messiah was coming and urged people to **repent** and prepare their hearts for His arrival.
- 4. Why is the birth of John the Baptist important to Christians?**
  - The birth of John the Baptist is important because he was the **forerunner** of Jesus, preparing the way for the Messiah.
  - John’s birth fulfilled the **prophecy** about the one who would prepare the people for Jesus’ ministry.
  - He helped establish the importance of **repentance** and **baptism** as part of Christian faith.

## 2. Which values are needed by Christians to avoid evils condemned by John the Baptist?

- **Generosity:** Christians should be willing to share and help others, especially those in need.
- **Honesty:** Christians must be truthful and fair, not taking advantage of others or engaging in corrupt practices.
- **Justice:** Christians should act fairly, avoiding fraud, bribery, and exploitation.
- **Integrity:** Christians are called to maintain moral uprightness in their actions, avoiding deceit, theft, and false accusations.
- **Respect for others:** Treating others with respect and dignity, refraining from causing harm or injustice to others.

### Activity 6 Answers

#### (a) What did Sarah do every week for her neighbours?

Sarah baked bread and shared it with her neighbours, especially those who couldn't afford much.

#### (b) What problem was Jane facing?

Jane was facing **financial issues**. She had borrowed money from a friend to fix her car and was struggling to pay it back. She had been avoiding her friend because she was embarrassed and didn't know what to do.

#### (c) How did Sarah offer to help Jane with her financial trouble?

Sarah offered to help by baking some goods to sell, with the money from the sales going towards helping Jane repay her debt. She also encouraged Jane to be honest with her friend about her situation.

#### (d) What did Jane do to show integrity in the story?

Jane showed integrity by being **honest** with her friend about her financial trouble and apologizing for not communicating sooner.

#### (e) What was the result of Jane being honest with her friend?

Jane's honesty resulted in her friend being **understanding and appreciative**. It also allowed Jane to resolve her financial issue by repaying the debt with the help of the money from the baked goods.

#### (f) How did the story of Jane and Sarah show the importance of sharing and integrity in relationships?

- The story shows that **sharing** (Sarah offering her baked goods) and **integrity** (Jane being honest about her financial problems) helped resolve a conflict and strengthened their friendship. It also inspired others in the community to support each other, fostering a spirit of **unity, trust, and harmony** within the village.

### 4.3 The birth and childhood of Jesus Christ Activity 1

- (a) The angel that appeared to Mary was **Gabriel**.
- (b) Mary was troubled by the angel's message because she was **deeply confused and unsure** about what the angel's words meant, especially considering that she was a virgin and had never been with a man.
- (c) Jesus was called the **Son of God** because **the Holy Spirit would come upon Mary**, and God's power would rest upon her, causing her to conceive Jesus in a miraculous way.
- (d) Elizabeth, Mary's relative, could not have children because **she was very old** and had been unable to conceive. However, she was miraculously pregnant at the time of the angel's visit to Mary.

### Activity 2

- (a) The emperor who ordered a census to be taken in the Roman Empire was **Emperor Augustus**.
- (b) Jesus traveled from Nazareth to Bethlehem because **Joseph, Mary's husband, was a descendant of King David** and had to register for the census in his ancestral town, which was Bethlehem.
- (c) Jesus was born in **Bethlehem**.
- (d) Jesus was laid in a **manger** because there was **no room for them in the inn**, and thus, they had to find shelter in a stable. The manger, a feeding trough for animals, served as the only place to lay him.

### Activity 3

- (a) The people in the picture are **shepherds** who were in the fields near Bethlehem, as described in Luke 2:8-17. They are the ones who were visited by the angel announcing the birth of Jesus.
- (b) The words, “**Don’t be afraid! I am here with Good News for you which will bring great joy to all the people**”, were spoken by **an angel**.
- (c) The Good News was about the **birth of a Savior**, who is **Christ the Lord**. This Savior was born in Bethlehem, and the angel told the shepherds that this child would bring **great joy to all the people**.
- (d) The angel said that the child was **the Savior, Christ the Lord**, and would be found wrapped in cloths and lying in a manger in Bethlehem.
- (e) The praises, “**Glory to God in the highest heaven and peace on earth to those with whom he is pleased**”, were sung by a **multitude of angels** who appeared to the shepherds after the angel delivered the Good News.

#### 4. How was the birth of Jesus Christ different?

The birth of Jesus Christ was different because it was **miraculous**. He was born to a virgin, Mary, through the **Holy Spirit’s intervention**. Instead of being born in a palace or comfortable setting, Jesus was born in a **humble stable** and laid in a **manger**. His birth was also announced by **angels** to humble shepherds, not to kings or high officials, which emphasized the humility and significance of his arrival.

#### 5. Explain the events that took place during the birth of Jesus Christ.

The events during the birth of Jesus Christ unfolded as follows:

**The Census:** The Roman emperor, **Augustus**, ordered a census to be taken, which required **Joseph** and **Mary** to travel from their hometown of **Nazareth** to **Bethlehem** for registration.

**The Birth:** While in Bethlehem, **Mary gave birth** to her son, Jesus, in a **stable** because there was no room in the inn. She wrapped him in cloths and laid him in a **manger**, a feeding trough for animals.

**The Angels’ Announcement:** On the night of Jesus’ birth, **angels appeared to shepherds** in the fields near Bethlehem. They announced the birth of the Savior, **Christ the Lord**, and gave the shepherds a sign: they would find the baby wrapped in cloths and lying in a manger.

**The Shepherds Visit:** After hearing the angel’s message, the **shepherds hurried** to Bethlehem to find Jesus. They found him as the angel had said and were filled with joy. They spread the word about what they had seen and heard.

**Praise to God:** After the angelic announcement, the heavenly hosts **praised God**, saying, “**Glory to God in the highest heaven and peace on earth to those with whom he is pleased.**”

### Activity 4

- (a) **Joseph and Mary** took the child to the temple to **dedicate him to the Lord**, as was the custom for firstborn sons, in obedience to the Jewish law.
- (b) The words that **Simeon** said during the dedication of Jesus are:  
“**Now, Lord, you have kept your promise and you may lead your servant to go in peace. With my own eyes I have seen your salvation, which you have prepared in the presence of all people. A light to reveal your will to the gentiles and bring glory to your people Israel.**”
- (c) **Anna**, the prophetess, gave thanks to God and **spoke about the child** Jesus, saying that he would **set Jerusalem free**. She recognized Jesus as the one who would bring **redemption** to Israel.



## Activity 5

### What happened when Jesus went to Jerusalem for the festival at the age of 12 years?

When Jesus was 12 years old, He went with His parents to **Jerusalem** for the **Passover feast**. After the festival, as His parents were returning home, they realized that Jesus was not with them. They searched for Him for **three days** and eventually found Him in the **Temple**, listening to the teachers of the Law and asking insightful questions. All who heard Him were **astonished** at His understanding and intelligence. When His mother, Mary, expressed her worry and asked why He had caused them so much anxiety, Jesus replied, **“Did you not know that I must be in my Father’s house?”** This was the first recorded instance of Jesus showing awareness of His divine mission and purpose.

### Write the lessons that Christians learn from Jesus Christ in the temple.

From the incident of Jesus in the temple, Christians can learn the following lessons:

#### The Importance of Seeking Knowledge:

Jesus, even as a 12-year-old, was deeply engaged in learning, showing the importance of seeking wisdom and understanding, especially in spiritual matters.

**God’s Will and Purpose:** Jesus’ words, **“Did you not know that I must be in my Father’s house?”**, remind Christians of the **importance of prioritizing God’s will** in their lives. Jesus was aware of His divine mission and felt compelled to stay in the temple, teaching others about God’s ways.

**Respect for God’s House:** Jesus’ presence in the temple signifies the importance of the **temple as a place of worship, learning, and connection with God**. Christians are encouraged to respect places of worship and seek God’s presence there.

**God’s Timing:** Jesus’ response shows that He understood that His life and mission were part of a larger divine plan, and that He was already aware of His unique relationship with God the Father. Christians learn that, like Jesus, they should trust in God’s timing and plan for their lives.

**Youthful Devotion:** Even at a young age, Jesus showed a deep devotion to God and His purposes. This teaches Christians that **youth can be a time of spiritual growth** and that one can begin to follow and serve God at any age.

Overall, this story emphasizes the importance of spiritual commitment, seeking knowledge, and understanding one’s divine purpose.

## Activity 6

1. **Who is a prophet? A prophet** is a person chosen by God to deliver messages or teachings about God’s will, guidance, and future events. Prophets often foretell what will happen and call people to repentance and faith.
2. **Write the titles given to the Messiah by Prophet Isaiah.**  
Wonderful Counselor  
Mighty God  
Everlasting Father  
Prince of Peace (Isaiah 9:6)
3. **Write the titles given to the Messiah by Prophet Jeremiah.**  
The Righteous Branch (Jeremiah 23:5)  
The Lord Our Righteousness (Jeremiah 23:6)
4. **What was Mary’s reaction to the message of the angel during the annunciation of the birth of Jesus Christ?**  
Mary was **troubled** and **confused** by the angel’s message, wondering what the greeting meant.  
However, she accepted God’s will with humility and obedience, saying, **“I am the Lord’s servant. May it happen to me as you have said.”**

5. **What was John the Baptist's food when he was living in the desert?** John the Baptist's food was **locusts** and **wild honey**. (Matthew 3:4)

6. **Write two skills Christians need to exercise to avoid evils condemned by John the Baptist.**

- **Repentance:** Christians must practice repentance for their wrongdoings.
- **Sharing and honesty:** Christians should practice generosity and fairness, especially with those in need.

7. **Write the events that took place during the annunciation and the birth of Jesus Christ.**

1. The **Angel Gabriel** appeared to **Mary** announcing the birth of Jesus.
2. Mary and Joseph traveled to **Bethlehem** for the census.
3. **Jesus was born** in a stable in Bethlehem.
4. An **angel appeared to the shepherds**, announcing Jesus' birth.
5. The shepherds visited the baby Jesus.
6. **Mary and Joseph** dedicated Jesus in the temple.

8. **Write the words that Simeon said during the dedication of Jesus Christ. "Now, Lord, you have kept your promise and you may lead your servant to go in peace. With my own eyes I have seen your salvation, which you have prepared in the presence of all people. A light to reveal your will to the Gentiles and bring glory to your people Israel."** (Luke 2:29-32)

9. **Write two importance of the dedication of Jesus Christ.**

1. It confirmed **Jesus as the promised Messiah**.
2. It was a **fulfillment of the Jewish law** for the firstborn child to be dedicated to God.

10. **Which festival was Jesus Christ and his parents attending when Jesus was twelve years old?** They were attending the **Passover festival** in Jerusalem. (Luke 2:41)

11. **Write four values that Christians learn from the birth and childhood of Jesus.**

1. **Humility:** Jesus was born in humble circumstances.
2. **Obedience:** Jesus and His parents followed Jewish customs and laws.
3. **Devotion:** Jesus was dedicated to God's service, even as a child.
4. **Trust in God's plan:** Jesus' birth fulfilled God's promise and plan for salvation.

### Assessment Activities

1. **What is a prophecy?** A **prophecy** is a message or prediction about future events, often delivered by a prophet, that reflects God's will or divine plan.
2. **The following are Isaiah's prophecies about the coming of Jesus Christ. Which one is not?**  
He will ensure the people of Judah are free from enemies.
3. **What name did Prophet Jeremiah give to the prophesied Messiah? The Lord Our Righteousness** (Jeremiah 23:6)
4. **Outline the various ways in which the Old Testament prophecies about the Messiah were fulfilled:**
  - (a) The Old Testament prophecy that the Messiah would be born in the lineage of David was fulfilled when God sent an Angel to a young man named Joseph who was engaged to **Mary**, the mother of Jesus Christ. Joseph came from the lineage of King **David**.
  - (b) Jesus was born of a virgin. He was conceived through the power of the Holy Spirit as prophesied by Prophet **Isaiah**.
5. **Write two reasons why Zacharia could not believe the angel's message.**
  1. He and his wife, Elizabeth, were old and had no children.
  2. He doubted that it was possible for them to have a child in their old age.

6. **John the Baptist lived in the desert. His food was locusts and wild honey.**
7. **What message did John the Baptist have to the following groups of people?**
- (a) **Soldiers:** John told soldiers to **be content with their wages** and not to **extort** or act violently.
- (b) **Tax collectors:** John told tax collectors to **collect no more than what is required** and to be fair.
8. (a) **Write the evils that were condemned by John the Baptist.**
- Greed
  - Injustice
  - Dishonesty
- (b) Write the three skills Christians need to exercise to avoid evils condemned by John the Baptist.
- Repentance
  - Honesty
  - Generosity
9. **The following events took place during the annunciation and the birth of Jesus Christ. Arrange them from the first to the last:**
- (i) Mary visited Elizabeth
- (ii) An Angel appeared to Mary
- (iii) Mary and Joseph had gone to Bethlehem for a census
- (iv) Shepherds visited baby Jesus
10. **Why was Mary troubled by the Angel's message?** Mary was troubled because she was a **virgin**, and she wondered how it was possible for her to have a child without having been with a man.
11. **Write three reasons why the birth of Jesus was different.**
1. **Jesus was born to a virgin, Mary.**
  2. **He was born in a humble stable**, not a palace.
  3. **His birth was announced by angels**, and He was visited by humble shepherds.

12. **Write two things that Simeon said about Jesus during the dedication of Jesus Christ (Luke 2:22-23):**
1. He is the salvation prepared in the presence of all people.
  2. He will be a light to reveal God's will to the Gentiles and bring glory to Israel.
13. **Write three lessons that you learn from the incident when the boy Jesus was left with elders in the temple.**
1. **The importance of seeking knowledge:** Jesus was learning from the elders in the temple.
  2. **Obedience to God's plan:** Jesus was focused on His mission from a young age.
  3. **Trusting in God's purpose:** Jesus showed that He was already aware of His divine purpose at an early age.

## 5.0 The Church

### 5.1 Selected forms of worship

#### Activity 3

- (a) **Why did David decide to practice prayer and fasting?**
- David decided to practice prayer and fasting because he had been learning about the importance of these practices from the teachings of **Jesus Christ**. He wanted to put these teachings into practice and grow closer to God.
- (b) **What did David do whenever he felt hungry during the fast?**
- Whenever David felt hungry during the fast, he **prayed** instead of focusing on the hunger. He asked God to help him stay strong and to focus on his relationship with God rather than on food.
- (c) **How did David feel at the end of his day of fasting and prayer?**
- At the end of his day of fasting and prayer, David felt a deep sense of **satisfaction** and **peace**, knowing that he had followed **Jesus' teachings** and had drawn closer to God through the experience.

**(d) What did David do to feel closer to God while he was fasting?**

To feel closer to God while fasting, David **prayed** whenever he felt hungry, **thanked God** for his blessings, and focused on his **relationship with God** rather than physical food. He dedicated his time to seeking God's presence and trusting in His guidance.

**(e) Why is prayer and fasting an important form of worship?**

Prayer and fasting are important forms of worship because they help believers **draw closer to God**. They provide an opportunity to **focus on spiritual growth**, seek God's guidance, express gratitude, and deepen one's relationship with Him. These practices also demonstrate **humility** and **dependence on God** rather than on physical needs.

#### Activity 4

**(a) Who led Jesus into the wilderness according to Luke 4:1-2?**

According to Luke 4:1-2, **the Holy Spirit** led Jesus into the wilderness.

**(b) What did Jesus do while he was in the wilderness?**

While in the wilderness, Jesus **fasted** for 40 days and was **tempted by the Devil**.

**(c) In Acts 13:1-3, what did the believers do before the Holy Spirit spoke to them?**

Before the Holy Spirit spoke to them, the believers **were serving the Lord, praying, and fasting**.

**(d) What did the Holy Spirit instruct the believers to do?**

The Holy Spirit instructed the believers to **set apart Barnabas and Saul** for the work that God had called them to do.

**(e) From Matthew 6:9-13, what does the Lord's Prayer ask for concerning forgiveness?**

The Lord's Prayer asks God to **forgive us the wrongs we have done**, as we also forgive those who have wronged us.

**(f) How often should believers pray according to 1 Thessalonians 5:16-18?**

According to 1 Thessalonians 5:16-18, believers should **pray at all times**.

#### Activity 4

**(a) Why does Jesus say we should not look sad when fasting?**

Jesus says we should not look sad when fasting because **fasting is a personal act of devotion to God**, not something to be done for show or to gain the approval of others. If someone acts sad or dramatic while fasting, they are seeking attention and praise from people, which means they have already received their reward. Fasting should be done in secret, with the focus on drawing closer to God, not on impressing others.

**(b) How should one behave when fasting?**

One should behave in a way that is **joyful and private** while fasting. Instead of showing signs of hunger or distress, a person should continue with their usual routine, maintaining a **happy and healthy appearance**, and keeping the act of fasting between themselves and God. This ensures that the fast remains a sincere and humble act of worship, not for outward display.

#### Answers to questions on pg. 277

**1. What is worship?**

Worship is the act of showing reverence, honor, and love to God. It involves expressing devotion to Him through various practices such as prayer, singing, offering, and living according to His will.

**2. Write some of the selected forms of worship.**

Some selected forms of worship include: **Prayer** (individual or communal communication with God)

**Singing hymns or spiritual songs**

**Fasting** (dedicating time to focus on God by abstaining from food or other things)

**Reading and studying the Bible**  
**Offering sacrifices or tithes**

### **Participating in church services or fellowship**

**Acts of service** (helping others in God's name)

### **3. What forms of worship are commonly used in your community?**

(You can answer this based on your specific community. Common forms may include:)

**Church services** (praying, singing hymns, and hearing sermons)

**Fasting** (during Lent or other religious periods)

**Prayer meetings** (both individual and group prayer)

**Tithing and charitable donations**

**Scripture reading and study groups**

### **4. Write the importance of worship to Christians.**

Worship is important to Christians because it:

- Strengthens their relationship with God.
- Provides a means to express gratitude and love to God.
- Helps believers align their lives with God's will.
- Encourages unity within the Christian community.
- Provides guidance and spiritual growth through prayer, songs, and scriptures.
- Allows Christians to give thanks and ask for God's guidance and forgiveness.

### **5. What is prayer?**

Prayer is the act of communicating with God. It involves speaking to God in praise, gratitude, confession, or asking for help or guidance. Prayer can be done individually or as part of a group.

### **6. What is fasting?**

Fasting is the voluntary act of abstaining from food or other physical needs for a period of time in order to focus on spiritual growth and draw closer to God. It can also be a way to express repentance or seek God's intervention.

### **7. Why is prayer and fasting important to Christians?**

Prayer and fasting are important to Christians because:

- They help deepen their relationship with God.

- Provide a way to seek God's guidance and strength.
- Encourage spiritual discipline and focus.
- Help believers express humility, dependence on God, and repentance.
- They are acts of worship that align believers' hearts with God's will.

### **8. Write the teachings of Jesus on prayer and fasting.**

The teachings of Jesus on prayer and fasting include:

- **Pray privately:** In Matthew 6:6, Jesus teaches that prayer should be done in secret, not for show, so that God, who sees what is done in secret, will reward you.
- **Avoid empty, repetitive words:** In Matthew 6:7, Jesus advises against using meaningless words or trying to impress God with long prayers.
- **Forgiveness is essential:** In Matthew 6:12, Jesus includes asking for forgiveness as part of the Lord's Prayer, highlighting the importance of forgiving others.
- **Fasting should be humble:** In Matthew 6:16-18, Jesus teaches that when fasting, one should not appear sad or seek attention. Instead, they should fast in a way that only God knows, focusing on spiritual growth and not on external appearance.

### **5.1 The role of the church in education and health.**

#### **Activity 1**

#### **(a) What have many Churches in Kenya done to provide education for children?**

Many Churches in Kenya have **established schools** that provide education to children who might not otherwise have access to it. These schools teach basic subjects like reading, writing, mathematics, and other essential subjects.

#### **(b) How do Churches in Kenya help learners from low-income families get education?**

Churches in Kenya help learners from low-income families get education by **offering scholarships or financial assistance** to help cover school fees, books, and uniforms,

ensuring that even children from economically disadvantaged families can attend school.

**(c) How do Churches in Kenya contribute to improving literacy in communities?**

Churches in Kenya contribute to improving literacy by **organizing classes** to teach reading and writing, especially in areas where education is limited, thereby promoting literacy in the community.

**(d) What type of health facilities have churches established in Kenya?**

Churches in Kenya have established **hospitals and dispensaries**, particularly in rural areas, to provide medical care to people who may not have access to health services.

**(e) How do churches in Kenya support people who are sick?**

Churches in Kenya support people who are sick by **visiting them in hospitals or at home**, offering emotional and spiritual support, and **praying for their healing and comfort**. Additionally, some churches organize **medical missions** where doctors, nurses, and other healthcare workers provide free medical care.

**Answers to questions on page 279.**

**1. What schools did the church establish in your community?**

(You may answer with specific schools in your community, such as a church-run primary or secondary school, or a school established by the local church or denomination.)

**2. In what ways has the church contributed towards education in Kenya?**

The church in Kenya has contributed towards education by **establishing schools, providing scholarships and financial assistance, organizing literacy classes, and teaching moral values** to help shape the character of learners.

**3. In what ways do Christians promote missionary work?**

Christians promote missionary work by **spreading the gospel, supporting missionary activities financially, participating in outreach programs, and volunteering in mission fields** to help spread Christian teachings and provide aid.

**4. List the roles of the church in health care.**

The church's roles in healthcare include:

- Establishing **hospitals and dispensaries**.
- Organizing **health awareness programs** on hygiene and disease prevention.
- **Providing free medical care** through medical missions.
- **Visiting the sick** and offering emotional and spiritual support.
- **Praying for the sick** and providing comfort.

**5. Why did the church establish health care facilities in Kenya?**

The church established health care facilities in Kenya to provide **medical care to those in need**, especially in rural areas where there was a lack of adequate health services, and to support the health and well-being of the community.

**6. What are the barriers to effective mission work in your church?**

Barriers to effective mission work may include:

- **Lack of support** (financial or volunteer).
- **Cultural interference** or misunderstanding.
- **Insufficient funds** to carry out missionary work.
- **Geographical isolation** or difficult access to mission areas.

**7. How does your church promote mission work in your community?**

(Your response could include activities such as:

- Organizing **missionary events** and **outreach programs**.

- **Supporting missions** through **financial contributions** and **prayer**.
- Encouraging **volunteers** to participate in **missionary activities**.)

### Assessment Activities

#### 1. Why is worship important to Christians?

Worship is important because it is a way for Christians to honor and praise God.

- It strengthens the relationship with God.
- Worship helps Christians to grow spiritually and be encouraged in their faith.
- It is a way to express gratitude and obedience to God.

#### 2. Write three different forms of worship in the Bible:

- Prayer (Luke 11:1-4, Matthew 6:9-13).
- Singing and music (Psalm 100:1-2).
- Offering sacrifices (Leviticus 1:1-17, Romans 12:1).

#### 3. Write the benefit of prayer to Christians: Strengthens the relationship with God.

- Provides guidance and direction.
- Brings comfort and peace in times of trouble.
- Helps Christians grow spiritually.

#### 4. Give reasons why Christians fast:

To seek God's guidance and help.  
To draw closer to God and strengthen faith.  
To humble oneself and seek repentance.  
To prepare for important decisions.

#### 5. What schools did the church establish in your community? (Answer with specific schools in your community.)

#### 6. Write ways the church supports health care facilities in Kenya:

- Establishing hospitals and dispensaries.
- Organizing medical missions to provide free care.
- Educating communities on health issues, hygiene, and disease prevention.
- Praying for the sick and offering spiritual support.

#### 7. The following are barriers to effective mission work in church. Which one is not?

- Good road network.

#### 8. Your friend tells you that God does not answer prayers. What would you tell him or her about the importance of prayers to Christians?

- Prayer is important because it builds a relationship with God.
- Through prayer, we can receive guidance, comfort, and strength.
- God answers prayers in His own time and in the way that is best for us.

#### 9. A group of people do not take part in church activities in your church:

##### (a) What strategies would you use to attract them to start participating in church activities?

- Create engaging programs that meet their interests or needs.
- Involve them in decision-making to make them feel included.
- Provide opportunities for them to serve in ways that align with their gifts and talents.

##### (b) What do you think are the barriers to young people participating in activities in your church?

- Lack of relevance in the programs or services.
- Time constraints due to school or work.
- Peer pressure or lack of support from friends.

## 6.0 Christian Living Today

### 6.1 Human Sexuality

#### Assessment Activities pg. 283

##### 1. True or False Statements:

- True** - Human sexuality includes how we behave towards members of the opposite sex.
- True** - Human sexuality involves empowering young people to make informed choices about relationships and sexuality.
- False** - Human sexuality does not solely focus on learning the roles of a husband and wife.

- (iv) **True** - Human sexuality includes learning values that maintain healthy relationships.

## 2. Changes During Adolescence:

### (a) Physical Changes:

- (i) Growth of pubic and underarm hair.
- (ii) Development of breasts in girls and deepening of voice in boys.
- (iii) Increase in height and weight.

### (b) Emotional Changes:

- (i) Mood swings.
- (ii) Increased interest in relationships.
- (iii) Greater need for independence.

### (c) Mental Changes:

- (i) Improved problem-solving and critical thinking.
- (ii) Development of personal identity.
- (iii) Increased awareness of the future and decision-making.

## 3. Characteristics of Healthy and Unhealthy Relationships:

Healthy Relationship	Unhealthy Relationship
1. Mutual respect.	1. Controlling behavior.
2. Open communication.	2. Dishonesty.
3. Trust.	3. Lack of trust.
4. Support for each other.	4. Abuse or violence.
5. Equality.	5. Manipulation.

## 4. Life Skills Demonstrated by Jenifer:

- Decision-making.
- Assertiveness.
- Communication.
- Problem-solving.

## 5. Four Consequences of Engaging in Sex Before Marriage:

- 1. Unplanned pregnancies.
- 2. Risk of sexually transmitted infections (STIs).
- 3. Emotional distress and regret.
- 4. Dropping out of school or disrupted education.

## 6. Values Needed to Lead Pure Lives:

- Self-control.
- Responsibility.
- Respect for oneself and others.
- Integrity.

## 7. Advice on Consequences of Sex Before Marriage:

- (i) Risk of STIs, including HIV/AIDS.
- (ii) Unintended pregnancies.
- (iii) Emotional and psychological distress.
- (iv) Loss of focus on goals and education.

## 8. Causes of Irresponsible Sexual Behavior:

- (i) Peer pressure.
- (ii) Lack of proper guidance or parental supervision.
- (iii) Exposure to inappropriate media content.

## 9. Advice for a Friend in an Unhealthy Relationship:

- Communicate your concerns assertively.
- Seek help from a trusted adult or counselor.
- End the relationship if it is harmful.
- Focus on building self-esteem and self-respect.

## 10. Teachings from 1 Corinthians 6:9,18:

- (i) Avoid sexual immorality as it dishonors the body.
- (ii) The body is a temple of the Holy Spirit, and one should honor God with their body.

## 11. Bodily Changes in Boys and Girls:

Boys	Girls
Broadening of shoulders.	Onset of menstruation.
Deepening of voice.	Growth of breasts.

## 6.2 Christian Marriage and Family Activity 2

### Activity 2: Answers

#### (a) Why did God create a woman?

God created a woman to be a companion and helper to man, as stated in Genesis 2:23-24, where the woman is described as “bone of his bone and flesh of his flesh.”

#### (b) Why should a man and a woman leave their parents and stay together?

A man and a woman should leave their parents and stay together to become one,



signifying unity and a new family bond, as described in Genesis 2:24.

(c) **What are husbands commanded to do to their wives in Ephesians 5:25-33?**

Husbands are commanded to:

- Love their wives just as Christ loved the church and gave His life for it.
- Love their wives as they love their own bodies.
- Take care of their wives and cherish them.

(d) **What should wives do to their husbands?**

Wives are commanded to respect their husbands, as stated in Ephesians 5:33.

(e) **Which statements are correct according to Ephesians 5:23-33?**

- (i) Husbands should love their wives only if they love themselves. **False.**
- (ii) Men ought to love their wives just as they love their own bodies. **True.**
- (iii) When a man leaves his father and mother and unites with his wife, the two will become one. **True.**
- (iv) Every wife must respect her husband. **True.**

### Activity 3: Answers

(a) **What benefit are children promised when they respect their parents according to Exodus 20:12?**

Children are promised a long life in the land that God is giving them.

(b) **In Psalms 127:3-5, children are a \_\_\_\_\_ from God. Gift.**

(c) **What are the responsibilities of children to their families in Psalms 127:3-5?**

- Children are described as a blessing to their families.
- They are compared to arrows in a soldier's hand, symbolizing support, protection, and strength for their families.

(d) **What are the duties of parents to their children?**

- According to Ephesians 6:4, parents must not provoke their children to anger but should raise them with Christian discipline and instruction.

- Parents should view their children as blessings and nurture them with love, guidance, and care, as highlighted in Psalms 127:3-5.

### Activity 4: Answers

1. *Values and Life Skills Found in the Table:*

- Problem Solving
- Assertiveness
- Communication Skills
- Negotiation
- Honesty
- Conflict Resolution
- Self-Control
- Kindness
- Financial Management
- Critical Thinking
- Peer Resistance
- Love
- Faithfulness

2. *Write the Skills Described Below:*

(a) This helps us to express ourselves clearly and firmly. It helps us to say 'NO' to things that we do not want even if our friends pressurize us. **Assertiveness.**

(b) This skill helps to hold discussions with the people who want to influence decisions we make. We use it to convince them to see our point of view and give them good reasons if we are sure that our decisions are good. **Negotiation**

(c) This skill helps you to find peaceful solutions to disagreements. **Conflict Resolution**

(d) Through this skill, you are able to look at different options. This helps us to make good decisions which we have thought through. **Critical Thinking**

### 6.3 Alcohol, Drugs and Substance Use

Assessment Activities: Answers pg. 291

1. *Three Types of Drugs Commonly Abused by Youth in Kenya:*

- (i) Alcohol
- (ii) Tobacco (cigarettes)
- (iii) Marijuana (bhang)

## 2. *Four Reasons Why Young People Abuse Drugs Today:*

- (i) Peer pressure.
- (ii) Curiosity or experimentation.
- (iii) Stress or emotional problems.
- (iv) Influence from media or societal trends.

## 3. *Effects of Alcohol, Drugs, and Substance Use:*

### (a) **On Individuals:**

- Addiction.
- Poor health (e.g. liver damage, mental illness).
- Poor academic or job performance.
- Risky behaviors leading to accidents or STIs.

### (b) **On Families:**

- Financial strain due to addiction.
- Broken relationships or divorce.
- Domestic violence.
- Neglect of responsibilities or children.

## 4. *Bible Teaching on Alcohol, Drugs, and Substance Use:*

The Bible discourages drunkenness and the misuse of substances because:

- It leads to poor judgment and immoral behavior (Proverbs 20:1).
- Believers are encouraged to honor their bodies as temples of the Holy Spirit. (1 Corinthians 6:19-20).
- Sobriety is necessary to lead a righteous and responsible life (1 Peter 5:8).

## 5. *Values and Skills Caleb Should Practice to Avoid Drug Abuse:*

1. Self-control.
2. Peer resistance skills.
3. Decision-making skills.

## 6. *Four Skills to Help Young People Avoid Drugs:*

- (i) Critical thinking.
- (ii) Assertiveness.
- (iii) Conflict resolution.
- (iv) Problem-solving.

## 7. *Measures Taken by Schools to Fight Drug and Substance Abuse:*

Providing drug awareness and education programs.

- Enforcing strict rules against drug possession and use.
- Offering counseling services to students.
- Inviting guest speakers to educate learners on the dangers of drugs.

## 8. *Skills Alice Practiced When She Refused Alcohol:*

1. Assertiveness.
2. Communication skills.
3. Decision-making skills.

## 9. *Reasons the Bible Discourages Alcohol, Drug, and Substance Abuse:*

- (i) It damages the body, which is God's temple (1 Corinthians 6:19-20).
- (ii) It leads to poor decision-making and sin (Ephesians 5:18).
- (iii) It hinders spiritual growth and focus on God's will.

## 10. *Four Reasons Why People Abuse Alcohol, Drugs, and Substances:*

- (i) Peer pressure.
- (ii) Curiosity or desire to fit in.
- (iii) Stress or depression.
- (iv) Family or societal influence.

## 6.3 Gambling

### Activity 3: Answers pg. 283

#### (a) **What will happen to those people who are in a hurry to get rich?**

They will be punished and face poverty, as described in Proverbs 28:20-22.

#### (b) **What do selfish people do?**

Selfish people are in a hurry to get rich and may engage in dishonest or unethical practices, such as accepting bribes or cutting corners, without realizing that poverty may strike them.

#### (c) **What are some of the easy ways of making wealth without working harder?**

Gambling.

Corruption and taking bribes.

Fraud or dishonest practices.

Stealing or engaging in illegal activities.

**(d) In 1 Timothy 6:9-10, what would happen to those who want to get rich quickly?**

They fall into temptation and harmful desires that can lead to ruin and destruction. Their greed may cause them to stray from faith and pierce themselves with many sorrows.

**(e) What advice would you give to your friend who is involved in gambling?**

(i) Wealth that is easily acquired is also easily lost

(ii) Honest people are blessed by God with a happy life.

(iii) The urge to get rich leads to temptations, which ultimately result in disaster.

#### Activity 5: Answers

**(a) From the newspaper article, write the measures that the government and Christians have taken to help young people overcome gambling.**

##### **Government Measures:**

Imposing higher taxes on the gambling industry. Restricting advertisements on television. Implementing policies and strategies to regulate the gambling business.

Creating the Small and Medium-sized Enterprises (SMEs) fund to provide loans for youth to start businesses.

##### **Christian Measures:**

Offering guidance and counseling programs to educate youth on the dangers of gambling.

Motivating youth to develop creative ideas for self-employment.

Preaching against gambling as it is condemned in the Bible.

**(b) What advice would you give to your friend who is involved in gambling?**

Gambling is a wasteful habit that can lead to financial ruin and addiction.

Hard work and honest means of earning bring lasting and meaningful success.

Quick money often leads to losses and regrets. Seek support through counseling or programs designed to overcome gambling addiction.

**2. What are the disadvantages of gambling?**

- Loss of money, leading to financial instability.
- Addiction, which can ruin lives and relationships.
- Increased likelihood of engaging in illegal activities to fund gambling.
- Neglect of responsibilities, such as education, work, or family duties.
- Psychological issues, such as stress, anxiety, or depression.

**3. Write the measures that your school has put in place to stop gambling among learners.**

- Strict rules and punishments for engaging in gambling activities.
- Organizing awareness campaigns to educate students about the dangers of gambling.
- Providing guidance and counseling sessions for affected students.
- Encouraging positive activities such as sports, clubs, and creative competitions.
- Monitoring students' behavior to detect and address gambling early.

#### Assessment Activities: Answers pg 297

**1. What is marriage?**

Marriage is the union between a man and a woman as husband and wife, established by God for companionship, love, and procreation.

**2. Read the statements below about family. Write True or False.**

- (a) A family is a social group made up of parents and their children. **True**
- (b) The family is the basic social unit of a society. **True**
- (c) A family originates from marriage. **True**
- (d) Family members are not related to each other. **False**

**3. From the word puzzle below, circle different types of families in Kenya.-**

- Nuclear family
- Extended family

- Grandparent family
- Single-parent family
- Adopted family
- Child-headed family

**4. Three of the following are teachings of the Bible about marriage. Which one is not?**

D. Married couples should not be faithful to each other.

**5. Why should children respect their parents?**

Children should respect their parents to obey God's command, receive blessings, and live long and happy lives as promised in the Bible (Exodus 20:12).

**6. Which statement was not correct?**

(iv) Teaching young people to value sex before marriage.

**7. Write five skills that young people need to contribute towards stable families.**

Communication skills  
 Conflict resolution skills  
 Problem-solving skills  
 Financial management skills  
 Decision-making skill

**8. \_\_\_\_\_ means taking part in any game or activity in which one risks loss of money or a valuable item in order to win more money.**

**Gambling**

**9. Which one is not correct?**

(iii) The urge to get rich leads to temptations and this leads to a blessed life.

**10. Write down any four causes of gambling.**

1. Peer pressure
2. Desire for quick wealth
3. Addiction to betting
4. Lack of financial literacy

**11. Effects of gambling:**

**(a) On Individuals:**

1. Depression due to debts
2. Low self-esteem from losing bets
3. Health problems
4. Suicide due to inability to repay debts

**(b) On Families:**

1. Loss of family property and possessions
2. Struggles to pay bills
3. Family conflicts and breakups
4. Loss of health and emotional well-being

**12. Write any four measures taken by Christians and the government to help young people overcome gambling.**

- Imposing taxes on gambling businesses (government).
- Restricting gambling advertisements on TV (government).
- Providing counseling programs (churches).
- Preaching against gambling (churches).

**13. Write True or False:**

- (i) Find a more healthy activity to replace gambling. **True**
- (ii) Focus on what is important in your life. **True**
- (iii) Keep on trying after losing bets, one day you will be lucky and become rich. **False**
- (iv) Pray to God to help you overcome gambling. **True**
- (v) Avoid negative peer influence of gamblers. **True**
- (vi) If you bet more, you will become wise and win more bets. **False**

**14. Write down values and skills that can help a person to avoid gambling.**

1. Self-control
2. Critical thinking
3. Peer resistance
4. Problem-solving

**15. Write four characteristics of healthy relationships.**

1. Mutual respect
2. Effective communication
3. Trust and honesty
4. Support and care

## 16. Reasons why engaging in sex before marriage is wrong:

1. It goes against Biblical teachings.
2. It can lead to unwanted pregnancies.
3. It exposes individuals to sexually transmitted infections (STIs).
4. It can cause emotional and psychological distress.

## 17. What values are needed by boys and girls to lead chaste (pure) lives?

1. Self-discipline
2. Respect for oneself and others
3. Faithfulness to Biblical teachings
4. Courage to resist peer pressure

## 18. Write three reasons why young people abuse drugs today:

1. Influence from peers and friends
2. Curiosity and experimentation
3. Stress and lack of proper coping mechanisms

## 6.5 Social Media

Assessment Activities: Answers pg. 300

### 1. What are social media platforms?

Social media platforms are online tools and websites that allow people to connect, share information, communicate, and interact with each other through posts, messages, videos, and photos.

### 2. Write examples of social media platforms.

Facebook  
Twitter (now X)  
Instagram  
WhatsApp  
TikTok  
Snapchat  
LinkedIn

### 3. Your friend has a habit of chatting with strangers online. Write the dangers that he or she is likely to face.

- Exposure to cyberbullying.
- Risk of online scams and fraud.

- Encountering harmful or inappropriate content.
- Identity theft or hacking.
- Falling victim to predators or online grooming

### 4. Write ways of how you can use social media platforms responsibly.

- Avoid sharing personal information like addresses or financial details.
- Respect others by not posting offensive or harmful content.
- Verify information before sharing to avoid spreading false news.
- Use privacy settings to control who sees your posts.
- Limit screen time to focus on other productive activities.

### 5. What is cyberbullying?

Cyberbullying is the use of electronic communication, such as social media, to bully, harass, or intimidate someone by sending harmful messages, spreading rumors, or posting embarrassing content about them.

### 6. Write ways of how you can respond to cyberbullying.

Block and report the bully to the platform administrators.

Do not engage or retaliate against the bully. Save evidence of the cyberbullying for reporting purposes.

Talk to a trusted adult or authority figure about the situation.

Practice self-care and seek emotional support if needed.

### 7. List Christian values that you apply in the use of different social media platforms.

Honesty - Share truthful and accurate information.

Respect - Treat others with kindness and dignity.

Self-control - Avoid engaging in negative or harmful interactions.

1. Love - Promote positivity and encouragement in your posts.
2. Forgiveness - Avoid holding grudges or spreading negativity online.

**8. Which skills do you need to apply in the use of social media platforms?**

1. Critical thinking - Analyze the credibility of information before sharing.
2. Communication - Express yourself clearly and respectfully.
3. Problem-solving - Address conflicts constructively if they arise.
4. Digital literacy - Understand how to use social media tools effectively.
5. Emotional intelligence - Be aware of your emotions and those of others to avoid unnecessary conflicts.

**Term 1 Assessment Exercise pg. 301**

**1. Write the meaning of Christian Religious Education.**

Christian Religious Education (CRE) is the study of God, the Bible, and Christian values to help learners grow spiritually and morally.

**2. Importance of learning Christian Religious Education.**

It teaches moral values.

It helps learners develop a personal relationship with God.

It encourages responsible citizenship.

It promotes harmony and respect among people.

**3. How learning Christian Religious Education helps learners change their behavior.**

It discourages negative habits such as dishonesty.

It promotes forgiveness and reconciliation.

It encourages respect for others.

**4. Moral values from Christian Religious Education:**

Honesty

Kindness

Forgiveness

Respect

**5. Differences between the first and second accounts of creation: C.** In both accounts, God rested after creation.

**6. The first account of creation:**

God created the world in six days, starting with light and ending with human beings, and rested on the seventh day.

**7. Attributes of God in the word puzzle:**

Creator

Giver of Life

Sustainer

All-Powerful

God of order

**8. Responsibilities given to humans over animals, fish and birds:**

Care for them.

Protect their habitats.

Ensure their well-being.

**9. Ways humans can protect animals, fish, and birds:**

Avoid deforestation.

Protect water bodies.

Advocate for anti-poaching laws.

Practice sustainable farming.

**10. God wants us to be good stewards of His creation by:**

**A. taking care of His creation.**

**11. Responsibilities over plants:**

To nurture and care for them.

To use them responsibly.

**12. Ways of taking care of plants:**

Water them regularly.

Avoid cutting them unnecessarily.

Plant more trees.

Protect them from pests.

Use organic fertilizers.

**13. Ways plants contribute to economic growth:**

- They provide raw materials for industries.
- They serve as food for people and animals.
- They generate income through cash crop farming.

**14. Matching resources and benefits:**

- Forests: Provide trees that give firewood and timber.
- Soils: Used to grow plants for food.
- Minerals: Mined and sold for money.
- Wild animals: Attract local and international tourists.
- Air: For breathing to support life.

**15. Importance of the Bible in society:**

- It guides moral behavior.
- It teaches values and ethics.
- It promotes peace and unity.

**16. According to 2 Timothy 3:16-17, scripture is not used to:**

D. It is used to give us riches here on earth.

**17. Growth related to positive emotions is:**

C. emotional.

**18. Ways God's word inspires Christians:**

- (a) Encouraging generosity.
- (b) Promoting love and care for others.
- (c) Inspiring service in the community.

**19. Two divisions of the Bible:**

- Old Testament
- New Testament

**20. Number of books in each division:**

- Old Testament: 39 books
- New Testament: 27 books

**21. Four groups in the Old Testament:**

- Law
- History
- Poetry
- Prophecy

**22. Four divisions of the New Testament:**

- (a) Gospels
- (b) Acts of the Apostles
- (c) Epistles
- (d) Revelation

**23. Classify books of the Bible:**

**Old Testament:** Exodus, Leviticus, Numbers, 2 Samuel, Nehemiah, Esther, Proverbs.

**New Testament:** Mark, Philemon, 1 Peter.

**24. Bible translations in Kenya:**

- Swahili Union Version
- Kikuyu Bible
- Luo Bible
- Kalenjin Bible

**25. Versions of the Bible used by Christians in Kenya:**

- King James Version (KJV)
- New International Version (NIV)
- Good News Bible
- Revised Standard Version (RSV)

**26. Challenges faced by Bible translators in Kenya:**

- (a) Limited funding.
- (b) Lack of qualified translators.
- (c) Cultural differences.
- (d) Political instability.

**27. Reasons for translating the Bible into local languages:**

- (a) To make it accessible to more people.
- (b) To preserve culture.
- (c) To promote understanding of God's word.

**28. Social and economic effects of Bible translation:**

D. It has caused hatred among different churches.

**29. Person in the burning bush story:**

Moses.

**30. How God prepared Moses for leadership:**

- (a) He trained him as a shepherd.
- (b) He revealed Himself to Moses.
- (c) He performed miracles through Moses.

### 31. Effects of alcohol and drug use:

- Poor health.
- Reduced productivity.
- Addiction.

### 32. Consequences of engaging in premarital sex:

- Unplanned pregnancies.
- Risk of sexually transmitted diseases.

## Term 11 Assessment Exercise Pg. 303

Write four attributes of God from the creation accounts.

- (a) Creator
- (b) All-powerful (Omnipotent)
- (c) Loving
- (d) Orderly

Fill in the differences in the Biblical accounts of creation.

First Account of Creation	Second Account of Creation
(i) Creation occurs in six days	(i) Focuses on the creation of humans
(ii) Begins with the creation of light	(ii) Begins with a barren earth
(iii) Man created last	(iii) Man created first
(iv) Emphasis on God's commands.	(iv) Emphasis on personal relationship
(v) God is transcendent	(v) God is imminent and personal.

### Ways humans take responsibility over animals, fish and birds:

- Providing food and shelter for them
- Protecting them from harm and poaching
- Conserving their natural habitats
- Educating others about their care and protection

### Activities to protect animals, fish and birds:

1. Planting trees to conserve habitats
2. Cleaning water sources to protect aquatic life
3. Building birdhouses or wildlife sanctuaries
4. Creating awareness about animal protection

Select the option containing Isaiah's titles for Jesus:

### A. Wonderful counsellor, mighty God, and prince of peace.

Three points Grade Seven learners wrote on Jeremiah's prophecy about Jesus:

Jesus would be a righteous king.

He would bring salvation to His people.

His rule would be everlasting and just.

### Fulfillment of Old Testament prophecies about the Messiah:

Prophecy	How it was Fulfilled
(a) Born in the lineage of King David	Angel Gabriel appeared to Joseph, who was from the lineage of King David.
(b) Virgin birth as prophesied by Isaiah	Jesus was conceived through the power of the Holy Spirit.
(c) Named Emmanuel by Isaiah	Angel Gabriel told Joseph to name Him Jesus, which means "God with us."
(d) Promise of the son	Mary bore a son and named Him Jesus.
(e) Title "Lord our Savior" given by Jeremiah	Fulfilled as Jesus means "He will save people from their sins."

### What was Zachariah doing when the angel appeared?

He was burning incense in the temple.

### Values learned from John the Baptist's annunciation and birth:

- (a) Faithfulness
- (b) Obedience
- (c) Humility
- (d) Dedication to God



### **John the Baptist's instructions:**

#### **(a) Tax collectors:**

- Do not collect more than required.
- Be honest in your dealings.
- Avoid greed.

#### **(b) Soldiers:**

- Do not extort money.
- Be content with your pay.
- Avoid false accusations.

### **Ways Christians apply John the Baptist's message today:**

- (a) Living honestly and justly.
- (b) Repenting and turning to God.
- (c) Sharing resources with the needy.

### **Arrange events of Jesus' annunciation:**

- (i) God sent Angel Gabriel to Mary.
- (ii) Mary was deeply troubled,
- (iii) The angel explained his message to Mary.
- (iv) Mary submitted to the will of God.

### **Arrange events during Jesus' birth:**

- (i) Mary and Joseph travel to Bethlehem for the census.
- (ii) Mary and Joseph find the rooms fully booked in the inns.
- (iii) Jesus is born, wrapped in strips of cloth, and laid in a manger.
- (iv) The Angel appears to the shepherds and tells them about the Savior's birth.
- (v) A great army of heaven's Angels sing praises to God.
- (vi) The shepherds visit baby Jesus.
- (vii) The shepherds go away praising God.

### **Names of two old people in the temple during Jesus' dedication:**

Simeon

Anna

### **Values learned from Jesus' birth and childhood:**

Humility

Faithfulness

Obedience

### **Forms of worship:**

- (a) Prayer.
- (b) Singing and praising God.
- (c) Reading the Bible.
- (d) Giving offering.

### **Importance of prayer to Christians:**

- Builds a close relationship with God
- Provides guidance and comfort.

### **Ways the church contributes to education in Kenya:**

- (a) Building schools.
- (b) Providing scholarships.
- (c) Offering religious education.
- (d) Training teachers.

### **Roles of the church in health care:**

- (a) Building hospitals and clinics.
- (b) Providing medical care to the poor.
- (c) Educating on health and hygiene.
- (d) Supporting health campaigns.
- (e) Offering counseling and spiritual healing.

### **Barriers to effective church mission work:**

- Lack of resources.
- Political interference.
- Poor communication.

### **Who gave a wrong answer on marriage?**

**None.** All responses align with Biblical teachings.

### **Ways Christians promote values among youth before marriage:**

- (a) Offering pre-marital counseling.
- (b) Encouraging chastity.
- (c) Teaching Christian values.

### **Skills to ensure stable families:**

- (a) Communication skills.
- (b) Conflict resolution.
- (c) Financial management.

### **Causes of gambling:**

- (a) Poverty
- (b) Peer pressure
- (c) Greed
- (d) Unemployment

**Advice to Onyango about gambling:**

- Gambling is addictive and harmful.
- Focus on studies and productive activities.

**What is likely to happen to Onyango?**

- He may lose money and trust.
- Develop gambling addiction.

**Effects of gambling:****(a) Individual:**

- (i) Financial loss
- (ii) Stress and anxiety
- (iii) Addiction

**(b) Families:**

- (i) Financial instability
- (ii) Broken relationships
- (iii) Neglect of family duties

**Ways to help young people overcome gambling:**

- (a) Offering counseling services.
- (b) Providing employment opportunities.
- (c) Organizing youth activities.
- (d) Raising awareness about gambling effects.

**Skills and values to avoid gambling:**

- Self-discipline
- Financial literacy

**Why is it wrong for young people to engage in gambling?**

- It leads to addiction and financial loss.
- It promotes greed and irresponsibility.

**Term III Assessment Exercise pg. 307****Importance of learning Christian Religious Education:**

- (a) It helps learners develop good moral values.
- (b) It teaches about God and His expectations of humanity.

**Values acquired through learning Christian Religious Education:**

Honesty  
Responsibility

Kindness  
Forgiveness

**What did God create on the fourth day?**

The sun, moon and stars.

**In which account of creation were human beings created first?**

The second account of creation.

**Responsibilities given to human beings after creation:**

- To take care of the environment.
- To rule over animals, birds, and fish.
- To multiply and fill the earth.

**Similarities in the two biblical accounts of creation:**

- (a) God is the Creator in both accounts.
- (b) Both accounts emphasize the importance of human beings.

**Why did God place man in the Garden of Eden?**

To work and take care of it.

**Ways to protect and care for animals, fish, and birds:**

- (a) Provide proper food and water.
- (b) Avoid cruelty and ensure their safety.

**Ways to take care of plants in your school environment:**

Watering the plants regularly.  
Avoiding cutting or destroying trees unnecessarily.

**How people misuse natural resources:**

- (a) Deforestation
- (b) Overfishing
- (c) Mining without restoration
- (d) Pollution

**Effects of misusing natural resources:**

- (a) Environmental degradation
- (b) Loss of biodiversity
- (c) Climate change

**Importance of the Bible in society today:**

- It provides moral guidance.
- It teaches about God's love and salvation.
- It fosters unity and hope among people.

**Reasons why the Bible is different from other books:**

- (a) It is inspired by God.
- (b) It contains prophecies that have been fulfilled.
- (c) It provides spiritual guidance.
- (d) It teaches about eternal life.

**Books that describe the life and ministry of Jesus:**

The Gospels.

**The only prophetic book in the New Testament:**

Revelation.

**Five books written by Paul to believers:**

- (a) Romans
- (b) Corinthians (1 and 2)
- (c) Galatians
- (d) Ephesians
- (e) Philippians

**Qualities of Moses that Christians can emulate:**

- (a) Faithfulness
- (b) Patience
- (c) Leadership skills
- (d) Humility

**Fill in the blank spaces (Isaiah 9:6):**

A **child** is born to us! A **son** is given to us!

**Authority** and he will be our **prince of peace**.

**Events during the annunciation and birth of Jesus:**

- (a) Angel Gabriel appeared to Mary.
- (b) Mary visited Elizabeth.
- (c) Jesus was born in a manger.
- (d) Shepherds visited Jesus.

**Values learned from the birth and childhood of Jesus:**

- (a) Humility
- (b) Obedience
- (c) Respect
- (d) Faithfulness

**Lessons to share with parents after learning John the Baptist's message:**

- Live honestly and justly.
- Share resources with the needy.
- Repent and turn to God.

**Points about the birth of John the Baptist:**

- Elizabeth gave birth to a son.
- He was named John as instructed by the angel.
- Zechariah regained his speech after confirming the name.

**Angel Gabriel's message to Mary (Luke 1:28):**

"Greetings, you who are highly favored! The Lord is with you."

**Ceremony attended by Jesus and His parents at age 12:**

The Passover festival in Jerusalem.

**Two people who recognized Jesus as the promised Messiah:**

Simeon and Anna.

**Importance of prayer in a Christian life:**

- (a) Builds a close relationship with God.
- (b) Brings comfort and guidance.
- (c) Strengthens faith.

**Applying teachings of Jesus on prayer and fasting:**

- (a) Pray regularly and with sincerity.
- (b) Fast with humility and focus on God.
- (c) Avoid publicizing personal fasting practices.

**Roles of the church in education:**

- (a) Building and managing schools.
- (b) Providing scholarships to needy students.
- (c) Offering moral and spiritual guidance.
- (d) Training teachers.

**Consequences of engaging in sex before marriage:**

- (a) Unwanted pregnancies.
- (b) Risk of sexually transmitted diseases.
- (c) Emotional and psychological distress.
- (d) Damage to reputation.

**Ways to use social media responsibly:**

- Share truthful and uplifting content.
- Avoid cyberbullying and offensive posts.
- Protect personal information.
- Use it for education and positive influence.

# IRE

## 1.0 Qur'an

### Practice Assessment pg 315

1. To guide him.
2. It shows man the right path.
3. It enabled gradual implementation of the Shariah.
4. He helped the prophet in the arrangement.

### Practice Assessment pg 317

1. Eleven
2. The hereafter is better than the present world
3. With kindness
4. orphan, shelter, lost, poor and rich
5. - We should not turn away beggars  
- We should thank Allah for his bounties.

### Practice Assessment pg 318

1. i) Makkah  
ii) By the father
2. - Two lips  
- Two eyes  
- A tongue
3. 1. Feeding the poor  
2. Feeding orphans  
3. Feeding the need
4. Maimana, Mash'amah, Mu'sadah
5. Encouraging good and forbidding evil

### End of Strand Assessment pg 319

1. To worship him
2. i) To guide mankind  
ii) To narrate stories of the previous prophets
3. i) Zabur  
ii) Taurat  
iii) Injil  
iv) Suhuf
4. Qur'an
5. Right and wrong
6. i) Al-Hudaa  
ii) Al-Tanzil

iii) Kitab

7. Stage 1 : From Luahul mahfudh to Baitul Izza  
Stage 2: From Baitul Izza to the earth/prophet
8. State 1 one night (Lailatul Qadr)  
State 2 in 23 years
9. Cave Hirah
10. Fiver verses
11. Found him lost and gave him shelter.
12. Not to chase them away.
13. Twenty
14. It is the freeing of a slave
15. - Feed the poor  
- Advise them on patience  
- Advise one another.

## 2.0 Hadith

### Practice Assessment pg 321

1. Sayings of the prophet
2. It shows us the way of the prophet.
3. Hadith are sayings while sunnah and the acting prophet.
4. a) Qaul - What he said  
b) Taqrir - What he silently approved  
c) Fiil - His action  
d) Sifat - Physical appearance of the prophet
5. a) Matn - Text of hadith  
b) Isnad - Chain of narrators.
6. Qaul  
Fi'il  
Taqrir  
Sifat
7. a) Abu Hurairah  
b) Aisha (R.A)

### Practice Assessment pg 323

1. It is the starting point of Ibaada.
2. Your deeds
3. Actions are determined by the intention
4. - Praying  
- Fasting
5. It talks about the moral aspects of life.

### Practice Assessment pg 324

1. We should choose friends wisely
2. One who reminds on good behaviour
3. One who remind you bad things
4. Because they will influence our characters.

### End of Strand Assessment pg 325

1. These are the sayings of the prophet (S.A.W)
2. These are the actual words said by the prophet (S.A.W)
3. Actions of the sahabas which were approved by the prophet by remaining silent
4. Sifat
5. The subject matter of hadith/text
6. Isnad
7. Swahabas
8. A reporter of hadith
9. Sahih is the most authentic hadith while dhaif refers to weak hadith.
10. A good hadith
11. Our intentions
12. Not done
13. Keep
14. Good character
15. Practice of the prophet (S.A.W)

### 3.0 Pillars of iman

#### Practice Assessment pg 327

1. It is the first pillars of Imam/Iman
2. Q 2:245, Q 9:103, Q 51:18
3. i) It creates unity  
ii) It increases Taqwa  
iii) It leads to fear of Allah.
4. It strengthens Iman.

#### Practice Assessment pg 329

1. It is a grave sin.
2. - Shirk al-akbar  
- Shirk al-Asghar  
- Shirk al-khafii
3. It makes one a coward
4. Being dissatisfied.

### End of Strand Assessment pg 329

1. Oneness of Allah.
2. Tawheed (Shahada)
3. He's committed shirk
4. It increases Taqwa
5. It makes one to be confident
6. Associating other things with Allah.
7. i) Shirk al Akbar  
ii) Shirk al-Asghar  
iii) Shirk al-Khafii
8. Supplicating or praying to others other than Allah (S.W.T)
9. Shirk al-mahabah
10. Shirk At-Ta'ha
11. Shirk al-Asghar
12. Being dissatisfied with situations
13. Like dust
14. Paradise
15. It is condemned in the Qur'an

### 4.0 Devotional Acts

#### Practice Assessment pg 335

1. It is rewarded 27 times more
2. They compensate for mistakes in fardh prayers
3. It is a sunnah of the prophet
4. - Prayer for rain  
- Bringing forward the Swalatul musafir.  
- Shortening of Swalatul Musafir.

#### Practice Assessment pg 337

1. It is a pillar of Islam
2. Giving to the poor and the needy
3. - Livestock  
- Money  
- Mineral
4. - They do not have Nisab  
- They are for personal use
5. It is a duty of Muslims
6. - They help alleviate poverty  
- They reduce the suffering of the poor.

### Practice Assessment pg 338

1. It is a pillar of Islam
2. They are not in a position to do so
3. It is a commandment of Allah
4.
  1. Sitat minal Shawwal
  2. Mondays & Thursdays
  3. The fast of Arafat
  4. Bright/white days.

### End of Strand Assessment pg 3

1. Tahajud
2. Highly rewarded
3. Tahiyatul masjib
4. After sunrise & before noon
5.
  - i) Istisqai
  - ii) Kusuf wal Khusuf
6. Zero
7. Al- Fatiha
8. Shortening of prayer
9. Swalatul Khusuf
10. The sun
11. Zakat
12.
  - i) Furniture
  - ii) Residential house
13. Wealth
14. Nadhir
15. It is a commandment of Allah.

### 5.0 Akhlaq (Moral values)

#### Practice Assessment pg 340

1. Behaviours
2. It makes one to be rewarded by Allah.
3. One is rewarded
4.
  - Honesty
  - Hardwork
5.
  - Qur'an
  - Prophets
  - Hadith.

#### Practice Assessment pg 342

1. It is a virtue
2. Doing what you say - fulfilling promises

3. It is rewarded by Allah
4. Speak the truth and forgive others
5.
  - a) Q33:70 & 9:119
  - b) Q 64:14

#### Practice Assessment pg 344

1.
  - Bhang
  - Miraa
  - Cocaine
  - Herion
2. Idleness
3. It is harmful to health
4.
  - Wastage of money
  - Wastage of time
  - Harmful to health
5.
  - Counselling
  - Engaging in worship
  - Educating the public
6. By following Islamic teachings.

#### End of Strand Assessment pg 344

1.
  - i) Munkarat
  - ii) Marufat
2. Evils
3.
  - i) Qur'an
  - ii) Hadith
4. Qur'an and Sunnah
5. This is to ask for Allah's forgiveness after committing a sin.
6. Good acts
7. Doing what he promises
8. Al-Ghaffur
9. Divinity
10. Drug/intoxicant
11.
  - a) Cancer
  - b) Liver Cirrhosis
12. Money and time
13.
  - a) Mlraa
  - b) Mugokaa
14. It may lead to marriage breakdown

## 6.0 Muamalat (Social Relationship)

### Practice Assessment pg 347

1. It is a sunnah of All prophets
2. Consent of the Brides and groom
3. Do at school
4. Use of internet

### Practice Assessment pg 350

1. On Halal things
2. To avoid sins
3. - Spending on your family  
- Helping the poor.
4. Because they are Haram
5. It is an act of worship

### Practice Assessment pg 352

1. a) With respect  
b) With kindness
2. a) Treat them well  
b) Show them kindness
3. a) Sexual intercourse  
b) Blood transfusion
4. a) It may cause death  
b) Economic stagnation
5. a) Abstain from sex till marriage  
b) Protect others if your's positive.
6. a) High fever  
b) Flu
7. a) Wearing a mask  
b) Keeping distance

### End of Strand Assessment pg 352

1. Islamic marriage
2. Mutual consent/Nika
3. To legitimize procreation.
4. To parent/guardian of the bride.
5. Two
6. I) Food  
ii) Shelter  
iii) Clothing

7. Conjugal right
8. What is permissible
9. Haram
10. Worship in a halal job
11. a) Black market  
b) Earning interest
12. The virus that cause Aids
13. Keeping distance
14. HIV and AIDS
15. Marriage.

## 7.0 Islamic Heritage and Civilization

### End of Strand Assessment pg 357

1. Period of ignorance
2. Killing their daughters at infance
3. Right to inheritance
4. Daughters were being killed at infancy
5. Taqwa and brotherhood
6. Religion
7. Right to be treated kindly
8. Idols
9. People will be judged according to their deeds
10. Respect
11. Blood money.
12. Quran and Hadith
13. It is a pillar of Islam
14. Introducing economic reforms
15. Madina constitution.

### End of Term I Assessments pg 358

1. a) To guide mankind  
b) To narrate stories of previous prophets  
c) To fulfil Allah's promise  
d) To improve man's morals
2. Wama Tanhar
3. - He's patient  
- Encourage good and forbids evil
4. Qaul is the sayings while fiil are the actions.
5. 10
6. Oneness of Allah (S.W.T)
7. Being dissatisfied



8. D
9. D
10. C
11. Most authentic Hadith
12. Their deeds
13. B
14. C
15. 23years
16. a) Rewards in the hereafter  
b) Gratefulness
17. a) Respect parents  
b) Be grateful to Allah
18. C
19. rewards
20. Musk, Filth
21. By believing only in one God;Allah
22. a) Promotes cowardise  
b) It lowers self - esteem
23. Stage 1
24. - Do not chase beggars  
- Be kind to orphans
25. Hell
26. Rawi
27. A
28. C
29. It leads to perform and acts
30. Shirk

### End of Term II Assessments pg 358

1. Tahajud is done at night while Tahiyatul masjid upon intering the mosque
2. Janaza
3. Zakatul maal
4. Qadhaa
5. Munkarat are evil while maarufat are virtues
6. Paradise
7. a) Allah's forgiveness  
b) Human forgiveness
8. Consumption of hard drugs
9. D
10. C

11. C
12. D
13. a) You get rewards  
b) Your sins are forgiven  
c) You maintain relations
14. C
15. a) Miraa  
b) Bhang
16. a) Counselling  
b) Good company
17. a) Fulfilling promises  
b) Honesty.
18. C
19. - Livestock  
- Money
20. Congregation prayers
21. a) Earns rewards  
b) It is a greeting to masjid  
c) It shows love for prophet.
22. Taakhir
23. Nisab
24. a) Sifat min-shawwal  
b) Fast of Arafa
25. A- False  
B - True  
C- True  
D - True  
E- False
26. overtook, forgive, forgiving, merciful
27. Al-Ghaffur
28. a) Wastage of time  
b) Wastage of money
29. a) It is harmful to healthy  
b) It leads to family breakdown  
c) It may lead to death.
30. a) It is a pillar of Islam  
b) It is a command of Allah  
c) It brings us closer to Allah.

**End of Term III Assessments pg 358**

1. D
2. Islamic marriage
3. a) It is a half of faith  
b) Ensures legal procreation
4. D
5. i) Building mosque  
ii) Helping the poor
6. By doing the right things
7. C
8. a) Blood transfusion  
b) Sexual intercourse  
c) Mother to child transmission
9. Through droplets
- 10.

	Social - religious	Political	Economic
1.	Tribalism	Warfare	Ribaa
2.	Fornication		Hoarding
3.	Women mistreatment		Usury

11. a) Abolishment of Riba.  
b) Abolishment of Hoarding  
c) Measurement of good
12. Learner will do in groups
13. He gave women their rights
14. Be kind to them
15. Learners will do
16. a) Legal procreation  
b) Sunnah of all prophet  
c) It is a half of religion  
d) It reduces immorality
17. Ijab , Qabul
18. a) If it is from Haram means  
b) The sources are illegitimate
19. a) Spending on family  
b) Helping the poor
20. a) It is haram  
b) It may harm others
21. A - False  
B - True  
C - True

- D - False  
E - False
22. Keeping it at a clean place
  23. Sifaat
  24. a) To guide them  
b) To warm them on hell
  25. a) It is a pillar of Islam  
b) It is a command of Allah
  26. a) Close proximity  
b) Touching of surfaces  
c) Contact with infected people.
  27. a) Abstaining for sex before marriage  
b) Screening of blood.  
c) Avoiding contact with open wounds.
  28. a) It brought unity  
b) It brought peace
  29. Religious reforms.  
Political reforms  
Economic reforms
  30. - Daughters were being killed at birth.  
- Arabs used to drink alcohol.  
- They worshipped idles.