

MENTOR

ENCYCLOPEDIA



Answers



ANSWERS

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MATHEMATICS

NUMBERS

Whole Numbers

Place Value

Practice Exercise 1

1.

Numbers	Hundreds of thousands	Tens of thousands	Thousands	Hundreds	Tens	Ones
396				3	9	6
8106			8	1	0	6
210715	2	1	0	7	1	5
479228	4	7	9	2	2	8

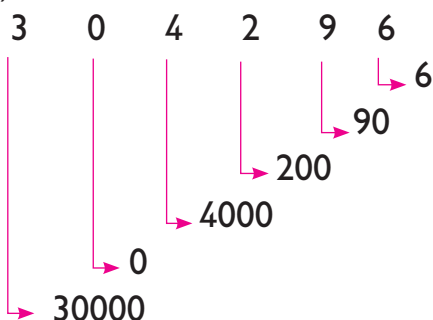
2. a) Hundreds
b) Tens of thousands
c) Tens
d) Hundreds of thousands
e) Ones
3. Thousands
4. Tens

Total Value

Practice Exercise 2

1. a) 400 b) 10000
c) 30 d) 700000
e) 6000

2. a)



4. b) 3 – 300000
1 – 10000
9 – 9000
1 – 100
9 – 90
6 – 6

- c) 7 – 70000
1 – 10000
3 – 3000
0 – 0
9 – 90
6 – 6
- d) 1 – 100000
2 – 20000
4 – 4000
1 – 100
5 – 50
8 – 8

5. 60000
6. 300000

Reading numbers in symbols

Practice Exercise 3

1. a) Sixty five thousand, four hundred and thirty two
b) Nine hundred and eighty one thousand, two hundred and thirty
c) Three hundred and sixty seven thousand, eight hundred and ninety nine
d) Four hundred and fifty thousand, seven hundred and sixteen
e) Eight hundred and sixty three thousand, two hundred and forty seven
2. a) Nine hundred and ninety eight thousand, six hundred and forty five
b) Forty six thousand, seven hundred and fifty eight
c) Three hundred and sixty nine thousand and thirty-four
d) six hundred and nine thousand, five hundred and fifty three
e) seven hundred and sixty eight thousand, five hundred and nine.
3. a) sixty nine thousand, four hundred and eighty three
b) Four hundred and eighty thousand, seven hundred and sixty eight

Reading and writing numbers in words

Practice Exercise 4

- Eight thousand, four hundred and sixty one
 - sixteen thousand, two hundred and ninety three
 - Ninety nine thousand, nine hundred and ninety nine
 - Eighty thousand, four hundred and seventy seven
 - Seventy two thousand, six hundred and eighty four
- Fifty nine thousand, two hundred and eight
- Eighteen thousand, four hundred and seventy nine
- Nine thousand, two hundred and fifty four
- Two thousand, eight hundred and thirty one
- Forty three thousand and eighty seven
- 96410 – Ninety six thousand, four hundred and ten

Ordering numbers in ascending order

Practice Exercise 5

- 39,404,5619,7820
 - 555, 4356,9142,18276
 - 17536,28609,42200,45903
 - 2619, 3596, 15010, 64840
 - 899, 1315, 2718, 6318
- 6699,6969,9669,9966
- 6899,14816,30019,54297,93260
- Accept any correct answer from the digits given
- 548,1699,4306,6170

Ordering numbers in descending order

Practice Exercise 6

- 876,620,327,98,59
 - 919,888,690,491
 - 7376,5431,3009,2416
 - 8654,6548,5486,4568
 - 48617,33296,29255,12490

- 4817,4335,4186,4007
- 3847,2916,994,329
- 19290,15666,12850,9416
- 9765,7659,5769,5679

Rounding off numbers to the nearest hundreds

Practice Exercise 7

- 100
 - 200
 - 1000
 - 2100
 - 5200
 - 18500
 - 63500
 - 20600
- 4400
- 5500

Rounding off numbers to the nearest thousands

Practice Exercise 8

- 0
 - 1000
 - 8000
 - 14000
 - 34000
 - 10000
- 6000
- 19000
- 4000
- 60000

Divisibility test of 2

Practice Exercise 9

- 98,66,72
 - 80, 54
 - 850,452,666
 - 4026, 2354
- 12,14,16,18
- 114
- 92,94,96,98
- 12
 - None
 - Yes

Divisibility test of 5

Practice Exercise 10

- 200
 - 390
 - 1735
 - 14685
- 990,865
 - 8255, 3920
 - 23990, 34160
 - 3
 - 4 bananas remained

Divisibility test of 10

Practice Exercise 11

- c) 30 d) 360
f) 4270 h) 74350
- a) 40,30 b) 690,540
c) 3690, 7410 d) 18440, 68190
- a) 3
b) 9
c) No
- 60,70
- 60

Divisors

Practice Exercise 12

- a) 1×36
 2×18
 4×9
 6×6
 3×12
b) 1×21
 3×7
c) 1×28
 2×14
 4×7
- 1,7,49
- 8 – 1,2,4,8
15 - 1, 3,5,15
30 – 1, 2,3,5,6,10,15,30
32 – 1, 2,4,8,16,32
56 - 1, 2,4,7,8,14,28,56
45 – 1, 3,5,9,15,45

Common divisors

Practice Exercise 13

- a) 1,5 b) 1,2,4,8
c) 1,2,3,6 d) 1, 2, 4
e) 1,2,3,6 f) 1, 5
- 1,7
- 1,2,4,7,14,28

Greatest common divisor

Practice Exercise 14

- a) 3 b) 4
c) 6 d) 15

e) 4 f) 7

- 12
- 6
- 10

Multiples

Practice Exercise 15

- 10,12
- 24,28,32
- a) 5,10,15,20,25,30
b) 6, 12, 18,24,30,36
c) 4,8,12,16,20,24
- a) 28
b) 36
- 8,16,24,32,40,48,56,64
- 14,49,35,7,84

Common multiples

Practice Exercise 16

- a) 10,20,30 b) 12, 24, 36
c) 30 d) 12, 24, 36
e) 12, 24, 36
- a) 24,48,72 b) 18, 36, 54
c) 24, 36, 48 18,36,54,72

Least common multiples (LCM)

Practice Exercise 17

- a) 8 b) 12
c) 36 d) 55
e) 22 f) 6
g) 24
- 30
- 72
- 10:42 am
- 48

Addition

Addition up to 2 six digit numbers without regrouping

Practice Exercise 1

- a) 676765 b) 86927
c) 88757 d) 799799

- e) 479947
2. a) 79875 b) 734248
 c) 989394 d) 84987
3. 776555
4. 68939
5. a) 79967
 b) 47569

Addition up to 3 six-digit numbers without regrouping

Practice Exercise 2

1. a) 578674 b) 698555
 c) 877696 d) 789766
 e) 546578 f) 966587
2. 946828
3. 388959
4. 449869
5. 195830

Adding up to six digit numbers with double regrouping

Practice Exercise 3

1. a) 31767 b) 72975
 c) 314813 d) 502826
 e) 737344 f) 852417
 g) 842775
2. 871985
3. 247199
4. 789225

Estimating the sum by rounding off to the nearest hundreds

Practice Exercise 4

1. a) 10700
 b) 89400
 c) 90200
 d) 899800
 e) 73900
 f) 445100
 g) 898100
2. 90100
3. 567300
4. 474100

Estimating the sum by rounding off to the nearest thousands

Practice Exercise 5

1. a) 10000 b) 41000
 c) 75000 d) 332000
 e) 254000 f) 574000
 g) 797000
2. 103000 3. 620000
4. 758000 5. 674000

Addition patterns

Practice Exercise 6

1. a) 2369 b) 18130
 c) 54490 d) 30479
 e) 662700 f) 35866
 g) 862950
2. a) 4893,5093,5293,5493
 b) 67542,67892,68242,68592
 c) 52105,52855,53605,54355
 d) 993219,994219,995219,996219
 e) 641430,661430,681430,681430
 f) 602000,702000,802000,902000

Subtraction

Subtraction of up to six digit numbers without regrouping

Practice Exercise 1

1. a) 52420 b) 47221
 c) 223320 d) 301532
 e) 334114 f) 473471
2. a) 142410 b) 620211
 c) 491201 473256
3. 743133

Subtraction of up to six digit numbers with regrouping

Practice Exercise 2

1. a) 34365 b) 524111
 c) 247548 d) 732604
 e) 335062 f) 477322
 g) 664296 h) 610 634
 i) 732176 62345
2. 312245

Estimating the difference by rounding off numbers to the nearest hundreds

Practice Exercise 3

- | | |
|-----------|-----------|
| a) 65700 | b) 24900 |
| c) 464700 | d) 558200 |
| e) 695400 | f) 355100 |
| g) 9600 | h) 451800 |
- 42200
- 49100
- 461300
- 44200

Estimating the difference by rounding off numbers to the nearest thousand

Practice Exercise 4

- | | |
|-----------|-----------|
| a) 5000 | b) 6000 |
| c) 55000 | d) 125000 |
| e) 474000 | f) 382000 |
| g) 504000 | h) 91000 |
| i) 519000 | |
- 24000
- 194000
- 426000

Combined operation

Practice Exercise 5

- | | |
|----------|----------|
| | 5a) 63 |
| b) 65 | c) 70 |
| d) 126 | e) 230 |
| f) 540 | g) 336 |
| h) 7513 | i) 29638 |
| j) 37561 | |
- 606 books
- Sh. 846
- 367 videos

Patterns involving subtraction

Practice Exercise 6

- | | |
|----------|-----------|
| a) 850 | b) 5738 |
| c) 51321 | d) 57690 |
| e) 75400 | f) 663291 |
- 845201, 825201, 805201, 785201
- | |
|-------------------------------|
| a) 4220, 3910, 3600, 3290 |
| b) 15433, 14433, 13433, 12433 |
| c) 27950, 27000, 26050, 25100 |

- | |
|-----------------------------------|
| d) 642700, 638600, 635500, 632400 |
| e) 785410, 765410, 745410, 725410 |

Multiplication

Multiplying of a 3 digit number by 1 digit number

Practice Exercise 1

- | | |
|---------|---------|
| a) 393 | b) 864 |
| c) 1421 | d) 1480 |
- | | |
|---------|---------|
| a) 2815 | b) 2190 |
| c) 2460 | d) 6300 |
| e) 6728 | f) 2496 |
- 4488 books
- 3180 stones
- 995 words

Multiplying of a 3 digit number by 2 digit number without regrouping

Practice Exercise 2

- | | |
|---------|---------|
| a) 2332 | b) 5640 |
| c) 6594 | d) 7700 |
| e) 4228 | a) 1368 |
| b) 6993 | c) 2899 |
| d) 4968 | e) 9910 |
| f) 4741 | |
- 5764
- 9499

Multiplying of a 3 digit number by 2 digit number with regrouping

Practice Exercise 3

- | | |
|----------|----------|
| a) 4263 | b) 11008 |
| c) 16966 | d) 29848 |
| e) 17472 | f) 24378 |
- | | |
|----------|----------|
| a) 23162 | b) 30590 |
| c) 20025 | d) 3948 |
| e) 17472 | f) 24378 |
- 53513
- 16874
- 34358

Estimating the product by rounding off to the nearest ten

Practice Exercise 4

- a) 2800 b) 21600 c) 14700
d) 15500 e) 35200
- a) 3800 b) 30400 c) 9200
d) 2600 e) 12400 f) 6900
- 16800 flowers
- sh. 4800
- 9000 animals

Estimating the product by using compatible numbers

Practice Exercise 5

- a) 112 b) 150
c) 49 d) 75
e) 768
- a) 108 b) 108
d) 64 e) 110
- a) 6, 24, 96, 384
b) 8, 200, 1000, 5000
c) 2, 6, 12, 24

Division

Dividing of 3 digit number by 1 digit without a remainder

Practice Exercise 1

- a) 28 b) 41 c) 26 d) 33 e) 35
- a) 124 b) 93 c) 72 d) 201 e) 32
- 54 pencils
- sh. 84
- 54

Dividing of 3 digit number by a 2 digit without a remainder

Practice Exercise 2

- a) 24 b) 22
c) 18 d) 18
e) 34
- a) 21 b) 16
c) 25 d) 13

- e) 21
- 27 bags
- 18 lessons
- 21 animals

Dividing of 3 digit number by a 2 digit with a remainder

Practice Exercise 3

- a) 15 rem 13 b) 20 rem 16
c) 29 rem 8 d) 8 rem 5
- a) 13 rem 4 b) 21 rem 5
c) 18 rem 16 d) 15 rem 8
e) 13 rem 4
- a) 23 packets b) 14 packets
- a) 22 metres
b) 13 metres
- a) sh. 23
b) sh. 3

Relationship between multiplication and division

Practice Exercise 4

- a) 8,8,14 b) 6, 36,36,6
c) 22,28,28,22 d) 32,26,32,26
e) 18,26,18,26
- 156 masks
- 41 words

Estimating quotient by rounding off to the nearest tens

Practice Exercise 5

- a) 19 b) 12 c) 28
d) 19 e) 13 f) 12
g) 9 h) 13 i) 32
j) 10
- 15 kilometres
- 27 trees
- 10 pairs of shoes

Combined operation

Practice Exercise 6

- a) 38 b) 13 c) 79
d) 15 e) 34 f) 21
g) 65 h) 39 i) 60

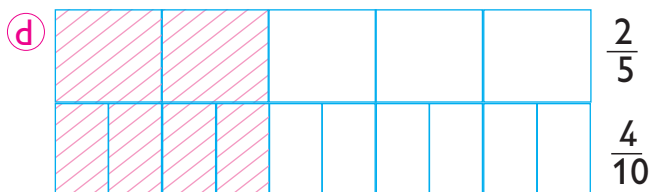
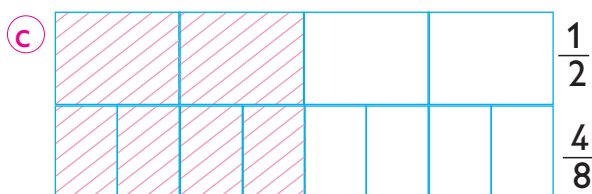
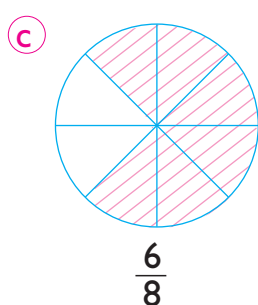
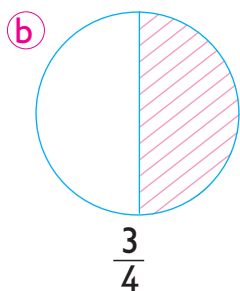
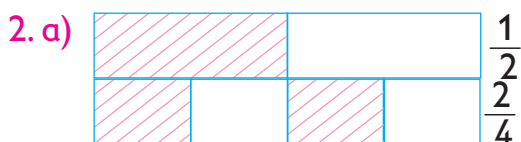
2. a) 58 patients
 b) 290ml
 c) sh. 2900

Fractions

Equivalent fractions

Practice Exercise 1

1. a) $\frac{1}{5}$ is equivalent to $\frac{2}{6}$
 b) $\frac{1}{4}$ is equivalent to $\frac{2}{8}$
 c) $\frac{4}{6}$ is equivalent to $\frac{2}{3}$
 d) $\frac{1}{5}$ is equivalent to $\frac{2}{10}$



Equivalent fractions

Practice Exercise 2

1. a) 10 b) 6
 c) 16 d) 12
 e) 9 f) 35

2. a) $\frac{1}{6} = \frac{2}{12} = \frac{3}{18} = \frac{4}{24}$
 b) $\frac{4}{5} = \frac{8}{10} = \frac{12}{15} = \frac{16}{20} = \frac{20}{25}$
 c) $\frac{3}{4} = \frac{6}{8} = \frac{9}{12} = \frac{12}{16} = \frac{15}{20}$
 d) $\frac{2}{8} = \frac{4}{16} = \frac{6}{24} = \frac{8}{32} = \frac{10}{40}$
 e) $\frac{5}{7} = \frac{10}{14} = \frac{15}{21} = \frac{20}{28} = \frac{25}{35}$
 f) $\frac{2}{9} = \frac{4}{18} = \frac{6}{27} = \frac{8}{36} = \frac{10}{45}$
3. $\frac{4}{8}$

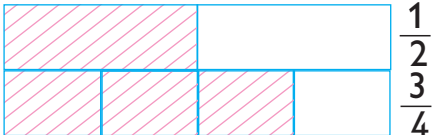
Simplifying fractions

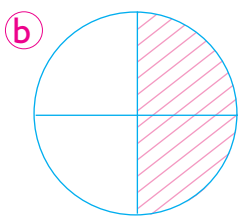
Practice Exercise 3

1. a) 1 b) 3 c) 4 d) 1
2. a) $\frac{1}{5}$ b) $\frac{3}{8}$
 c) $\frac{1}{7}$ d) $\frac{3}{5}$
 e) $\frac{1}{4}$ f) $\frac{7}{9}$
 g) $\frac{3}{4}$ h) $\frac{5}{9}$
3. a) $\frac{5}{7}$ b) $\frac{4}{7}$
 c) $\frac{5}{6}$

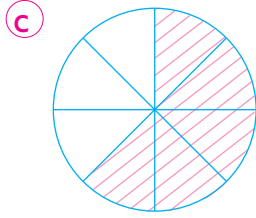
Comparing fractions

Practice Exercise 4

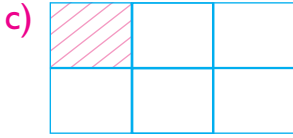
1. a)  $\frac{1}{2}$ is smaller



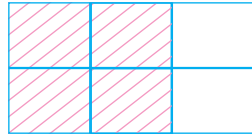
$\frac{2}{4}$ is smaller



$\frac{6}{8}$

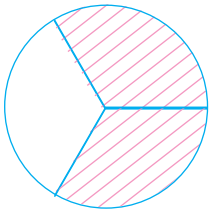


$\frac{1}{6}$ is smaller

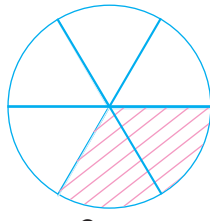


$\frac{4}{6}$

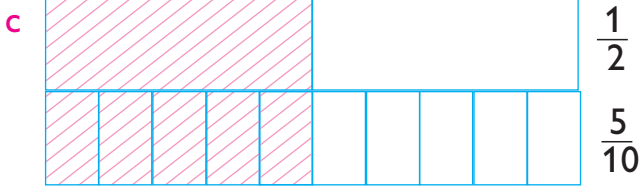
2a)



$\frac{2}{3}$ is greater



$\frac{2}{6}$



The fractions are equal.

3. a) smaller than
 b) Equal to
 c) Greater than
 d) Equal to
 e) Greater than
 f) Greater than

Ordering fractions in an increasing order

Practice Exercise 5

1. a) $\frac{1}{6}, \frac{2}{6}, \frac{3}{6}, \frac{4}{6}$
 b) $\frac{2}{8}, \frac{3}{8}, \frac{4}{8}, \frac{5}{8}$

c) $\frac{3}{10}, \frac{4}{10}, \frac{5}{10}, \frac{7}{10}$

d) $\frac{1}{8}, \frac{1}{6}, \frac{1}{3}, \frac{1}{2}$

e) $\frac{1}{6}, \frac{1}{2}, \frac{3}{5}, \frac{2}{3}$

f) $\frac{1}{12}, \frac{4}{8}, \frac{2}{3}, \frac{5}{6}$

g) $\frac{2}{7}, \frac{3}{7}, \frac{5}{7}, \frac{6}{7}$

h) $\frac{1}{3}, \frac{4}{9}, \frac{1}{2}, \frac{4}{6}$

2. $\frac{1}{4}, \frac{2}{4}, \frac{3}{4}$

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

Ordering fractions in decreasing order

Practice Exercise 6

1. a) $\frac{4}{5}, \frac{3}{5}, \frac{2}{5}, \frac{1}{5}$

b) $\frac{7}{9}, \frac{5}{9}, \frac{3}{9}, \frac{2}{9}$

c) $\frac{11}{12}, \frac{10}{12}, \frac{5}{12}, \frac{2}{12}$

d) $\frac{6}{7}, \frac{5}{7}, \frac{3}{7}, \frac{2}{7}$

2. a) $\frac{5}{10}, \frac{3}{10}, \frac{1}{4}, \frac{1}{5}$

b) $\frac{3}{4}, \frac{2}{4}, \frac{1}{3}, \frac{2}{8}$

c) $\frac{5}{6}, \frac{2}{4}, \frac{4}{12}, \frac{3}{12}$

d) $\frac{7}{10}, \frac{3}{5}, \frac{5}{10}, \frac{2}{5}$

3. $\frac{3}{4}, \frac{1}{2}, \frac{1}{4}, \frac{1}{5}$

Addition of fractions with same denominator

Practice Exercise 7

- a) $\frac{2}{3}$ b) $\frac{4}{5}$
c) $\frac{7}{9}$ d) $\frac{7}{10}$
e) $\frac{6}{6}$ f) $\frac{7}{8}$
g) $\frac{6}{7}$ h) $\frac{3}{4}$
i) $\frac{2}{3}$
- $\frac{11}{12}$
- $\frac{10}{11}$
- $\frac{6}{7}$

Subtraction of fractions with same denominator

Practice Exercise 8

- a) $\frac{2}{5}$ b) $\frac{1}{3}$
c) $\frac{3}{7}$ d) $\frac{1}{14}$
e) $\frac{3}{6}$ f) $\frac{6}{15}$
g) $\frac{7}{10}$ h) $\frac{5}{11}$
- $\frac{4}{12}$
- $\frac{3}{8}$
- $\frac{4}{9}$

Adding fractions with one remaining

Practice Exercise 9

- a) $\frac{7}{10}$ b) $\frac{5}{12}$
c) $\frac{7}{9}$ d) $\frac{3}{6}$
e) $\frac{3}{4}$ f) $\frac{11}{12}$
g) $\frac{4}{8}$ h) $\frac{5}{6}$
i) $\frac{8}{12}$
- $\frac{6}{10}$
- $\frac{5}{6}$

Subtraction fractions with one remaining

Practice Exercise 10

- a) $\frac{1}{4}$ b) $\frac{3}{10}$
c) $\frac{5}{12}$ d) $\frac{7}{12}$
e) $\frac{3}{8}$ f) $\frac{5}{9}$
g) $\frac{5}{14}$ h) $\frac{1}{8}$
i) $\frac{3}{12}$
- $\frac{3}{14}$
- $\frac{1}{10}$
- $\frac{1}{4}$

Decimals

Place value of decimals up to thousandth

Practice Exercise 1

1.

Numbers	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandth
a) 19.638	1	9	.	6	3	8
b) 19.638		0	.	8	0	
c) 43.792	4	3	.	7	9	2
d) 78.24	7	8	.	2	4	
e) 60.870	6	0	.	8	7	0

- a) Tenth
 b) Thousandths
 c) Tens
 d) Hundredth
 e) Tens
 f) Thousandths
2. a) 3 b) 9
 c) 3 d) 0
 f) 7
3. a) 0 – ones
 9 – Tenths
 6 – Hundredths
 2 – Thousandths
- b) 2 – Tens
 3 – Ones
 4 – Tenths
 5 – Hundredths
 6 – Thousandths
- c) 3 – tens
 9 – Ones
 8 – Tenths
 6 – Hundredths
- d) 8 – Ones
 8 – Tenths
 7 – Hundredths
 1 – Thousandths

Ordering decimals from the smallest to the largest

Practice Exercise 2

1. a) 0.320, 0.340, 0.350, 0.370
 b) 0.321, 0.338, 0.342, 0.356
 c) 0.329, 0.339, 0.349, 0.379
 d) 0.354, 0.361, 0.377, 0.386
 e) 0.334, 0.357, 0.365, 0.376
2. a) 0.143, 0.243, 0.543, 0.943
 b) 0.023, 0.051, 0.084, 0.099
 c) 0.314, 0.374, 0.383, 0.399
 d) 0.148, 0.428, 0.448, 0.458
 e) 0.109, 0.209, 0.309, 0.909

Ordering decimals from the largest to the smallest

Practice Exercise 3

1. a) 0.849, 0.847, 0.845, 0.841
 b) 0.880, 0.871, 0.863, 0.857
 c) 0.879, 0.864, 0.855, 0.840
 d) 0.88, 0.87, 0.86, 0.84
 e) 0.871, 0.861, 0.851, 0.841
2. a) 0.08, 0.06, 0.04, 0.03
 b) 0.56, 0.46, 0.096, 0.076
 c) 0.731, 0.531, 0.431, 0.331
 d) 0.079, 0.075, 0.074, 0.071
 e) 0.991, 0.951, 0.931, 0.091
3. 3.47, 2.84, 1.65, 1.24

Adding decimals

Practice Exercise 4

1. a) 5.8 b) 5.38
 c) 25.929 d) 20.844
 e) 33.899 f) 67.899
2. a) 1.0 b) 0.99
 c) 8.812 d) 34.85
 e) 69.613 f) 60.153
3. sh. 95.25
4. 36.31 km

Subtraction of decimals

Practice Exercise 5

1. a) 0.2 b) 7.34 c) 73.5

- d) 49.35 e) 77.206 f) 47.754
 2. a) 0.7 b) 22.22 c) 19.221
 d) 61.519 e) 23.145 44.62kg
 3. 1.34 litres
 4. 2.25

MEASUREMENTS

Length

Converting km into metres

Practice Exercise 1

- a) 21000 m
b) 8000 m
c) 500 m
d) 625 m
e) 29200 m
f) 1250 m
g) 7850 m
- 8000 m
- 10000 m
- 5350 m

Converting metres into km

Practice Exercise 2

- a) 3 km
b) 4 km
c) 2.755 km
d) 15.4 km
e) 134.6 km
f) 2.5 km
g) 1.2 km
h) 6.841 km
- 5.53 km
- 334.984 km

Addition involving metres and kilometres

Practice Exercise 3

- a) 64 km 060 m
b) 30 km 830 m
c) 16 km 141 m
d) 13 km 430 m
e) 41 km 0 m
f) 93 km 590 m
g) 19 km 710 m

h) 48 km 145 m

2. 3 km 921 m

Subtraction involving metres and kilometres

Practice Exercise 4

- a) 7 km 20 m b) 5 km 20 m
c) 32 km 091 m d) 7 km 200 m
e) 1 km 450 m f) 21 km 882 m
- a) 4 km 202 m b) 94 km 344 m
c) 1 km 370 m
- 140 km 903 m
- 13 km 800 m

Division of kilometres and metres

Practice Exercise 5

- a) 5 km 800 m b) 2 km 660 m
c) 8 km 500 m d) 6 km 900 m
e) 13 km 440 m f) 2 km 25 m
g) 4 km 530 m h) 2 km 900 m
- 1 km 700 m
- 891 M

AREA

Area of a square

Practice Exercise 1

- a) 16 square units
b) 81 square units
- a) 100 m^2
b) 676 cm^2
c) 2601 cm^2
d) 144 cm^2
e) 196 cm^2
- 1521 m^2

Area of a rectangle

Practice Exercise 2

- a) 15 square units
b) 40 square units
- a) 450 cm^2
b) 242 cm^2
c) 234 cm^2
d) 648 cm^2
e) 918 cm^2
- 1900 m^2

Volume

Practice Exercise 1

- 72 cm^3
 - 160 cm^3
 - 288 cm^3
 - 240 cm
 - 168 cm^3
- 672 cm^3
- 2040 cm^3

Capacity

Converting litres into millilitres

Practice Exercise 1

- | | |
|-------------|-------------|
| a) 2000 ml | b) 5000 ml |
| c) 7000 ml | d) 10000 ml |
| e) 13000 ml | f) 22000 ml |
| g) 35000 ml | h) 44000 ml |
| i) 56000 ml | j) 69000 ml |
| k) 77000 ml | l) 80000 ml |
| m) 93000 ml | |
- | | |
|-------------|-------------|
| a) 3120 ml | b) 12210 ml |
| c) 20300 ml | d) 32250 ml |
| e) 45500 ml | f) 89360 ml |
| g) 88090 ml | |
- 3500 ml

Converting millilitres into litres

Practice Exercise 2

- | | |
|--------------|--------------|
| a) 2 litres | b) 3 litres |
| c) 8 litres | d) 10 litres |
| e) 12 litres | f) 18 litres |
| g) 20 litres | h) 25 litres |
| i) 32 litres | j) 40 litres |
- | |
|--------------|
| a) 4L 300 ml |
| b) 7L 350 ml |
| c) 3L 750 ml |
- 15l 500 ml

Adding of capacity in litres and millilitres

Practice Exercise 3

- | | |
|----------------|-----------------|
| a) 20 L 850 ml | b) 30 L 000 ml |
| c) 35 L 10 ml | d) 161 L 500 ml |

- | | |
|----------------|-----------------|
| e) 48 L 882 ml | f) 43 L 752 ml |
| g) 41 L 880 ml | h) 130 L 100 ml |
- 957 L 650 ml

Subtracting of capacity in litres and millilitres

Practice Exercise 4

- | | |
|-----------------|-----------------|
| a) 58 L 077 ml | b) 218 L 948 ml |
| c) 879 L 083 ml | d) 277 L 093 ml |
| e) 220 L 401 ml | f) 825 L 325 ml |
| g) 794 L 875 ml | |
- 300L 250 ml
- 195L 300 ml
- 2L 900 ml

Multiplication of capacity in litres and millilitres

Practice Exercise 5

- | | |
|-----------------|-----------------|
| a) 96 L 120 ml | b) 114 L 810 ml |
| c) 105 L 000 ml | d) 104 L 022 ml |
| e) 110 L 120 ml | f) 478 L 800 ml |
- 451 L 500 ml
- 612 L 365 ml
- 50 L 125 ml

Division of capacity in litres and millilitres

Practice Exercise 6

- | | |
|----------------|----------------|
| a) 3 L 400 ml | b) 12 L 430 ml |
| c) 10 L 151 ml | d) 9 L 75 ml |
| e) 30 L 180 ml | f) 9 L 119 ml |
| g) 8 L 440 ml | h) 6 L 641 ml |
- 3L
- 9L 410ml
- 6L 600ml

Mass

Converting Kg into grams

Practice Exercise 1

- | | |
|-------------|------------|
| a) 13000 g | b) 49000 g |
| c) 3000 g | d) 78000 g |
| e) 32000 g | f) 99000 g |
| g) 100000 g | h) 22000 g |

2. 69000 g
3. 6000 g

Converting grams into Kg

Practice Exercise 2

1. a) 10 kg
b) 8 kg
c) 25 kg
d) 1.8 kg
e) 16.5 kg
f) 70 kg
g) 14.6 kg
h) 12.65 kg
2. 50 kg
3. 7 kg

Addition of kilograms and grams

Practice Exercise 3

1. a) 4 kg 035 g
b) 42 kg 951 g
c) 83 kg 800 g
d) 14 kg 52 g
e) 115 kg 379 g
f) 145 kg 415 g
g) 316 kg 157 g
h) 619 kg 300 g
2. 337 kg 520 g
3. 37 kg 700 g

Subtraction of kilograms and grams

Practice Exercise 4

1. a) 30 kg 187 g
b) 81 kg 10 g
c) 20 kg 125 g
d) 207 kg 980 g
e) 21 kg 954 g
f) 132 kg 132 g
g) 443 kg 538 g
h) 449 kg 500 g
2. 264 kg 225 g

Multiplying of kilograms and grams

Practice Exercise 5

1. a) 700 kg 770 g

- b) 75 kg 210 g
- c) 379 kg 620 g
- d) 443 kg 250 g
- e) 484 kg 800 g
- f) 353 kg 500 g
- g) 124 kg 000 g
- h) 113 kg 340 g

2. a) 120 kg 475 g
b) 328 kg 400 g
c) 312 kg 800 g
3. 5 kg 400 g
4. 96 kg 384 g
5. 194 kg 000 g
6. 120 kg 640 g

Dividing of kilograms and grams

Practice Exercise 6

1. a) 13 kg 144 g
b) 1 kg 901 g
c) 8 kg 520 g
d) 46 kg 686 g
e) 600 kg
f) 17 kg 230 g
g) 3 kg 574 g
h) 18 kg 90 g
2. 400 sacks

TIME

Converting minutes into seconds

Practice Exercise 1

1. a) 300 sec
c) 1080 sec
2. a) 510 sec
c) 135 sec
3. 3000 sec
4. 2400 sec
- b) 840 sec
d) 1380 sec
- b) 1243 sec
d) 119 sec

Converting seconds into minutes

Practice Exercise 2

1. a) 15 min
b) 16 min
c) 76 min
d) 50 min

- e) 127 min
 - f) 41 min
 - g) 33 min
 - h) 12 min
2. 3 min

Adding time in minutes and seconds

Practice Exercise 3

1. a) 10 min 31 sec
b) 11 min 48 sec
c) 9 min 50 sec
d) 9 min 46 sec
e) 16 min 38 sec
f) 11 min 10 sec
g) 13 min 10sec
h) 6 min 11 sec
2. 9 min 08 sec
3. 20 min 15 sec
4. 13 min 26sec
5. 47 min 27 sec

Subtracting time in minutes and seconds

Practice Exercise 4

1. a) 2 min 12 sec
b) 1 min 9 sec
c) 5 min 29 sec
d) 10 min 46 sec
e) 1 min 50 sec
f) 2 min 35 sec
g) 3 min 15 sec
h) 11 min 19 sec
2. 34 min 7 sec
3. 9 min 12 sec

Multiplying of time in minutes and seconds

Practice Exercise 5

1. a) 45 min 12 sec
b) 180 min 32 sec
c) 44 min 55 sec
d) 246 min 30 sec
e) 32 min 06 sec
f) 40 min 12 sec

- g) 39 min 00 sec
 - h) 23 min 48 sec
2. 13 min 24 sec
 3. 25 min 36 sec
 4. 42 min 40 sec

Dividing minutes and seconds

Practice Exercise 6

1. a) 6 min 17 sec
b) 12 min 16 sec
c) 31 min 38 sec
d) 15 min 6 sec
e) 4 min 7 sec
f) 9 min 6 sec
g) 15 min 13 sec
h) 9 min 15 sec
2. 12 min 55 sec
3. 7 min 5 sec

Budget

Practice Exercise 1

1. sh. 1155

Items	Price
2kg meat @ sh. 560 per kg	1120
A kg of onion @ sh 100 per kg	100
3kg potatoes @ sh 60 per kg	180
Total	1400

- a) sh. 2400
- b) sh. 18000
- c) sh. 19350

- 2.

Items	Price
3 pkts o wheat flour @ sh. 120	360
4 litres of cooking oil @ sh. 200	800
4 loaves of bread for sh. 260	260
2 kg sugar @ sh. 210 per kg	420
Total	1400

- b) sh. 1840
- c) Sh. 160
- d) To save or buy basic needs or stationery

TAX

Practice Exercise 2

1. sh. 11000

2. sh. 440
3. sh. 80
4. sh. 2100
5. sh. 18000
6. sh. 4000
7. sh. 280
8. sh. 95
9. sh. 4

Savings

Practice Exercise 3

1. Sh. 840
2. Sh. 17000
3. Sh. 420
4. Sh. 99000
5. a) sh. 7700
b) Sh. 45000
c) Sh. 20050
d) Sh. 4125
e) Sh. 7000
f) Sh. 33250

GEOMETRY

Horizontal lines

Practice Exercise 1

1. a) JK and LM
b) ST and UV
c) YZ
d) IH, JK and EF
2. a) ST
b) QR
3. GH, IJ, KL

Vertical lines

Practice Exercise 2

1. a) AB
b) XZ and YA
c) SU and TV
d) QV and RW
2. c) VW
e) XY
3. a) XY
b) FE, GD and BC

c) JK

Perpendicular lines

Practice Exercise 3

1. The learner to draw perpendicular lines correctly.
2. a) GH is perpendicular to EF
b) NP is perpendicular to MO
c) ML is perpendicular to JK
d) TL is perpendicular to SU

Parallel lines

Practice Exercise 4

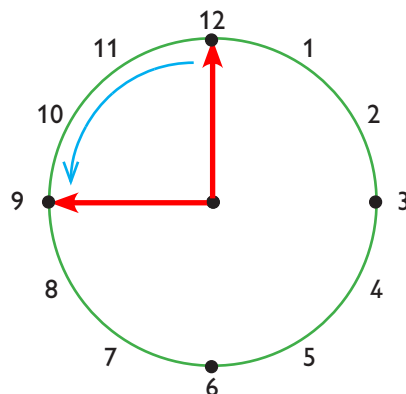
1. Assess the parallel lines drawn.
2. b) Line FG is parallel to MN
c) Line AB is parallel to PQ
d) Line XY is parallel to ST
f) Line AC is parallel to SU

Angles

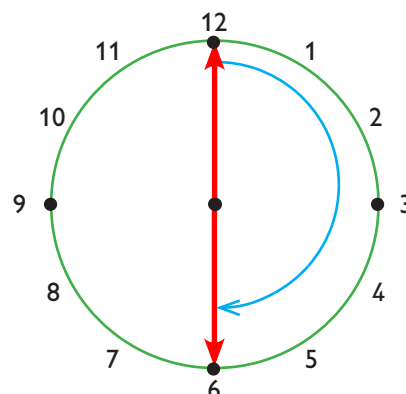
Relating a turn to angles

Practice Exercise 1

1.



Quarter turn in anticlockwise direction



Half turn in clockwise direction

2. For Questions 2 and 3 assess learners

work.

4. Straight line angle or 2 right angles.

Identifying angles

Practice Exercise 2

- Right angles
 - Acute angles
 - Acute and obtuse angles
- Right angles
 - Right angles
 - Acute angles
 - Right angles
 - Obtuse angles

Measuring angles using unit angles

Practice Exercise 3

- 30° (3 unit angles)
- 50° (5 unit angles)
- 9 unit angles
- 13 unit angles
- 6 unit angles
- 4 unit angles
- 14 unit angles

Degrees as a unit of measuring angles

Practice Exercise 4

- | | |
|---------------|----------------|
| 1. 10° | 2. 30° |
| 3. 20° | 4. 9° |
| 5. 3° | 6. 40° |
| 7. 70° | 8. 60° |
| 9. 50° | 10. 90° |

Using protractor to measure angles

Practice Exercise 5

- | | | |
|-----------------|---------------|----------------|
| 1. 50° | 2. 80° | 3. 30° |
| 4. 130° | 5. 60° | 6. 40° |
| 7. 90° | 8. 70° | 9. 150° |
| 10. 120° | | |

3d objects

Practice Exercise 1

- Cube
 - Cuboid

- | | |
|------------|-------------|
| c) Pyramid | d) Cylinder |
| e) Sphere | |
- learner to draw the shapes
 - Squares
 - Triangles and rectangle/ square
 - Circle, rectangle
 - Circle

DATA HANDLING

Data representation

Data collection

Practice Exercise 1

1.

Age of learners	No. of learners
9	4
10	5
11	6
12	2
13	2

2.

Marks scored	No. of learners
60	2
64	1
72	2
74	1
80	2
82	2
90	2
98	2

3.

Height in metres	No. of learners
1.0m	5
1.1m	3
1.2m	4

4.

Game	No. of learners
Football	31
Volleyball	12
Netball	9
Handball	3
Hockey	14

5.

Type of meal	No. of learners
Rice and beef	21
Chapatti and chicken	31
Rice and chicken	24
Bread and soda	4

6.

Colour of cars	No. of cars
Blue	4
Black	7
White	8
Silver	1






7.

Team	No. of points
A	10
B	6
C	12
D	4
E	11










Representing data through piling

Practice Exercise 2








1.

				
cars	lorry	bus	minibus	tuktuk





2.

								
54	60	92	74	80	82	90	96	98






3.

						
Orange	Pawpaw	Kiwi	Pineapple	Guava	Melon	Banana
5	2	3	2	3	3	2






4.

			
43	44	45	46

5.

				
Sufuria	Spoon	Cup	Fork	Plate





6.

				
Sufuria	Spoon	Cup	Fork	Plate







Interpreting data

Practice Exercise 3

- a) Football
 b) Handball
 c) 20 learners
- a) 15 pickups
 b) 10
 c) 65 vehicles
-

			
Milk	Tea	Juice	Coffee

4.

					
Yellow	Blue	Green	Red	White	Black
1	5	3	5	3	3

ALGEBRA

Simple equations

Forming simple equations with one unknown

Practice Exercise 1

- $35 + y = 70$ animals
- $50 + z = 120$ bags
- $K \times 35$ bags = sh 280
- $24 - 9 = M$ ladies
- $348 - a = 139$ girls
- $56 \div 7 = x$ sweets
- $20 + v = 20$ clothes
- $56 + v = 235$ copies

Consider any correct equation

Solving simple equations involving addition

Practice Exercise 2

1. a) 19 b) 34 c) 53
- d) 1 e) 23 f) 9
- g) 7 h) 18 i) 13
- j) 19 (a and b) consider any correct equation

Solving simple equations involving subtraction

Practice Exercise 3

1. a) 100 b) 50 c) 49
- d) 6 e) 11 f) 8
- g) 0 h) 11 i) 20
- j) 10
2. 18 Tomatoes
3. 41kg

Solving simple equations involving multiplication and division

Practice Exercise 4

- | | | |
|--------|--------|--------|
| 1. 338 | 2. 100 | 3. 256 |
| 4. 400 | 5. 4 | 6. 2 |
| 7. 5 | 8. 11 | 9. 5 |
| 10. 8 | 11. 8 | 12. 40 |

MODEL TEST PAPERS

Model Test Paper 1

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

- | | | |
|-------|-------|-------|
| 14. A | 29. A | 44. D |
| 15. D | 30. A | 45. A |

Model Test Paper 2

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

Model Test Paper 3

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

1.0 CHILD RIGHTS AND RESPONSIBILITIES

Listening and Speaking

Practice Exercise 1

1. Looking at a picture
2. (i) Washing utensils
(ii) Cleaning clothes
(iii) sweeping the compound
(iv) cooking
(v) looking after animals
3. The rights of children help create awareness to the public on how to live well with children and for children to say no child abuse.
4. It is the right to deal with children with equal consideration.

Practice Exercise 2

Accept words that are said correctly

Practice Exercise 3

1. a. a young person of either gender.
b. any physical damage to the body caused by violence, accident or fracture.
c. things required for a safe, stable and healthy life.
d. the activity of providing for or maintaining by supply with money or necessities.
e. an act of wild or turbulent.
f. the activity of exerting your muscles in various ways to keep fit.
g. responsibilities that you are obliged to perform for moral or legal reasons.
h. refuse to grant , as of a petition or request
i. Something that is essential.
j. a structure that provides privacy and protection from danger.
2. Accept well- constructed sentences.

Practice Exercise 5

1. Saying tongue twisters well.
2. Saying the given words correctly.
3. Accept well-constructed sentences.

Practice Exercise 3

Assess learners as they cut out pictures and mount them on portfolio

Reading

Practice Exercise 1

- a) a reference work containing articles on various topics dealing with the entire range of human knowledge or with some particular specialty.
- b) a reference book containing alphabetical list of words with information about them.
- c) worry unnecessarily or excessively.
- d) create by putting components or members together.
- e) small crude shelter used as dwelling.

Practice Exercise 2

1. (i) Learning how to read
(ii) Learning how to write
2. Taking children to school
3. (i) a parent
(ii) a caregiver
4. Human trafficking.
5. (i) child labour
(ii) violence
(iii) being touched inappropriately
(iv) human trafficking
6. Because children are our future
7. (i) food
(ii) shelter
(iii) clothing
(iv) education
8. It is every child's responsibility to report cases of child abuse.
9. The rights of children.
10. act in disregard of laws, rules, contracts or promises

Practice Exercise 3

Accept any correct answers

Grammar in Use**Practice Exercise 1**

Accept any correct answers

Practice Exercise 2

1. This is a child.
2. Those are very happy books for the child.
3. That is the thing we learnt about child rights.
4. These are children who are responsible at home.
5. These are the clothes which are oversize.
6. These are the men who cleared the compound.
7. That is a needy girl.
8. That is my right as a child.
9. These are the clothes which are oversize.
10. That is a child.

Practice Exercise 3

1. (i) This
(ii) That
(iii) These
(iv) Those
2. a. This b. These
c. these d. those
e. those f. Those
g. That h. these
i. that j. These

Writing**Practice Exercise 1**

1. (i) to collect required information and pass to the others.
(ii) for communication
(iii) to get an admission to an institution.
2. Personal information such as your name, date of birth, address and email address.
3. because the information written will be used for important matters.

Practice Exercise 2

Assess learners as they read the given information

Practice Exercise 3

Accept a well filled in form using the information given.

Practice Exercise 4

Accept any well filled in form.

End of Unit Assessment

- I. a. hit, treat, heard, market
b. man, county, money, farm
c. adult, hen, trust, march
d. film, school, forest, sharp
e. star, Mary, sharp, straight
- II. Accept any correct answers
- III. a. rights
b. abuse
c. adopted
d. jail
e. food, clothing, shelter
- IV. Responsible Security
Duties Protect
Violence Prison
Freedom Citizen
Education Justice

2.0 NATIONAL CELEBRATIONS**Listening and Speaking****Practice Exercise 1**

1. Looking at pictures.
2. Accept any correct sentences.

Practice Exercise 2

Assess learners as they say sounds correctly

Practice Exercise 3

Assess learners as they say tongue twisters correctly

Practice Exercise 4

Assess learners as they say the given vocabulary correctly

3. (i) Humphrey welcomed everyone.
 (ii) John asked Jane to pass him the salt.
 (iii) Jane wiped her mouth with napkin before speaking.
4. (i) please (ii) welcome
 (iii) thank you (iv) I am sorry
 (v) I beg your pardon

Practice Exercise 2

Assess learners as they say read the given words correctly

Practice Exercise 3

1. (i) May I (ii) Please
 (iii) Thank you (iv) Sorry
 (v) I beg your pardon.
2. Accept any correct answer.

Practice Exercise 5

1. order 2. habit
 3. polite 4. Throw
 5. napkin 6. table

Reading

Practice Exercise 1

- her mother
- rice, beef, stew and sukuma wiki
- she sat down at the table
- Bernice was making a lot of noise while chewing.
- lad
- Her daughter stuck out her tongue with food on it.
- (i) She started eating without saying a word of prayer.
 (ii) She was chewing noisily.
 (iii) She burped loudly at the table.
 (iv) Bernice stuck out her tongue with food on it.
 (v) She was laughing with food in her mouth.
- Bernice choked on her food.
- She tried drinking some water.
- The mannerless Bernice learns her lesson.

11. a. So as not to eat with dirty hands.
 b. to avoid showing people what is in our mouth.
 c. We can make others feel disgusted.
 d. dirt from our clothes and hands can go into other people's food.
12. Accept a well written paragraph.

Practice Exercise 2

- To be done at home.
- Retelling Bernice's story.
- (i) Do not laugh with food in your mouth.
 (ii) Keep your elbows off the table.
 (iii) Chew with your mouth closed.
 (iv) Remember to use your napkins.
 (v) Keep your smartphone off the table.
 (vi) Hold utensils correctly.
 (vii) Pass food items to the right.
 (viii) Do not pick your nose at the table.

Grammar in Use

Practice Exercise 1

- The glasses are too many to lift in a single tray.
- The roof is too high for you to touch it.
- The food is too little for all the visitors.
- The plates were too few for all the visitors.
- The rules of the etiquette are too many to learn in a single day.
- The milk is too hot for you to touch it.
- The bite you took was too big for you to swallow.
- Her questions were too many to answer at once.
- The food is too little for the party.
- The plates were too few for the party.

Practice Exercise 2

- | | |
|-----------|-----------|
| a) should | b) should |
| c) should | d) must |
| e) should | f) should |
| g) must | h) should |
| i) should | j) should |

Reading

Practice Exercise 1

1. (i) increase in population / high number of road users
(ii) increase in number of automobiles and other means of transport.
(iii) Most drivers are careless.
(iv) Failure to know the basic traffic rules.
2. the number of road users
3. (i) Many people are careless.
(ii) Most people do not know the basic traffic rules.
4. (i) witnessing them.
(ii) reading about them in the newspapers.
(iii) hearing about them in the news.
(iv) seeing them in the televisions or movies.
5. risks
6. it causes people to die
7. Drivers
8. (i) It is better to be safe than sorry.
(ii) Prevention is better than cure.
9. Some accident victims.
10. Road users should be careful so that we can prevent road accidents.
11. a. motor vehicles with four wheels; usually propelled by an internal combustion engine.
b. the act of representing something (usually on a smaller scale)
c. a connection allowing access between persons or places.
d. able to feel or receive
e. not free to move about

Practice Exercise 2

1. Observe learners as they study a given picture
2. a) cyclist b) driver
c) children d) pedestrian
3. a) The cyclist will lose control and fall.
b) The driver will swerve off the road and fall in a ditch.
c) The children will be knocked down.
d) The pedestrian will be hit by the car.

Practice Exercise 3

1. A well created picture story based on road safety.
2. Learners sharing the picture story in class.

Grammar

Practice Exercise 1

- | | |
|-----------|---------|
| 1. yours | 2. We |
| 3. theirs | 4. mine |
| 5. ours | 6. ours |
| 7. mine | 8. They |
| 9. she | 10. his |

Practice Exercise 2

1. She, we, I, you, he, us (personal pronouns)
2. Supervised discussion in class.

Practice Exercise 3

- | | |
|---------------|----------------|
| 1. belongs to | 2. belong to |
| 3. belong to | 4. belongs to |
| 5. belongs to | 6. belong to |
| 7. belongs to | 8. belong to |
| 9. belongs to | 10. belongs to |

Practice Exercise 4

- | | |
|-----------|---------|
| 1. We | 2. her |
| 3. you | 4. He |
| 5. I, you | 6. She |
| 7. It | 8. They |
| 9. He | 10. I |

Practice Exercise 5

- | | |
|-----------|-----------|
| 1. mine | 2. yours |
| 3. his | 4. hers |
| 5. theirs | 6. ours |
| 7. mine | 8. his |
| 9. ours | 10. yours |

Practice Exercise 6

- | | |
|---------------|---------------|
| 1. belongs to | 2. belong to |
| 3. belong to | 4. belongs to |
| 5. belongs to | 6. belongs to |

- 7. belongs to
- 8. belongs to
- 9. belongs to
- 10. belong to

Writing

Practice Exercise 1

- a) Heading includes the writer's address and the date.
- b) The greeting is a way of saying hello. Start by writing 'Dear' followed by your friend's names then a comma.
- c) The body is where you write your message and the reason for writing your letter.
- d) The closing is your way of saying 'goodbye' You can use- Your friend, Yours Sincerely, Yours truly
- e) Write your name below the closing.

Practice Exercise 2

Assess learners as they read the given friendly letter

Practice Exercise 3

- 1. Accept a well written letter in respond to Lucy's letter.
- 2. Going through online friendly letters under the guidance of a parent or guardian.

End of Unit Assessment

- I. Accept the ten correct sentences.
- II. a. belong b. belongs
c. belongs d. belongs
e. belongs f. belongs
g. belong h. belongs
- III. Accept a well written letter about ' how you spent the last sports day held in your school'

5.0 TRADITIONAL FOODS

Listening and Speaking

Practice Exercise 1

- 1. Accept any name of a dish.
- 2. Accept any name of traditional foods.

- 3. (i) They are higher in vitamins and minerals.
- (ii) They are healthy than processed foods.
- (iii) They prevent life styles diseases.

Practice Exercise 2

- 1. Accept well-constructed sentences.
- 2. (i) culture - a particular society at a particular time and place.
- (ii) ingredient - food that is a component of a mixture in cooking.
- (iii) menu- a list of dishes available at a restaurant.

Practice Exercise 3

- 1. Assess learners as they say the words in pairs.
- 2. Accept well-constructed sentences
- 3. (i) well (ii) bell
(iii) appetite (iv) give
(v) sentence (vi) every
(vii) letter
- 4. Accept well-constructed sentences

Practice Exercise 4

- 1. polite 2. delicious
- 3. right 4. brown
- 5. active

Reading

Practice Exercise 1

- 1. fruit
- 2. vegetables
- 3. meat, fish and peas
- 4. bread, cereals, rice
- 5. yogurt and milk
- 6. chocolate and cola
- 7. The doctor
- 8. Chocolate and cola
- 9. (i) My mom
(ii) Doctor
- 10. It is good to take healthy foods so that we can maintain healthy bodies and prevent falling sick.

Practice Exercise 2

- Accept well-constructed sentences

Practice Exercise 3

Reading independently

Grammar in Use**Practice Exercise 1**

Assess learners as they read adjectives given in a table

Practice Exercise 2

- | | |
|-----------------|---------------------|
| 1. tastier | 2. larger |
| 3. more careful | 4. most expensive |
| 5. taller | 6. most disciplined |
| 7. weaker | |

Practice Exercise 3

- big, baggy, old
- small, oval, mature
- small, rectangular, new
- big, square, new
- medium sized, rectangular, modern

Practice Exercise 4

- cleaver
- most interesting
- most nutritious
- less
- lazier
- fastest
- mature

Practice Exercise 5

- oversized, round, old
- tiny, cylindrical, modern
- spacious, oval, old
- enormous, square, new
- big, circular, old
- huge, round, new
- large, cone, new

Writing

Accept a well written composition on the given rubric.

End of Unit Assessment

- | | |
|--------------|---------------|
| a) beautiful | b) blue |
| c) big | d) sleeveless |
| e) green | f) sweet |
| g) delicious | |
- big, new
 - small, rectangular, new
 - small, oval, old
 - huge, square, old
 - large, circular, old
 - big, rectangular, new
 - small, comical, new
- Reading a story and drawing pictorials based on the story.

6.0 JOBS AND OCCUPATIONS**Listening and Speaking****Practice Exercise 1**

- | | |
|-----------------|--------------|
| a. farmer | b. teacher |
| c. chef | d. policemen |
| e. green grocer | f. doctor |
- | | |
|-------------|------------------|
| (i) pilot | (ii) lawyer |
| (iii) judge | (iv) businessman |
| (v) nurse | |
- Accept any occupation
- Cutting out pictures on different occupations and mounting them on portfolio.

Practice Exercise 2

Assess learners as they read given words correctly

Practice Exercise 3

- Reading words - Assess learners as they read words
- Accept well-constructed sentences

Practice Exercise 4

Saying tongue twisters - Assess learners as they say tongue twisters

Practice Exercise 5

Assess learners as they read sentences and questions

Reading

Practice Exercise 1

Assess learners as they read a dialogue

Practice Exercise 2

- (i) Ann (ii) Leah
- pediatrician
- in the city
- a bee
- saving bees
- a pediatrician
- a mechanic
- ten cars
- engineer
- they design, build or maintain engines
- occupations

Practice Exercise 3

- Reading books on occupations
- Sharing information with friends

Grammar

Practice Exercise 1

Constructing sentences and sharing them in class

Practice Exercise 2

- a little
- few
- a little
- a few
- a little
- little
- a few

Practice Exercise 3

Accept ten well-constructed sentences

Practice Exercise 4

- | | |
|-----------|-------------|
| a. little | b. a little |
| c. enough | d. a little |
| e. Most | f. a lot |
| g. Few | h. a few |
| i. All | j. All |
- Florist - sells flowers
Doctor - treats the sick

Pilot - flies the aeroplanes
Occupation - What you do for a living
Teacher - teaches children
Plumber - fixes broken water pipes
Artist - draws pictures
Cobbler - Makes and repairs shoes

Writing

Practice Exercise 1

Accept a well written composition based on the pictures given.

End of Unit Assessment

- | | |
|----------|---------|
| a. van | b. fine |
| c. fault | d. very |
| e. vast | |
- | | |
|--------------|--------------|
| a. produce | b. produce |
| c. transport | d. transport |
| e. judge | f. judge |
- Accept ten well written 'WH' questions

7.0 LEARNING THROUGH TECHNOLOGY

Listening and Speaking

Practice Exercise 1

- | |
|---------------------|
| a. laptop |
| b. tablet |
| c. phone |
| d. computer/desktop |
| e. digital camera |
| f. television |

Practice Exercise 2

Read words and constructing sentences

Practice Exercise 3

Accept well-constructed sentences

Practice Exercise 4

- Not sharing personal information with strangers.
- Visiting safe sites.
- Logging out after use of the internet

Practice Exercise 5

- i. I don't mean to interrupt , but---
- ii. Do you mind if I just jump in really quick?
- iii. Before you move on , may I say---
- iv. Could I jump in?
- v. May I add something here---

Practice Exercise 6

Accept a well written composition.

Reading**Practice Exercise 1**

1. Arthur and Luna
2. play games
3. Luna
4. to make life simpler and better
5. Arthur
6. (i) It has made communication very easy
(ii) We can grow food using modern facilities.
(iii) We can wash clothes using washing machines
(iv) Technology and Science saves lives.
7. Arthur
8. (i) Human beings have become lazy.
(ii) It causes human health issues.
(iii) Overuse of technology by children can lead to exposure to information and experiences that are harmful to them.
9. Yes, because it has helped human beings a lot only that it should be handled with a lot of care.
10. Technology
11. a. failed to function normally
b. far beyond what is usual in magnitude or degree.
c. the practical application of Science to commerce or industry.
d. without effort or apparent effort
e. the act of subjecting someone to an influencing experience

- f. having usually specified type of handled.

Practice Exercise 2

Accept a well written journal

Grammar in Use**Practice Exercise 1**

- | | |
|----------|---------|
| 1. shall | 2. will |
| 3. shall | 4. will |
| 5. will | 6. will |
| 7. will | |

Practice Exercise 2

1. Accept 5 correct sentences using will to express future.
2. Accept 5 correct sentences using shall to express future.

Writing**Practice Exercise 1**

1. At the zoo we saw monkeys, lions, zebras and snakes.
2. In future, you should say before visiting.
3. My sister, Njeri is a nurse.
4. My favourite subjects are English, Home Science, C.R.E and French
5. Suddenly, we heard a knock on the door.
6. Cows, sheep, goats and donkeys are domestic animals.

Practice Exercise 2

1. Andy asked, "What should we bring?"
2. "He will be alright," Sheila said.
3. "What do you think will happen?" asked Jovan.
4. Bobby replied, "Computers are useful."
5. "What should I pack?" I asked my sister.

Practice Exercise 3

- | | |
|----------|----------|
| a) will | b) will |
| c) shall | d) shall |
| e) will | f) will |
| g) will | h) shall |
| i) shall | j) will |

End of Unit Assessment

- I.
 - a. "Don't splash water on me," she said.
 - b. "Have you seen him?"
 - c. "We shall talk late," he told Naomi.
 - d. The teacher said, "Your work is incomplete."
 - e. Leon asked, "Why are you logging using my password?"
- II.
 - a. On our farm we have a cat, dog and horse.
 - b. I am going to the store to get candy, popcorn, jelly and bread.
 - c. We used blue, red, green and purple paint for my room.
 - d. I am going to ride my bike, skate, jog and swim after school.
 - e. Tom, Shalom, Peter and Jairus are the best friends.
 - f. Hurriedly, the young man stormed out of his office.
 - g. If you want to succeed in life you must put God first in all that you do.
 - h. The patient had a headache, stomachache and muscle pain.
 - i. Mr. Muturi, our senior pastor, was rushed to the hospital.
 - j. Our neighbor, Madam Pendo, has four laptops.
- III.

a. shall	b. shall
c. will	d. will
e. will	f. shall
g. will	h. shall

8.0 THE FARM - CASH CROPS

Listening and Speaking

Practice Exercise 1

1. Reading given words - Assess learners as they read the words correctly

Practice Exercise 2

1. a. building with glass walls and roofs ; for the cultivation and exhibition of plants under controlled conditions.

- b. a bed where seedlings are grown before transplanting
- c. a storehouse for threshed grain or animal feed.
- d. any substance such as manure or a mixture of nitrates used to make soil more fertile.
- e. a unit of area (4840 square yards) used in English-speaking countries.

Practice Exercise 3

- | | |
|-------------|---------|
| 1. a. hoe | b. Due |
| c. queue | d. sued |
| e. continue | f. doe |
| g. toe | h. clue |
| i. canoe | |

Reading

Practice Exercise 1

1.
 - a. beds where seedlings are grown before transplanting
 - b. very thin especially from diseases or hunger or cold
 - c. holes or passages made by a drill; usually made for exploratory purposes.
2. Pesticides
3. drought
4. The rains did not come.
5. Seedlings
6. to dig boreholes and depend on irrigation.

Grammar in Use

Practice Exercise 1

- | | |
|-----------------|-----------------|
| 1. collect, put | 2. and read |
| 3. Pick, put | 4. Plough, burn |
| 5. wash | |

Practice Exercise 2

Accept any six correct sentences.

Practice Exercise 3

- | | |
|------------------|----------------|
| 1. ins't she? | 2. did he? |
| 3. isn't he? | 4. was he? |
| 5. weren't they? | 6. don't they? |

Writing

Practice Exercise 1

- I. a. a task is soon accomplished if several people help.
- b. make use of an opportunity immediately.
- c. even if one finds an easier option, telling the truth is the best course of action.
- d. Other people's lives or situations always seem better than your own.
- e. one should not judge the worth or value of something or someone by their outward appearance alone.
- f. if one eats healthful foods, one will remain in good health and will not need to see the doctor often.
- g. it is better to do something or arrive after the expected time than not to do it or arrive at all.
- h. you should not act badly towards the person who is helping or has helped you.

Practice Exercise 2

Accept a well written story with proverbs and similes included.

End of Unit Assessment

- I. 1. (i) as fast as lightning
(ii) as tired as an ox
2. (i) Better late than ever
(ii) Once bitten twice shy
(ii) A bad workman quarrels with his tools.
- 3.(i) Better late than never means that it is better to do something or arrive after the expected time than not to do it or arrive at all.
(ii) Once bitten twice shy means a person who has failed or been hurt when trying to do something is careful or fearful about doing it.

(iii) A bad workman quarrels with his tools means a person who performs his work unprofessionally will usually lay the blame on anything except himself.

- II. 1. Tank - a big container for storing water.
2. Trough - a container used for feeding animals.
3. Pesticide - a chemical used to kill pests
4. Ram - the young one of a sheep
5. Seedbed - a piece of land where seeds are planted
6. Seedlings - young plants that are to be transported
7. Muddy- having a lot of mud
8. Kittens - the young ones of a cat
9. Fertilizer - a chemical applied in the soil to make the soil fertile
10. Huge -very big
- III. Accept correct sentences with the question tags,

9.0 HEALTH-COMMUNICABLE DISEASES

Listening and Speaking

Practice Exercise 1

1. a. She is coughing.
- b. He is washing hands.
- c. They are fetching water

Practice Exercise 2

Accept well-constructed sentences

Practice Exercise 1

- | | |
|-----------|-------------|
| 1. horse | 2. house |
| 3. health | 4. hospital |
| 5. hare | |

Practice Exercise 4

1. Reading the words
2. 1. Virus- a harmful or corrupting agency
2. pneumonia- respiratory disease

3. communicable- a disease capable of being transmitted by infection
4. measles- an acute and highly contagious viral disease marked by distinct red spots followed by a rash.
5. thermometer- an instrument for measuring instrument
6. pharmacy- a retail shop where medicine and other articles are sold.
7. vectors- variable quantities that can be resolved into components
8. typhoid- a serious infection marked by intestinal inflammation and ulceration
9. epidemic- a widespread of an infectious disease
10. infect- contaminate with a disease or a micro-organism
11. cholera- an acute intestinal infection caused by ingestion of contaminated water or food
12. Outbreak- a sudden violence spontaneous occurrence usually of some undesirable condition.
13. syrup- a thick sticky liquid
14. Laboratory- a workplace for the conduct of scientific research
15. germs- a disease causing micro-organism
16. illness- a disease or sickness
17. signs- objective findings that can be seen or measured
18. malaria- an infective disease transmitted through the bite of an infected female Anopheles mosquito
19. fever- a rise in the temperature of the body
20. hygiene- a condition promoting sanitary practices
21. tuberculosis- an infection transmitted by inhalation or ingestion of tubercle bacilli and manifested in fever and small lesions.

Reading

Practice Exercise 1

1. a. a short mixed drink
b. a feeling of craving for something

- c. an amount of a person's blood taken from their body for use in medical tests.
 2. Monica was complaining of a cocktail of pains.
 3. Very early in the morning; daybreak
 4. The doctor took Monica's blood sample to the laboratory to do a test on it and find out what she was suffering from.
 5. similes
 - (i) as weak as water
 - (ii) as pale as death
- Proverbs
- i. prevention is better than cure

Grammar in Use

Practice Exercise 1

- | | |
|--------------|-----------------|
| 1. since | 2. accidentally |
| 3. anywhere | 4. thrice |
| 5. very | 6. poorly |
| 7. hardly | 8. very |
| 9. carefully | 10. daily |

Writing

Practice Exercise 1

1. He isn't sure, is he?
2. It's a famous children's hospital.
3. Let us not destroy its nest.
4. The sun's rays are very strong today.
5. That is Joan's handbag.

Practice Exercise 2

1. Do not cross that river!
2. "Come here!" Shouted the teacher.
3. What a bad morning! I missed the bus.
4. Ouch ! That hurts.
5. What! Are you sure that was Jack?
6. Congratulations! That was a wonderful performance.
7. No way! I can't allow you to pass.

End of Unit Assessment

- I. Accept a well written composition.
- II. 1. The ball belongs to Mary, it is hers.

2. This is the doctor's stethoscope.
3. I don't like the idea
4. Come here, Mr. Kamau wants to see you.
5. This is the bishop's stuff

III. Accept ten correctly written sentences

IV. Accept well -constructed sentences.

V. Accept well -constructed sentences.

10.0 LEISURE ACTIVITIES

Listening and Speaking

Practice Exercise 1

1. a. riding a bicycle
b. reading a book
c. playing football
2. Time when you are not working you can relax and do things that you enjoy most.
3. (i) playing football (ii) swimming
(i) Skating (ii) Dancing
(iii) Crotcheting (iv) Weaving
(v) Knitting (vi) Singing

Practice Exercise 2

1. Reading given words
2. S Z
Straw zebra
Skip zest
Smooth zillion
Mask zone
Ask zoom
Soup zombie
Snail ziplock

Practice Exercise 3

1. Reading words in the book - Assess learners as they read the words
2. Accept correct sentences

Practice Exercise 4

1. talent 2. cinema
3. riding 4. picnic
5. park 6. badminton
7. visit

Reading

Practice Exercise 1

- a) Paragraph one
- b) The time spent doing the activities that you enjoy doing, apart from your normal duties such as work or studies.
- c) Paragraph two
- d) (i) meeting friends
(ii) playing one's favourite sport.
(iii) go to cinema
(iv) go shopping
(v) go hiking
(vi) read an interesting book
- e) (i) Work and no play makes Tom a dull boy means without a time off from work, a person becomes both bored and boring.
(ii) Time wasted is never recovered means that the hours that are lost in idleness can never be brought back to be used in gainful pursuits.
- f) (i) compensate- give something, typically money , in recognition of loss, suffering or injury.
(ii) favourite- preferred to all others of the same kind
(iii) defense- the action of defending from or resisting attack.
(iv) advance – move forward in a purposeful way.
- g) If they wasted time and some activities were left undone.
- h) Do activities that will help nurture their talents.

Grammar in Use

Practice Exercise 1

1. Or 2. Also
3. And 4. Either-----or
5. Because

Practice Exercise 2

1. and 2. but
3. yet 4. because
5. or 6. if
7. but 8. so

Writing

Practice Exercise 1

Accept well written compositions

End of Unit Assessment

- I.
 1. The young girl was crying because her skipping rope was lost.
 2. The boys stopped playing since it was raining.
 3. The teacher asked us to play because it was leisure time.
 4. I went to see him since I would like him to teach me swimming.
 5. I wanted to jog yet I had not finished my duties.
 6. She could not go for swimming because she had not finished her homework.
 7. Angela had to leave in a hurry since the match had already started.
 8. Otieno plays basketball and enjoys Karate.
 9. Angela had to leave in hurry since it was drizzling.
 10. I wanted to jog yet it was drizzling.
- II.
 - a. although
 - b. and
 - c. but
 - d. Although
- III. Accept a well written composition which has similes, proverbs and sayings.

11.0 SPORTS – APPRECIATING TALENTS

Listening and Speaking

Practice Exercise 1

1. Reading words with vowels sound 'i'
2. Accept well-structured sentences.

Practice Exercise 2

Reading vocabulary associated with sports.

Practice Exercise 4

1. Accept well-constructed sentences.
2. Saying tongue – twisters

Reading

Practice Exercise 1

1. (i) netball (ii) tennis
(iii) baseball (iv) badminton
(v) cricket (vi) chess
2. eleven players
3. a hockey stick
4. (i) shinning guard
(ii) mouth guards
(iii) helmet
(iv) neck guard
(v) elbow pads
(vi) shoulder pads
(vii) jockstrap
5. at the beginning of the twentieth century

Grammar in Use

Practice Exercise 1

1. When
2. Who
3. What
4. When

Practice Exercise 2

Accept well-structured questions and their answers

Practice Exercise 3

1. How much more?
2. How much more?
3. Who else?
4. What else?
5. How else

Writing

Practice Exercise 1

- | | |
|--------------|--------------|
| a) address | b) fascinate |
| c) knowledge | d) beginning |
| e) receive | f) committee |
| g) because | h) forty |

Practice Exercise 2

1. cite- to make reference
2. sight- catch sight of; to perceive with the eye
3. hole- an opening into or through something
4. whole- all of something including its component parts
5. role- what something is used for
6. roll- move by turning over or rotating
7. stationary- not capable of being moved
8. stationery- writing and other office materials
9. tale- a trivial lie
10. tail- any projection that resembles the fail of an animal
11. waist- the narrowing of the body between the ribs and hips.
12. Waste- spend thoughtlessly; throw away

End of Unit Assessment

- I. 1.A 2.D 3.C
 4.D 5.A 6.B
 7.B 8.D 9.C
 10.C 11.A 12.C
 13.B 14.A 15.C
- II. Accept ten correct homonyms and their meaning.
- III. Accept ten correct homophones and their meaning

12.0 ENVIRONMENTAL POLLUTION

Listening and Speaking

Practice Exercise 1

1. Washing clothes in the river.
 Throwing rubbish in the river
2. The water will get contaminated and when people use it they get sick.
3. They should dispose rubbish well then fetch water to go and wash clothes at home.
4. (i) Bathing in water bodies.
 (ii) Going for a call near water bodies.

(iii) Taking animals to water then in water bodies.

Practice Exercise 2

1. Reading the words with sounds 'f' and 'v'
2. F V

i.	fear	veer
ii.	far	vase
iii.	fur	vague
iv.	farmer	device
v.	food	violin
vi.	fake	violence
vii.	fun	victory
viii.	fungi	movie
ix.	affectionate	move
x.	refresh	violent

Practice Exercise 3

1. Reading the given words.
2. Accept correct answers

Practice Exercise 4

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

Practice Exercise 5

1. (i) water pollution
 (ii) air pollution
 (iii) noise pollution
 (iv) soil pollution
2. It occurs when the key components have been polluted over time leading to serious environment pollution.
3. By abiding by all the rules
4. Accept a well written speech

Reading

Practice Exercise 1

1. upcountry
2. The environment had been polluted
3. due to pollution
4. Smoke from the factory
5. Water that looked dark and dirty, black smoke billowing from large chimneys from a nearby factory.
6. So as to help conserve the environment.
7. (i) trenches- ditches dug as a fortification having a parapet of the excavated earth.
(ii) improperly- to do something in a way that is not proper.
(iii) pollution- the act of contaminating or polluting

Grammar in Use

Practice Exercise 1

- | | | | | |
|--------------|------------|-----------------|---------------|-----------|
| 1. furniture | 2. peace | 3. air | 4. knowledge | 5. advice |
| 6. news | 7. honesty | 8. arrival time | 9. excitement | 10. love |

Practice Exercise 2

- | | | | | |
|---------------|-----------|--------------------|----------------|----------------|
| 1. Headphones | 2. shears | 3. short, trousers | 4. outskirts | 5. remains |
| 6. spectacles | 7. jeans | 8. scissors | 9. Mathematics | 10. Spectacles |

Writing

Practice Exercise 1

Accept a well written diary

Practice Exercise 2

Accept a well created journal

End of Unit Assessment

I.

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

- II. (i) uniform
(ii) news
(iii) deer
(iv) luggage
(v) furniture
Accept well-constructed sentences
- III. Accept well-constructed sentences

13.0 SAVINGS AND BANKING

Listening and Speaking

Practice Exercise 1

Reading words with M, N and S
Assess the learners as they read the words

Practice Exercise 2

1. Reading vocabulary given
2. 1. Debt- an obligation to pay or do something
2. teller- an employee of a bank who receives and pays out money
3. banker- a financier who owns or an executive in a bank.
4. ATM machine- an unattended machine outside banks that dispenses money when a personal coded card is used.
5. lend- give temporarily
6. bank manager- a manager of a branch office of a bank
7. save- keep from ruin, destruction or harm
8. loan- give temporarily
9. queue- a line of people or vehicles waiting for something
10. deposit- put into bank account
11. safe- strongbox where valuables can be safely kept.
12. cash- money in the form of bills or coins
13. internet- a computer worldwide network
14. balance- something left after other parts have been taken away

15. interest- a fixed charge for borrowing money.
16. customer care- a way of dealing with customers
17. cheque- a written order directing bank to pay money.
18. value- the quality that renders something desirable
19. money- medium of exchange
20. credit- money available for a client to borrow.
21. account- a statement of recent transactions and the resulting balance.
22. bank hall- the centre of banking activity in a bank.
23. profit- derive a benefit from.

Practice Exercise 3

1. Reading given words - Assess the learners as they read the words
2. Sn

(i) snore	(ii) sneeze
(iii) snarl	(iv) snooze
(v) snail	(vi) snap
- Sl

(i) slab	(ii) slime
(iii) sling	(iv) sleep
(v) slit	(vi) slush
3. Accept correct sentences

Reading

Practice Exercise 1

1. So as to save money.
2. He did not know opening an account was so easy.
3. (i) as easy as ABC
(ii) as happy as a king
4. It is polite and kind to join in the queue
5. (i) money- medium of exchange
(ii) account- a statement of recent transactions and the resulting balance.

Practice Exercise 2

- | | |
|------------------|-------------|
| 1. money | 2. banker |
| 3. shilling note | 4. shilling |
| 5. saving | 6. safe |
| 7. loan | 8. ATM card |
| 9. cash | 10. account |

Grammar in Use

Practice Exercise 1

- | | |
|----------|---------|
| 1. into | 2. on |
| 3. along | 4. to |
| 5. in | 6. from |
| 7. away | 8. in |
| 9. in | 10. in |

Practice Exercise 2

1. sheet, sleep, wool, foot, soot, sleet
2. mutton, woolen, fallen, mallet, mapping

Practice Exercise 3

- | | |
|--------|------|
| a) die | dye |
| dew | due |
| see | sea |
| scene | seen |
| sun | son |

Practice Exercise 4

- | | |
|------------|-----------|
| 1. sell | 2. floor |
| 3. bee | 4. meet |
| 5. borders | 6. cheque |
| 7. been | |

End of Unit Assessment

- | | |
|----------------|-----------------|
| I. 1. Address | 2. Parallel |
| 3. Accumulate | 4. Fourteenth |
| 5. Canteen | 6. Succeed |
| II. 1. Airport | 2. garage |
| 3. salon | 4. hardware |
| 5. university | 6. laboratory |
| 7. poet | 8. author |
| 9. court | 10. prison/cell |
| 11. hangar | |

MODEL ASSESSMENT 1

- a) Computers, mobile phones
- b) Camera, calendars and calculators
- c) Doctors continue discovering amazing cures for serious diseases
- d) We can fly across the world in hours
- e) (i) drastically- in a drastic manner
(ii) transformed- given a completely different form or appearance
(iii) boosted- the act of giving a push

Mashujaa Day

- a) to commemorate and honour our heroes and heroines
- b) smartly dressed
- c) as happy as a king- very excited
- d) Accept a presentable picture of the Kenyan flag.
- e) hordes of people dressed in colourful clothing, beaming with joy
- f) hordes- a moving crowd
as happy as a king- very excited
majestically- to walk in a majestic manner
Anything happening rapidly or in quick response
pelting- in quick successive
commemorated- mark by some ceremony or observation
heroines- the main good female character in a work of fiction
- g) Our Kenyan flag

Leisure

- a) sports, read books, going for picnics and hikes
- b) useful knowledge
- c) protecting it by collecting rubbish and planting trees
- d) (i) There is enjoyment
(ii) We gain knowledge
- e) (i) Planting trees
(ii) Collecting rubbish
- f) Accept any sensible answer

Grammar

- a) a. school b. bench
 c. library d. army
 e. flock/flight
- b) a. shall b. will
 c. shall d. will
 e. shall f. shall
- c) a. Nairobi is the capital city of Kenya.
 b. Uganda, Zimbabwe, Libya, and Namibia are all countries in Africa.
 c. I won't go to the movie, I will assist my mother to do house chores instead.
 d. "Do not come to this place it is very dangerous!" shouted the police officer.
 e. I bought mangoes, avocados and bananas.
- d) a. This is Mark's book.
 b. Her majesty's ship.
 c. The plumber's wheelbarrow
 d. The technician's computer
 e. Mildred's Mathematical set

MODEL ASSESSMENT 2**Business**

- a) bread, tea and a banana
 b) he was a businessman.
 c) fifty shillings
 d) bargain
 e) Ksh. 70,000
 f) (i) bale- a large bundle bound for storage or transport.
 (ii) inspected- examined carefully for accuracy with the intent of verification.
 (iii) entire- constituting the full quantity or extent
- g) B) wise- having or prompted by wisdom

The Farm

- a) The air is not polluted as it is the case with city air.
 b) The smell of soil that has been rained on.
 c) The majestic geese.
 d) They are outstanding from the rest.

Sports

- a) on a Saturday
 b) 200m, athlete
 c) four people
 d) a short stick passed from runner to runner in relay race
 e) Simba, Ndovu
 f) (i) To keep away life style diseases
 (ii) To nurture our talents

Grammar

- a) 1. buy milk and deposit this money
 2. put in the dustbin
 3. and keep them in the store
 4. and report the case
 5. and uproot the weeds
 6. and cover them
 7. and invite him for supper
- b) 1. giant/giraffe
 2. a lion
 3. doornail
 4. dog
 5. lamb
 6. fox
 7. charcoal/coal
- c) 1. Majestically
 2. hurriedly
 3. carefully
 4. fast
 5. melodiously
- d) 1. We should stay here long. We have English, Home Science and Science homework to complete.
 2. I am planning to visit my brother in Kisumu. He works on a ship in the lake.
 3. I am going to read the story book, 'Snow White' and 'The seven dwarfs.'
 4. The president of Kenya will lead the Madaraka Day celebrations.
 5. Please go out, this class is full of dust.

MODEL ASSESSMENT 3

1. A
2. B
3. B
4. B
5. B
6. He was sick.
7. Teacher, doctor, plumber, police officer, carpenter
8. for recording purpose
9. their jobs relate and they work together
10. will
11. shall
12. will
13. shall
14. will
15. shall
16. most beautiful
17. strongest
18. easier
19. best
20. tallest
21. John is too tired to finish his work.
22. The sofa is too big to fit in the sitting room.
23. The class is too noisy for me to concentrate.
24. It is too cold for us to go out to play.
25. The book is too big to fit in the pouch.
26. take care of something.
27. to develop mechanical issues
28. board/embark
29. rise
30. remove

MODEL ASSESSMENT 4

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

1.0 MAPISHI

A Kusikiliza na Kuzungumza

Shughuli ya 1

1. Tathmini utamkaji wa silabi.
2. Mwanafunzi atazame picha.
 - a) Tathmini utumiaji wa maneno.
 - b) fua chakula sisi dhhahabu
yua chakura zizi thhuluthi

Shughuli ya 2

1. Tathmini usomaji wa mwanafunzi.
2. Sima zima fuma zoko
mahari mahali karamu kalamu
dhhibiti thhibiti athhiri adhhiri
3. Alithamini dhhati
Fahari fahali
Kasi kazi
Walichakura chakula
Alivuta kufuta
Rinda linda
Alivua kuzifulia
Kura wangekula

Shughuli ya 3

1. Wanafunzi wasome na watunge vitanza ndimi.
2. Tathmini vitanza ndimi vilivyoundwa na mwanafunzi.

Zoezi la 1

1. Mwanafunzi atamke maneno barabara.
2. fuma yuma linda rinda
saka zaka dhhibitiwa thhibitishwa
3. Hakiki vitanzandimi vilivyoundwa.

B Kusoma

1. Alitaka kufunzwa jinsi ya kuandaa vyakula tofauti vya kiasili.
2. Mikongojo miwili
3. Ilitokana na samadi ya ng'ombe iliyochanganywa na maji
4. Kiamsha kinywa - chakula cha asubuhi

Seredani - Jiko la makaa
Mafiga - Mawe yanayotumiwa kupikia
Chamcha - chakula cha mchana
Aliepua - alindoa chungu au sufuria kwenye jiko
Beberu - mbuzi ndume

5. Vitungu, karoti, nyanya, nazi
6. Sentensi ziwe sahihi kisarufi.
7. Mwanafunzi aandike ufupisho wa kifungu.

Shughuli ya 2

1. a) embe b) nyama
c) mkate d) kitunguu
e) mbuzi f) sufuria
g) seredani h) stovu
i) pilipili boga j) nyanya
2. upishi
3. Vyakula - nyama, mkate, embe
4. Viungo - kitunguu, nyanya, pilipili boga
5. Mbuzi, sufuria, seredani stovu

Shughuli ya 3

1. a) Hukaangwa - Viazi, nyama, ndizi, pure
b) Hutokoswa - mihogo, viazi vitamu, nyama, mahindi
c) Huokwa - Keki, mkate
2. a) Mwiko b) Tufaha
c) Gilasi / Bilauri d) Seredani
e) Chungu f) boga
g) mbuzi h) Kinu na mchi
3. Machungwa, sukumawiki, kabeji, embe. Kubali jibu jingine lililo sahihi.
4. Kutokosa, Kukaanga, kuoka
5. Pilipili boga, nyanya, karoti, iliki, dania (n.k)

Zoezi la 2

1. a) kijiko
b) sufuria
c) mbuzi
d) kikombe
2. - kutokosa
- kukaanga
- kuoka
3. Mwanafunzi hakiki sentensi zilizotungwa na mwanafunzi.

C Kuandika

1. RAFIKI YANGU
2. Maria
3. Mtiifu, mwenye bidii, msafi, mwenye nidhamu, mcha Mungu
4. Utangulizi, mwili na tamati
5. Mwanafunzi aandike insha ya wasifu kuhusu mzazi au mlezi wangu.

D Sarufi**Nomino za pekee****Shughuli ya 1**

1. Nairobi
2. Kenya
3. Jumapili, Jumatatu, Jumanne, Jumatano, Alhamisi, Ijumaa, Jumamosi.

Shughuli ya 2

1. a) Jumanne, Jumamosi, Alhamisi
b) Mei, Novemba, Aprili, Juni
c) Zawadi, Maria, Kimani, Joni
d) Mombasa, Kisumu, Embu, Naivasha
e) Tana, Athi, Nzoia, Ruwenzori
f) Mola, Rabuka, Muumba
g) Tanzania, Ethiopia, Uganda, Malawi
h) Majibu mengine sahihi yazingatiwe.
2. a) Alhamisi
b) Kisumu
c) Ziwa Victoria
d) Kenya, Uganda, Tanzania, Afrika Mashariki
e) Liwe, Liwalo
3. Mwanafunzi atunge sentensi sahihi.
4. a) Mwanafunzi aandike jina lake.
b) Tathmini jibu la mwanafunzi.
c) Januari
d) Nairobi
e) Jumanne

Zoezi la 3

1. Mwanafunzi ataje mifano ya nomimo za peke.
2. Tathmini sentensi zilizofungwa na mwanafunzi.

Nomino za kawaida**Shughuli ya 3**

1. Kijiko, sufuria, seredani, pilipili boga.
2. sahani, meza, kalamu, kitanda, simu, chakula, kikombe, bilauri, baiskeli, kitu
Zingatia mifano mingine sahihi.
3. a) karoti, mpishi
b) sahani, meza
c) jiko, sare
d) kabeji, unga

Shughuli ya 4

1. a) mwalimu
b) chakula
c) nywele, moto, kinyozi
d) meza
e) daftari
2. Nyumba - madirisha
mama - mjenzi kazi
Makochi - baba
Samani - mjomba
rangi - mchoro
mapazia - vyumba
3. Sentensi ziwe sahihi

Zoezi la 4

1. a) kitanda b) Basi / gari
c) Papai d) Kichungi
2. a) mpishi, chakula
b) chumba
c) wanakijiji, miche
d) mwalimu, chaki
e) wanafunzi, vitabu
3. Sentensi zilizotungwa ziwe sahihi

2.0 HUDUMA YA KWANZA**A Kusikiliza na Kuzungumza****Maamkuzi na maagano****Shughuli ya 1**

1. Hujambo - sijambo
Alamsiki - binuru
Sabalkheri - aheri

Shikamo - marahaba

Umeshindaje - vyema / vizuri

(Maamkuzi mengine sahihi yazingatiwe)

2. kwaheri - kwaheri ya kuonana

Alamsiki - binuru

Tuonane - majaliwa / inshallah

Buriani - buriani dawa

Tathmini majibu mengine ya mwanafunzi.

3. a) kwaheri, alamsiki, buriani, usiku

mwema, safari njema

b) waambaje uhali gani sabalkheri

shikamoo, chewa

Shughuli ya 2

- Marahaba

- Vyema, vizuri, njema

- Kwaheri

- Nawe pia

Shughuli ya 3

1. a) marahaba

b) Kwaheri

2. a) marahaba

b) Vyema / vizuri

c) Sina la kuamba

d) Aheri

e) Sijambo

f) Kwema

a) kwaheri ya kuonana

b) Nawe pia

c) Buriani dawa

d) Binuru

e) Ya mafanikio

f) Majaliwa. Inshaallah

3. a) Shikamo, mwalimu, habari za mchana

b) kwaheri

c) Alamsiki

d) - Shikamoo mwalimu mkuu

- Marahaba wanafunzi

B Kusoma

Matumizi ya kamusi

Shughuli ya 1

- dada, daka, daktari, daladala, damu, dania, dawa
 - baba, babu, bana, bibi, bima, bumu, bovu, buluu
 - mkate, mkebe, mlima, mti, mto, mtoto, mtu, mzembe
 - zaka, zamu, zito, ziwa, zizi, zoa, zuba, zuka
 - ndama, ndimu, ndizi, ndoa, ndoo, ndovu
- Jeraha - mkato au mchubuko ulio katika mwili ambao hutunga usaha.
 - dawa - kitu anachpewa mgonjwa kv. vidonge au majimaji au unga ili kutibu ugonjwa alionao.
 - sindano - kifaa cha kupenyeza dawa mwilini mwa mtu au mnyama
 - kanda - sugua kwa mkono - sehemu iliyovimba au kuteguka
 - bendeji - kitambaa cheupe cha kufungia jeraha, donda au mahali palipoumia.
 - glovu - kitu kama soksi kinachovaliwa mkononi na hutengenezwa kwa mpira, ngozi au kitambaa na huwa na nafasi za vidole.

Shughuli ya 2

- Mwanafunzi asome kifungu.
- soka, kocha, jezi, glovu, mchuano, refa, kipenga
- glovu, jezi, kipenga, kocha, refa, soka.
- | | |
|-----------|---|
| Soka - | Mchezo wa mpira wa miguu |
| Kocha - | Mwalimu wa michezo |
| Jezi - | Fulana inayovaliwa na wanamichezo |
| Glovu - | kitu kama soksi kinachovaliwa mkononi na huwa na sehemu ya vidole |
| Mchuano - | mashindano ya michezo mbali mbali |
| Refa - | Mwamuzi wa mchezo |

Kipenga - Filimbi inayotumika kuelekeza mwenendo wa mchezo.

C Kuandika

Insha ya masimulizi

1. Masimulizi
2. Huduma ya kwanza ni muhimu
3. Mada, utangulizi, mwili, tamati
4. Tathmini insha ya mwanafunzi.

D Sarufi

Nomino za wingi

Shughuli ya 1

1. a) maji b) mafuta
c) maziwa d) chumvi
2. Hazikubadiliki katika wingi na umoja
3. Nomino za wingi ambazo

Shughuli ya 2

1. a) maji b) mali
c) unga d) uji
e) sukari f) asali g) mafuta
2. a) damu b) maziwa
c) uji d) chai, sukari
e) maji
3. Hakiki nomino za wingi zilizoandikwa.
4. Sentensi ziwe sahihi.

Shughuli ya 5

1. a) kucheza b) kulia c) kupika
d) kuoza e) kutembea f) kusoma
g) kuoga h) kupaka
2. a) kucheza b) kuiba c) kuogelea
d) kulia e) kupika
3. Tathmini sentensi zilizoandikwa na mwanafunzi.

Nomino za vitenzi jina

Shughuli ya 3

1. a) lima b) imba, cheza
c) andika, soma d) fua
2. b) Nomino za vitenzi-jina
3. a) kulima b) kuimba, kucheza
c) kuandika d) kufua

Shughuli ya 4

1. a) kucheza b) kulia
c) kuksa d) kulima
e) kuuma
2. a) kulima b) kusoma
c) kutangia d) kuimba
e) Kutunza f) kusoma

3.0 MAPAMBO

Matamshi bora - vitendawili

Shughuli ya 1

1. - Chalia, chatembea na chala chakula cha mkono - saa
- Pitia huku name nipitie kule tukutanie mbele - mshipi
- Wafaa lakini wavaliwa bila matumizi maalum - skafu / mtandia
2. a) Neno b) kamasi
c) uyoga d) jua
e) kivuli g) moyo

Zoezi la 1

1. a) ua b) moyo
c) picha d) ua
e) bembea f) mshipi
g) siafu h) hindi

B Kusoma

Shughuli ya 1

1. a) njuga b) kidani
c) saa d) mkufu
e) pete f) kipuli
2. 1) Mashindano ya urembo
2) Siku ya jumamosi
3. Laki tisa
4. Kufungua duka ya kuuza mapambo
5. kikuba - Shingoni
poda - usoni
bagili - mkononi
herini - masikioni

Shughuli ya 2

- Mwanafunzi atunge sentensi sahihi.
- kikuba- shingoni
 - Njuga- mguuni
 - Taji- kichwani
 - Pete- kidoleni
 - kiketo- puani
 - Kipuli- puani au sikioni
 - Kishaufu- puani
 - kikuku- miguuni au mkononi.
 - Ushanga- shingoni

C Kuandika

Kuandika kwa tarakilishi: uchapaji

Mwanafunzi afuate maagizo kujibu maswali aliyopewa katika sehemu hii.

D Sarufi

Nomino za makundi

Shughuli ya 1

- kikosi cha askari
 - bunda la noti
 - mkungu wa ndizi
 - kicha cha funguo
- Mwanafuzi ataje nomio za makundi.

Shughuli ya 2

- Kaumu ya watu
 - Mkururo wa watoto
 - Biwi la taka
 - Wingu la moshi
 - Baraza la wazee
- Mwanafunzi aandike mifano ya nomino za makundi.

Shughuli ya 3

- Miaka
 - Mate / uji / maji
 - Watu
 - Nyama
 - Damu, maji, mate, chozi
- Mwanafunzi atunge sentensi sahihi.

Zoezi la 2

- pamba
 - wezi / majambazi
 - lepe
- uji
 - ndizi
 - thurea ya nyota
 - shada la maua
 - mtungo wa samaki
- jozi ya viatu
 - chane ya ndizi
 - topa la vitabu

Nomimo ambata

Shughuli ya 4

- mlinda + lango
 - askari + jeshi
- batamzinga
 - mbwamwitu
 - mlindalango
- bata + mzinga
 - mwana + soka
 - askarikanzu
 - mwanasoka
 - mwananchi
 - mwanakondoo
 - askarijeshi
 - mwanasesere
 - bata bukini
 - mazingaombwe

Shughuli ya 5

- Tathmini mifano sahihi ya nomino ambata iliyoandikwa
- mjamzito
 - mwanasiasa
 - mwanamke
 - simbamarara
 - pembetatu
 - kipazasauti
- Sentensi ziwe sahihi.

Nomino za dhahania

Shughuli ya 6

- huzuni
 - amani
 - chuki
 - furaha
- hasira
 - upepo
 - wivu
- Tathmini nomino zilizoandikwa.
 - upendo
 - nguvu
 - chuki
 - imani
 - maumivu
 - wizi

Shughuli ya 7

- wema
 - amani
 - uzembe
- wivu
 - utamaduni
 - woga
 - upole
 - urembo
 - urajiri

3. Sentensi zilizotungwa na mwanafunzi ziwe sahihi.

Uakifishaji

Herufi kubwa

Shughuli ya 8

1. a) Mto Tana b) Kamau
c) Uingereza d) Alhamisi
e) Oktoba
2. a) Zainabu
b) Mombasa, Kenya
c) Disemba
d) Akufaaye
e) Ugonjwa, UKIMWI
3. a) Mzee Yusufu alivalia mkufu wa dhahabu.
b) Kaka yangu anapanda miti.
c) Tunaweza kuzuia ugonjwa wa UKIMWI.
d) Wananchi wa mji wa Kitale ni wakulima.
e) Muuzaji wa mapambo alipata faida nyingi mwezi wa Agosti.

Koma

Shughuli ya 9

1. a) Kuorodhesha
b) Kuandika nambari
c) Kuuliza swali
d) Kutunga sentensi ambazo ni ndefu
2. a) Shule yetu ina mpishi, dereva na mlindalango.
b) Jane, Lucia na Neema ni marafiki zangu.
c) Mkufu aina moja ya pambo, huvaliwa shingoni.
d) Kabla ya kwenda shuleni, Maria alisafisha chumba chake.
3. Sentensi ziwe sahihi.

Kikomo au kituo

Shughuli ya 7

1. a) Kufupisha
b) Kuandika tarehe
c) Kutenga shilingi na senti
d) Mwishoni mwa sentensi
2. Sentensi zitumie kikomo ipasavyo.
3. a) Bi. Faiza atawapa wanafunzi ushauri na nasaha.
b) Kitabu cha hadithi kilinunuliwa kwa shilling 100.25.
c) Wananchi walihimiziwa kulipa ushuru.
d) Harusi ya Lola na Fila itafanyika tarehe 12.6.2024.

Kiulizi

Shughuli ya 8

1. Mwanafunzi asome sentensi.
2. Kiulizi
3. Kuuliza swali
4. Mwanafunzi atunge sentensi sahihi akitumia kiulizi.
5. a) Yupi aliyewatumbuiza wageni?
b) Wagonjwa walipewa dawa zipi?
c) Miti mingapi ilipandwa?
d) Je, alinunua matunda wapi?
e) Kwa nini hukufika shuleni kwa wakati?

Zoezi la 3

1. a) Kikomo b) Kiulizi c) Koma
2. Herufi kubwa itumiwe ifaavyo katika kutunga sentensi.
3. a) Usafi ni muhimu katika afya ya binadamu.
b. **Bw. Kizo** ni kiongozi mwema.
c. Watu wangapi hawajachanjwa?
d. **Alipoamka** alifua, **sweta**, shati, tai na fulana.
e. Baada ya kusali, wanafamilia hao walienda kupumzika.
4. Kifungu kilichotungwa kiakifishwe vyema.

4.0 SAA NA MAJIRA

A Kusikiliza na Kuzungumza

Heshima, adabu na vyeo: maneno ya heshima

Shughuli ya 1

1. bwana binti mama mkubwa
bibi shangazi mjomba
ndugu mama
2. a) Bwana b) Baba mkubwa
c) Binti d) Mjomba, shangazi
e) Baba, mama

Shughuli ya 2

1. a) **Bibi**- Jina la heshima la mwanamke. Mama aliyemzaa baba au mama (nyanya).
b) **Bwana** - Jina la heshima la mwanamume.
c) **ami** - Ndugu wa kiume wa baba.
d) **bin** - Mwana wa kiume.
e) **Shangazi** - Dada wa baba.
f) **binti** - moto wa kike.
g) **mjomba** - Ndugu wa kiume wa mama au Kaka wa mama.
2. Tathmini sentensi zilizotungwa.

B Kusoma

1. Asubuhi na mapema
2. Baba yake
3. Malaria
4. Msimu wa mvua nyingi
5. Saa saba adhuhuri
6. Alitaka kwenda kumhudumia babu yake aliyekuwa mgonjwa.
7. Kute
8. Ami yake
9. Alikuwa akitazama video katika mtandao wa kijami
- 10.- Kutotazama video chafu
 - Kutowasiliana na watu yasiowajua
 - Kutumia mtandao salama
 - Kuwaambia wazazi au walimu unapopata ujumbe kutoka kwa watu usiowajua.

11. Mwalimu wao Bi. Malaika
12. Adhuhuri- Wakati wa mchana kuanza saa sita hadi saa tisa mchana
Asubuhi- mwanzo wa siku, jua lichomozapo.
Jioni - Wakati wa kuanzia alasiri mpaka magharibi.

Shughuli ya 2

Mwelekeze mwanafunzi ipasavyo katika shughuli hii.

C Kuandika

Baruapepe

Shughuli ya 1

1. Baruapepe
2. Neema Hassan
3. Rehema
4. Mradi wa mazingira
5. Mradi wa kusafisha mazingira.
6. Mwanafunzi aandike barua pepe kulingana na maelezo aliyopewa.

D Sarufi

Umoja na wingi wa nomino katika ngeli -zi

Shughuli ya 1

1. a) Meza b) Simu
c) Kalamu d) Kofia
2. Ngeli I-ZI
3. Sahani, penseli, nyumba, pua, ndizi, barabara. Mwanafunzi ataje nomino sahihi.

Shughuli ya 2

1. a) Taa
b) simu
c) nguo
d) sahani
e) sakafu

2. a) Saa b) nyumba
c) ndege d) kompyuta
e) nguo
3. a) ndizi b) meza
c) nguo d) kamba
e) ndoo

Umoja na wingi wa sentensi katika ngeli I-ZI

Shughuli ya 1

1. a) Simu b) Dawa
c) Runinga d) Ndoo
e) Ndizi
2. a) Simu za akina baba zimeharibika.
b) Dawa hizo zitawafaa wagonjwa.
c) Runinga zile zinpendeza.
d) Ndoo zile zina maji.
e) Ndizi zilizounuliwa zitaliwa na watoto.
3. a) **Zimejengwa** b) **Zitatiwa**
c) **Zitatumika** d) **Zilizojengwa**
e) **Zinafuliwa**
4. a) Barabara ya mji huu imejengwa vizuri.
b) Chupa ile itatiwa maji.
c) Saa hii itatumika na mkimbiaji.
d) Nyumba iliojengwa ni nzuri.
e) Nguo hiyo inafuliwa.
5. Sentensi zilizotungwa ziwe sahihi.

Zoezi la 4

1. Chupa, meza, ndizi, kalamu, pua. Tathmini majibu ya mwanafunzi.
2. a) i b) zi
c) i d) zi
e) i f) zi
3. Mwanafunzi atunge sentensi sahihi.

5.0 KUKABILIANA NA UMASKINI

A Kusikiliza na Kuzungumza

Methali za bidii

Shughuli ya 1

1. - Mchumia juani hulia kivulini
- Chovyachovya humaliza buyu la asali
- Mtaka cha mvunguni sharti ainame
2. a) hali wali mkavu
b) hafi njaa
c) hufaidi
d) Sharti ainame
e) akichoka keshapata

Shughuli ya 2

1. - Mvumilivu hula mbivu
- Mtu hula nguvu zake
- Mvivu huguguna vifuvu
- Mtegemea cha nduguye hufa maskini
- Ajizi ni Nyumba ya njaa
(Methali nyingine za bidii zinakubalika.)
2. a) Ukiona kitu kizuri au cha dhamana lazima kimefanyiwa kazi.
b) Si vyema kuchagua kazi iwapo mtu hana.
c) Lazima kuwe na matokeo mema kutokana na bidii.
3. Kifungu kiwe sahihi kisarufi.

B Kusoma

Ushairi

Shughuli ya 1

1. a) Wema ni muhimu.
Ujinga huleeta maafa.
2. Tarbia mbili
3. Minne
4. Kumi na sita
5. Ubeti wa kwanza- ri, fa
ubeti wa pili- da, tu
6. Wema ni jambo muhimu, hujenga taifa letu.

C Kuandika

Insha ya maelekezo

1. Maelezo
2. Uvumbuzi wa teknolojia kupata tiba ya magonjwa hatari huunganisha watu
3. Tathmini insha la mwanafunzi

D Sarufi

Umoja na wingi wa nomino katika ngeli ya U-Zi

Shughuli ya 1

1.

a)	Ufagio	fagio
b)	Uteo	teo
c)	ufunguo	funguo
d)	Ubao	ubao

2.

a)	wavu	nyavu
b)	wembe	nyembe
c)	ulimi	ndimi
d)	uzi	nyuzi

Shughuli ya 2

1. Ubao-mbao
ukuta-kuta
wembe-nyembe
ukurasa-kurasa
wadhilifa-nyadhifa
2. Nyuzi zao
Nywele zile
Nyakati nyingi
Nyufa hizo
Kucha hizi

Umoja na wingi wa sentensi katika ngeli U-Zi

1. a) Una
b) Una
c) Umeandikwa
d) Umepatikana
e) Umefika
2. Sentensi zilizotungwa ziwe sahihi.

Zoezi la 1

1. a) Kuni
b) ndwele
c) nyufa
d) Kuta
2. a) Wayo wa mtoto umeumia.
b) Uteo wa kupepetana nafaka umepatikana
c) Ubavu wa mbwa unauma.
d) Udevu huu utanyolewa
e) Ulimi wa mtoto ulisafishwa.
3. a) zi b) u
c) zi d) u
e) zi f) u

6.0 MAADILI**A Kusikiliza na Kuzungumza****Matamshi bora: Ushauri****Shughuli ya 1**

1. Maadili
2. Maskini, vipofu na viwete
3. Maadili humsaidia mtu kuheshimiwa na kufaulu maishani.
4. a) Saidia - Kumpa mtu msaada ili kumtoa katika shida
b) Usibague - Usitoe vitu an huduma kwa mapendeleo
c) Huduma - Toa msaada kwa mtu anayehitaji.
d) Maadili - mwenendo mwema
5. Mwanafunzi atunge sentensi sahihi

B Kusoma**Kusoma kwa mapana: Makala**

Mwelekeze mwanafunzi katika shughuli hii.

C Kuandika**Shughuli ya 1**

1. Wasifu
2. Mama yangu
3. Mada - Mama yangu
- Utangulizi aya ya 1

- mwili - aya ya pili na ya tatu.
Hitimisho - Aya ya mwisho
- 4. Mwanafunzi achague mada moja kati ya zile ulizopewa.
- 5. Tathmini insha ya mwanafunzi.

D Sarufi

Umoja na wingi wa nomino katika ngeli U-YA

Shughuli ya 1

Mwanafunzi asome nomino katika picha.

1. a) Ulezi b) Unyoya
c) Ubua d) Ugonjwa
2. a) Malezi b) Manyoya
c) Mabua d) Mapishi
3. U-YA

Shughuli ya 2

1. Ugonjwa, mawele
2. ugonjwa - magonjwa
unyoya - manyoya
ulezi - malezi
ubua - mabua
ubele - mabele
3. a) Malezi haya
b) Maonevu haya
c) Mawele yao
d) Manyoya hayo
e) Magonjwa hayo

Umoja na wingi wa sentensi katika ngeli U-YA

Shughuli ya 3

1. a) Unatibika b) Unapendeza
c) Unavutia d) Unawafaa
e) Ulipeperushwa f) Utarekebishwa
g) Unaotenda
2. a) Magonjwa ya malaria yanatibika
b) Mauaji yamepingwa vikali.
c. Manyoya meupe ya jogoo yanavutia.
d) Malezi ya wazazi yanawafaa watoto.
e) Mabua yalipeprushwa na upepo.
f) Wakulima walivuna mawele shambani.

3. a) yanatibika
b) yanapendeza
c) yanavuta
d) yanawafaa
e) yalipeperushwa
f) yatarekebishwa
g) yanayotendwa

Shughuli ya 4

1. ya, u
2. Sentensi zilizotungwa ziwe sahihi.

Zoezi la 1

1. a. Mawele
b. manyoya
c. Matete
2. Tathmini majibu ya mwanafunzi.
3. Mwanafunzi afuate maelezo ya maswali kupata majibu.
4. Tathmini majibu ya mwanafunzi.
5. Tathmini sentensi zilizofungwa na mwanafunzi.
6. Tathmini majibu za mwanafunzi.

7.0 ELIMU YA MAZINGIRA

A Kusikiliza na Kuzungumza

Nahau: Nahau za usafi na mazingira

Shughuli ya 1

1. a) Angua kucha
b) Penga kamisi
c) Piga mswaki
d) Piga deki
2. Tathmini nahau zilizoandikwa na mwanafunzi.
3. Tathmini majibu ya mwanafunzi ukizingatia nahau alizoandika katika nambari ya pili.

Shughuli ya 1

1. a) Piga chafya- chemua
b) Penga kamasi - Ondoa kamasi puani kwa hanchifu au kitambaa

- c) Piga mswaki - safisha meno kwa mswaki na dawa ya meno
 d) Piga pasi - nyoosha nguokwa pasi
 e) Piga deki - safisha sakafu
 f) Chokonoa meno - Kutoa vitu menoni kwa kichokonoo
 g) Nawa mikono - safisha mikono kwa maji na sabuni.
2. a) angua kucha b) piga mswaki
 c) penga kamasi d) piga pasi
 e) piga deki

Zoezi la 1

- piga pasi
- nawa mikono
- piga mswaki
- penga kamasi
- piga chafya

B Kusoma

Kusoma kwa mapana: Matini

Shughuli ya 1

- a) kitabu b) gazeti c) jarida

Shughuli ya 2

Mwelekeze mwanafunzi katika shughuli hii.

C Kuandika

1. Faida za wanyama
2. a) Utangulizi umeelezea aina ya wanyama.
 b) Tano
 c) Tamati inatuhimiza kuwatuma wanyama
3. a) Huwavutia watalii
 b) Hutupa vyakula
 Hutumiwa kwa usafiri
 Humpa mkulima mapato
 Hutupa samadi inayoongeza rutuba ardhini
4. Nyama na maziwa
5. Tathmini insha iliyopandikwa na mwanafunzi.

D Sarufi

Umoja na wingi wa nomino katika ngeli KU-KU

Shughuli ya 1

1. a) andika b) soma
 c) imba d) lima
2. a) Kuandika b) Kusoma
 c) Kuimba d) Kulima
3. kufyeka, kupika, kuima, kuandika, kufua

Shughuli ya 2

1. a) kusoma
 b) kuomba
 c) kuimba
 d) kupika
 e) kutali
2. a) Kuoga huku
 b) Kunyunyizia maji
 c) Kuimba kwao
 d) Kutunza mazingira
 e) Kupanda mti

Umoja na wingi wa sentensi katika ngeli yak KU-KU

Shughuli ya 3

1. a) Kufyeka b) Kuimba
 c) Kutandika d) Kuchora
 e) Kutunza
2. a) Kufyeka nyasi kunapunguza magonjwa ya malaria
 b) Kuimba nyimbo kuliwafurahisha
 c) Kutandika mikeka kwa wanakijiji wale ni kuzuri.
 d) Kuchora kwao kuliwapendeza walimu
 e) Kutunza mazingira kunafaa.
3. a) Kufyeka
 b) Kuimba
 c) Kutandika
 d) Kuchora
 e) Kutunza

Shughuli ya 3

1. Kutandika, Kupiga, Kusafishwa, Kula Kunawa, Kufua, Kupiga, Kupenga, Kutunza
2. Mwanafunzi atunge sentensi sahihi

Zoezi la 2

1. a) Kucheza
b) Kuuza
c) Kusaka
d) Kunyooka
e) Kufika
2. a) Kusoma
b) Kuimba
c) Kuota
d) Kununua
e) Kuchora
3. a) Kuokota
b) Kucheza
c) Kuiba
d) Kuandika
e) Kupoteza
4. Sentensi ziwe sahihi.

8.0 NDEGE WA PORINI

A Kusikiliza na Kuzungumza

Visawe vya maneno matatu

Shughuli ya 1

1. Mwanafunzi asome maneno katika jedwali.
2. Ni maneno yenye maana sawa (visawe).
3. mwanafunzi aandike mifano ya visawe
4. a) Mungu - Mola, Rabuka, Muumba
b) Adui - hasimu, mpasi
c) Mvulana -ghulamu , mvuli
d) Waza - fikiri, tafakari
e) Mtu - mja, binadamu
f) Surupwenye - bwelasuti, ovaroli
Kubali visawe vinginevyo

Shughuli ya 2

- a) Afya - siha rai
- b) Busara - hekima, falsafa

- c) Bayana - wazidhahiri
- d) Mwalimu - mdarisi, ustadhi
- e) Msichana - binti, gashi, banati
- f) Rafiki - mwandani, msena

B Kusoma

Mchezo wa kuigiza

1. Kazi inayoeleza hadithi kwa vitendo vya usemi unaokusudiwa kuigizwa.
2. Ndege wa porini
3. Navili na Masika
4. Chiriku, heroe, mwewe, bundi, mbuni, kipanga, korongo
5. Chiriku - Ana maneno mengi.
Heroe - Hupatikana ziwani. Huwavutia watalii
Mwewe - Hula vifaranga
Bundi - Anaaminika kuleta mabaya
Mbuni - Ni mkubwa kuliko wote
- Ana mbio sana na hapeperuki
Kipanga - Hupeperuka juu kuliko ndege wengine
Korongo - Ana shingo ndefu na miguu mirefu
6. Mbuni
7. Chiriku
8. Heroe
9. Korongo
10. a) Mbuni - Ndege mkubwa wa porini asiyeweza kuruka lakini anayekwenda kasi.
b) Kipanga - Ndege mkubwa wa jamii ya tai anayekula wanyama na ndege wadogo.
c) Korongo - Ndege mwenye miguu mirefu na shingo ndefu.
d) Heroe - Ndege mwenye miguu mirefu mwekundu, shingo ndefu na mwili wa rangi nyeupe na wekundu kiasi
e) Bundi - Ndege mkubwa arukaye usiku tu na mwenye macho makubwa yanayomwezesha kuona gizani
f) Chiriku - Ndege mdogo mwenye kelele sana.
g) Mwewe - Ndege mkubwa anayefanana na tai ambaye hukamata vifaranga wa kuku.

C Kuandika

- Masimulizi
- Safari ya msituni. Tathmini majibu ya mwanafunzi.
- Husimulia kisa fulani.
- Tathmini insha iliyoandikwa na mwanafunzi.

D Sarufi**Mnyambuliko wa vitenzi: Kauli ya kutendewa, kutendeka na kutendana****a) Kauli ya kutendwa****Shughuli ya 1**

- Limiwa, andikwa, somewa, safishwa
- letewa
 - chorewa
 - Ona - Onewa
 - imbiwa
 - fuliwa
- Letewa
 - Jengewa
 - Fuliwa
 - Andikiwa
 - Pikiwa
- Nyumba ilibomolewa na mwashi.
 - Mjomba aliletewa kitanda na Mariamu
 - Kitabu kitasomewa darasani.
 - Nyanya alipelekwa miwani na mjukuu.
 - Mimea ilinyunyiziwa maji.
- Mwanafunzi atunge sentensi akitumia vitenzi vifuatavyo.
 - umiwa
 - ombewa
 - limiwa
 - fungiwa
 - bebewa

b) Kauli ya kutendeka**Shughuli ya 2**

- limika, futika, jengeka, imbika, sahaulika, vunjika, itika, umika.
- fanyika
 - sahaulika
 - uzika
 - pigika
 - sukika
 - vutika

- shamba lililimika
 - maembe yameuzika
 - maandishi yamesomeka
 - pikika
 - imejengeka
- Katika
 - pandika
 - jengeka
 - pakika
 - pikika

c) Kauli ya kutendana

- angaliana
 - kimbizana
 - ogopana
 - itana
 - choreana
- agana
 - pendana
 - salimiana
 - shirikiana
 - itana
- Yohana na Maria walisaidiana.
 - Baba na mama wanapendana.
 - Mwalimu na mwanafunzi wanachoreana picha.
 - Nancy na Abigail wanaitana.
 - Fisi na simba wanaogopana.
 - Mgeni na mtoto wanatazamana.

Zoezi la 1

1.

Kutendewa	Kutendeka	Kutendana
inuliwa	inuka	inuana
funguliwa	fungika	fungiana
onewa	oneka	onana
pimiwa	pimika	pimiana
pokelewa	pokeleka	pokeleana
chorewa	choreka	choreana
ombewa	ombeka	ombeana
uziwa	uzika	uziana
funikiwa	funika	funikika
umiwa	umika	umiana
vutiwa	vutika	vutana

- Kutendeka
 - Kutendewa
 - Kutendana
 - Kutendeka
 - Kutendewa
 - Kutendana
- Mwanafunzi atunge sentensi sahihi.

9.0 MAGONJWA

A Kusikiliza na Kuzungumza

Mazungumzo ya kimuktadha: Mazungumzo

Shughuli ya 1

Katika miktadha

1. a) Mgomjwa akitibiwa na daktari
b) Shughuli za mahakamani
2. a) Hospitalini
b) Kortini au mahakamani
3. Lugha rasmi
4. Lugha rasmi hutumia lugha ya adabu na heshima na hutokea katika mazingira rasmi.
5. Mwalimu na mwanafunzi, mwajiri na mwajaliwa. Mifano mengine yoyote sahihi inakubalika.

Shughuli ya 2

1. Hospitalini
2. Femi na daktari
3. Lugha rasmi
4. Kipindupindu
5. Kula chakula kichafu na kunywa maji machafu
- Kutonawa mikono
- Kupikia vyakula kwenye mazingira machafu
6. Ameze tembe mara tatu kwa siku kabla ya kula.

B Kusoma

Kusoma kwa mapana: Matini

Shughuli ya 1

Mwelekeze mwanafunzi katika shughuli hii.

Shughuli ya 2

1. Tathmini ujumbe wa matini ulioandikwa na mwanafunzi.
2. Tathmini majibu ya mwanafunzi.
3. Tathmini maana zilizoandikwa na mwanafunzi.

C Kuandika

Insha ya maelezo

Shughuli ya 1

1. Malaria
2. Maelezo
3. Ugonjwa wa malaria
4. Tathmini majibu ya mwanafunzi

Shughuli ya 2

Tathmini insha iliyoandikwa na mwanafunzi.

Shughuli ya 3

Hospitalini
Bungani
mkahawani
Kituo cha polisi
mahakamani
Ofisini

D Sarufi

Vinyume vya vitenzi

Shughuli ya 1

1. Mwanafunzi atazame picha
2. a) Funga - Fungua
b) Anika - Anua
c) Ficha - Fichua
d) Tega - Tegua
e) Funika - Funua
3. lala - amka
uliza - jibu
meza - tema
panda - shuka
enda - rudi
tembea - kimbia
sahau - kumbuka
cheka- lia
anza - maliza
ingia - toka

Shughuli ya 2

1. a) Aliamka, amefumbua
b) aliezua c) alianua
d) Nilifungua e) alicheka, kupona

2. Mwanafunzi atunge sentensi akitumia.
 a) fumua b) chukla
 c) Fumbua d) Kunjua
 e) Bomoa

10.0 KUDHIBITI ITIKADI ZA KIDINI NA KIJAMII

A Kusikiliza na Kuzungumza

Tashbihi: Tashbihi za tabia

Shughuli ya 1

2. a) Mjinga kama kondoo
 b) Tembea polepole kama
 c) Kigeugeu kama kinyonga/ Lumbwi
 d) Ringa kama tausi.
 3. Maelezo yalingane na tashbihi.

Shughuli ya 2

1. mjanja kama sungura
 mlafi kama fisi
 mpole kama njiwa
 mwoga kama kunguru
 2. a) samba
 b) tausi
 c) kinyonga
 d) fisi
 e) sungura

B Kusoma

Kusoma kwa mapana: Matini ya kidijitali

Shughuli ya 1

Mwelekeze mwanafunzi katika shughuli hii.

C Kuandika

Insha ya masimulizi

Shughuli ya 1

Tathmini insha iliyoandikwa na mwanafunzi.

Shughuli ya 3

1. a) duma
 b) tausi
 c) mchana

- d) kunguru
 e) njiwa

2. Sentensi zilizotungwa ziwe sahihi kulingana na tashbihi walizopewa.

Zoezi la 1

1. a) Mjinga kama samaki
 b) Mwenye maneno mengi kama chiriku
 c) Nguvu kama kifaru/ ndovu
 d) Bidii kama mchwa
 2. a) chiriku
 b) kunguru
 c) njiwa / ngamia
 d) mbwa koko
 e) mchwa / nyuki
 3. a) Simba b) mbwakoko
 c) kobe d) fisi
 e) maji mtungini

D Sarufi

Nyakati na hali: Hali ya mazoea na hali timilifu

a) Hali ya mazoea

Shughuli ya 1

1. huimba, husuka, hunyunyizia, humwamkua, humsalimia.
 2. a) hsaidia b) hwahudumia
 c) hpikwa d) hpakiwa
 e) Hupanda
 3. a) husoma b) huimba
 c) hulima d) huchora
 e) hupanda
 4. Mwanafunzi asome sentensi.
 5. a) Mimi hupenda kuimba nyimbo za kumsifu Mungu.
 b) Mjomba hulala mapema.
 c) Katunge husafiri kwa garimoshi.
 d) Kuku hula nafaka.
 e) Daktari hutibu wagonjwa.
 6. Sentensi zilizotungwa ziwe sahihi.

b) Hali timilifu

Shughuli ya 2

1. amelima, umecheza, nimechoka, wamesoma, wamesafiri, tumeamini, wamelala, umefurika.
2. a) amesali
b) wamewasili
c) nimesafiri
d) Mmepumzika
e) umesubiri
f) tumewatembelea
3. a) Wamepiga
b) amenunua
c) Nimefungia
d) Imepandwa
e) Tumetembelea
f) Umefua
4. a) Mtoto amelala kitandani.
b) Dereva aliendesha gari kwa makini.
c) Mwalimu amefundisha somo la Kiswahili.
d) Yusufu ameandika Insha vizuri.
e) Chungwa limeliwa na mtoto.
5. Sentensi zilizotungwa ziwe sahihi

Zoezi la 2

1. a) hunywa b) huuza
c) hujengwa d) huvuna
e) hushona
2. a) Mtoto amekunywa maziwa asubuhi.
b) Wauzaji wameuza bidhaa zao sokoni.
c) Nyumba imejengwa na mwashi.
d) Mkulima amevuna mazao mwishoni mwa mwaka.
e) Fundi ameshona nguo.
3. a) amepaa
b) yameegeshwa
c) Kimesafishwa
d) ameenda
e) Vimepigwa
4. a) Ndege hupaa angani.
b) Magari huegeshwa.
c) Chumba husafishwa vizuri.
d) Mvuvi huenda baharini.
e) Viatu hupigwa rangi.
5. Sentensi ziwe sahihi.

11.0 UWEKEZAJI

A Kusikiliza na Kuzungumza

Kutoa masimulizi

Shughuli ya 1

Tathmini maungumzo ya mwanafunzi

Tathmini usimulizi wa mwanafunzi

1. Kijijini
2. Tuinuane
3. Aliwauzia wanakijiji mazao / aliwekeza faida kijijini.
4. Katika benki
5. Ushuru
6. Biashara - ununuzi na uuzaji wa bidhaa.
Faida - pato linalobakia baada ya kutoa gharama ya ununuzi, usafirishaji na uendeshaji wa biashara.
Mapato - kitu kinachpatikana baada ya kazi au biashara.
Mkopo - fedha zinazopatikana kwa makubaliano ya kurudisha.
Benki - taasisi ya fedha inayohifadhi na kukopesha fedha.
Hasara - upotevu wa mali katika biashara
- ukosefu wa faida
Aliwekeza - alitumia fedha au mali katika biashara ili kuzalisha zaidi
Mtaji - mali ya kuanzisha biashara au shughuli yoyote ya kupanua biashara.
Ajira - kazi inayopoleza au inayfanywa kwa malipo katika kampuni za serikali au kwa mtu binafsi.
Madeni - vitu vinavyodaiwa mtu
Bajeti - makadirio ya mapato na matumizi.
Ushuru - malipo yatolewayo serikalini kwa kuingiza na kuuza bidhaa.
Wateja - watu wanaopata huduma au bidhaa mahali Fulani.
Bidhaa - vitu vinavyouzwa na kununuliwa.

C Kuandika**Kuandika insha: baruapepe****Shughuli ya 1**

1. Baruapepe
2. Tathmini barua iliyoandikwa na mwanafunzi.
3. Hakikisha ametuma baruapepe kwa mwenzake.
4. Kusaidia kupasha habari.

D Sarufi**Ukanushaji Wa Maneno Na Sentensi: Viambishi Vya Nafsi Na Wakati Katika Sentensi****Shughuli ya 1**

1. a) Ninakula b) Tutasafiri
c) Uliwasili d) Mtanunua
e) alitua f) Wanafua
2. a) ninasoma b) tunafanya
c) takariri d) mtapiga
e) aliwahi f) walipata
3. a) Sisomi b) hatufanyi
c) hutakariri d) hamtapiga
e) hakuwa f) hawakupata

Shughuli ya 2

1. a) Silimi b) hatuandiki
c) hukuchora d) hamkulala
e) hatalipa f) hawatauza
2. a) Baba hatajenga nyumba nyingine.
b) Sikula wala sikushiba.
c) Hawatafyeka nyasi ndefu uwanjani.
d) Yeye hakupika chakula kitamu.
e) Hatukuandaa bajeti kabla ya kununua bidhaa.
f) Huandiki barua ipi?
g) Hamuimbi vizuri.

Zoezi la 1

1. a) li
b) ta
c) me

- d) na
- e) na
- f) ta

Nafsi	Kitenzi	Wakati uliopo	Wakati uliopita	Wakati ujao	Hali timilifu
mimi	soma	sisomi	sikusoma	sitasoma	sijasoma
sisi	lima	hatulimi	hatukulima	hatutalima	hatujalima
wewe	pika	hupiki	hukupika	hutapika	hujapika
nyinyi	cheza	hamchezi	hamkucheza	hamtacheza	hamjacheza
yeye	imba	haimbi	hakuimba	hataimba	hajaimba
wao	andika	hawaandiki	hawakuandika	hawataandika	hawajaandika

Ukubwa na udogo wa nomino. nomino zinazoaanza kwa m-na zenye mzizi wa silabi mbili**Shughuli ya 3**

1. a) Mlango
b) mkate
c) Mtoto
d) Mpira
2. a) lango
b) kate
c) toto
d) pira

Shughuli ya 4

Nomino za ukubwa - herufi 'm' imedondoshwa.

Nomino za udogo - kiambishi 'ki' kimewekwa mwanzoni mwa nomino ya ukubwa.

Wastani	Ukubwa	Udogo
Mdudu	dudu	kidudu
Mtego	tego	kitego
mkoba	koba	kikoba
mtungi	tungi	kitungi
mzigo	zigo	kizigo
mkeka	keka	kikeka
mdomo	domo	kidomo
mkono	kono	kikono
mguu	guu	kiguu
mlima	lima	kilima

Shughuli ya 5

- Toto limekula kate.
 - Guu linaumia.
 - Kebe limetupwa.
 - Zigo ni zito.
 - Koba la mwanafunzi linapendeza.
- Kilima cha Kenya kina theluji.
 - Kikufu kimepotea.
 - Kikono kimepona.
 - Kidomo kimesafishwa.
 - Kitego kimekinasa kidudu.
- Sentensi zilizotungwa ziwe sahihi.

Ukubwa na udogo wa nomino zinzoanza kwa herufi n-

Shughuli ya 6

- dizi- kidizi
 - gombe- kigombe
 - goma- kigoma
 - doo- kidoo
- Herufi n- huondolewa katika ukubwa na ki- huongezwa kwenye ukubwa ili iwe katika udogo.
- ndizi
 - ng'ombe
 - ngoma
 - ndoo

Shughuli ya 7

1.

Nomino	Ukubwa	Udogo
ngao	gao	kigao
njia	jia	kijia
ndovu	dovu	kidovu
ndege	dege	kidege
nguo	guo	kiguo
nyumba	jumba	kijumba

- Doo lile lina maji.
 - Gombe limelizaa dama.
 - Dege limetua kwenye jiti.

- Dizi limeliwa na toto.
- Jia hili linapitika.

Zoezi la 2

- Kidovu kimefungwa kwenye kibuga cha wanyama.
 - Kigamia kimepumzika.
 - Kigoma kimewekwa kwenye kijumba.
 - Kiguo kile kitafuliwa.
 - Kidovu kile kina pembe mbili.
- Sentensi katika ukubwa na udogo ziwe sahihi.

MAZOEZI YA MAJARIBIO

JARIBIO LA 1

- B
- C
- D
- A
- D
- A
- C
- B
- C
- C
- B
- D
- A
- B
- D
- A
- B
- A
- C
- B
- B
- D
- B
- D
- D
- B

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

1.0 LIVING THINGS

Plants

Classification of plants

Practice Exercise 1

1. a) flowering
b) non-flowering
c) non-flowering
d) flowering
2. False
3. a) maize (accept any other correct answer)
fern (accept any other correct answer)
4. A
5. Flowering plants - a,b, c and f
Non-flowering plants - d and e

Practice Exercise 2

1. - Euphobia
- Cactus
- Deadly nightshade
- Angel trumpet
- Accept any other relevant answer.
2. C: Seek medical advice immediately
 3. B: Gloves and long sleeves clothes
 4. A
 5. - Euphobia
- Chilli peppers
- Heebore

Practice Exercise 3

1. C
2. A
3. C
4. - seeds
- fruits
- flowers
- vegetables

End of sub-strand assessment

1. Plants and Animals
2. Green and non-green plant
Flowering and non-flowering plants
3. grass
maize
onion
tomatoes

Accept any other relevant answer.

4. Yeast
Mushroom
Bracket tree
Moulds etc
5. Green non-flowering
Non-green non-flowering
6. Wear gloves
Use force to hold the plant
Accept any other relevant answer.

7.

Flowering plants	Non-flowering plants
Coconut	Fern
Mango	Algae
Maize	Cypress
Beans	
Sugar cane	
Rose	

8. Flowering plants produce flowers while non-flowering plants does not produce flowers.
9. Onion
Maize
Kales
Accept any other relevant answer.
10. Algae
Fern
Muss
Cypress
Accept any other relevant answer.

Fungi

Practice Exercise 1

1. a) Mushroom
b) Toadstool
c) Puffballs
d) Bread mould
2. Non-green plants
3. Fungi is a non-green plant while other plants are green.
4. - Moist bread
- Dead logs
- Back of trees

5. Mushrooms
 - Yeast
 - Puffballs
6. To raise dough
7. Because some might be dangerous while touched with barehand.

Importance of Fungi in our daily life

Practice Exercise 2

1. Fermentation
2. Mandazi
 - Bread
 - Accept any other relevant answer.
3. Mushroom
 - Toadstool
 - Puffball
 - Accept any other relevant answer.
4. To avoid collecting the mushroom without adult supervision.
5. Protein
 - Carbohydrates
6. Helps in breaking dead matter making soil fertile.
7. Rich in nutrients
 - Can be sold

Safety precautions to be observed when handling fungi

Practice Exercise 3

1. A
2. A
3. A
4. B
5. A
6. A

End of sub-strand assessment

1. Moulds
2. a) Moulds
 - b) Puffballs
 - c) Mushroom

3. Clean hands with soap and clean water.
4. Because they could be poisonous.
5. They cause decomposition of dead plants and animals.
6. Make dough in bakery industry.
7. They are edible.
8. Can be sold to earn money.

Animals

Invertebrates

Practice Exercise 1

1. Bats
 - Snakes
 - Lions
 - Hyenas
 - Accept any other relevant answer.
2. They can kill hurt or spread diseases to us.
3. Gloves
 - Gumboots
 - Overcoats
4. a) Sting us
 - b) Kick us
 - c) Bite us
5. Keep distance away from them
6. Report to the game warden
7. To avoid spread of diseases
8. Malaria
9. Rough coat
 - Dry muzzle
 - Sleep often
10. Build them their shade
 - Treat sick animals
 - Clean their shade
 - Accept any other relevant answer.

Mammals

Practice Exercise 2

1. - Cat
 - Lion
 - Dog
 - Cow
 - Donkey

Accept any other relevant answer.

2. Lungs
3. Facilitate milk production
4. Duck billed platypus
Spiny anteater
5. Body temperature is constant respective of the weather
6. It is the only flying mammals

Birds

Characteristics of birds

Practice Exercise 3

1. Chicken
Hawk
Ostrich
Duck
Dove
Accept any other relevant answer.

2. Feathers
3. Laying eggs
4. Scales
5. They lay eggs

Reptiles

Characteristics of reptiles



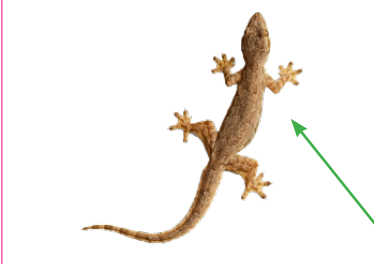
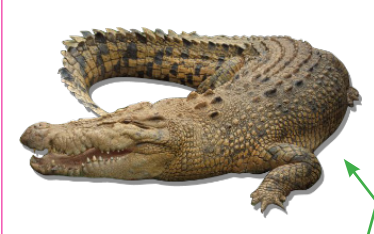

Practice Exercise 4

1. Their body temperature changes with the surrounding

2.

Reptile	Non-reptile
Lizard	Frog
Snake	Whale
Turtle	Penguin

3.

	tortoise
	snake
	chameleon
	lizard
	crocodile

4. Scales, eggs, internally, cold.
5. In order hatch
6. Assess the learners work.

Amphibian

Characteristics of Amphibian

Practice Exercise 5

1. Amphibians - frog, salamander
Non-amphibians - fish, duck, lizard, crocodile
2. a) Frog
b) Salamander
3. Smooth, unfertilized, sperms, cold
4. They use their skin to breath

Fish

Characteristics of Fish

Practice Exercise 6

1. Fish - catfish, Shark
Non-fish - crocodile, Lizard, frog, whale
2. Wet scale, unfertilized sperms, cold
3. They cannot breathe dry oxygen

End of sub-strand assessment

1. Vertebrates
Invertebrates
2. Amphibians
Reptiles
Fish
Mammals
Birds
3. Insects
Ticks
Spider
Scorpions
4. Their bodies are covered with fur/ hair
They are warm blooded
They breathe through the lungs
They give birth to live young ones
5. Lizards
Snakes
Crocodile
6. Practical's (Draw snakes, Lizard, tortoise)
7. Breathe through gills
Body covered with wet scales
Have fins
Lay unfertilized eggs
8. Gumboots
Gloves
Mask
9. They are warm blooded
They breathe through the lungs
They external fertilization
10. They lay eggs
Have backbones

11. Warm blooded

- Bodies are covered with feathers
- Have claws on their feet
- They have beaks for feeding

Human body

Sense organs

Practice Exercise 1

1.

Tongue	We use it for smelling.
Skin	We use it for hearing.
Eyes	We use it for seeing.
Ears	We are able to feel through it.
Nose	We use it for tasting.

2. Eyes
3. a) Music - Ear
b) Colour - Eyes
c) Temperature- Skin
d) Food-Tongue
4. Assess learners work.
5. Eyes

Eyes

Function of the eyes

Taking care of the eyes

Practice Exercise 2

1. Sight
2. eye
3. False
4. Reflection of light
5. Avoid looking at the sun directly
Eat balanced diet
Avoid reading in dim / very bright light.
6. - Use kind words
- Help them cross the road

The Ears

Function of the ears

Taking care of the ear

Practice Exercise 3

1. B
2. right, left
3. a) False
b) True
4. Outer ear - Collect sound waves and direct them to ear canal.
Ear canal - Vibrates in response to sound waves and passes them to the middle ear.
Ear canal - Transmit sound waves to the eardrum.
5. Because they are abled differently
Because they need our help
6. - Avoid listening to loud music
- Avoid putting sharp objects / water inside your ears
- Use earmuffs while near loud sound
7. So that they can function.
So that they dont get damaged.

The Nose

Function of the nose

Taking care of our nose

Practice Exercise 4

1. A. Nostril
2. Smell
3. a) True
b) False
c) True
4. Nasal cavity - Filters, warms and moistens air we breathe
Nasal hairs - Trap dust and other particles from entering the nose.
Mucus - Lubricates and protects the nasal lining from infection.

5. To avoid
To avoid getting infections'
6. Do not use your fingers to clean the nose.
Wear a dust mask incase you are visiting dusty areas
Clean your nose using a clean handkerchief or a soft piece of cloth.

The Tongue

Function of the Tongue

Taking care of the tongue

Practice Exercise 5

1. A tongue
2. Mouth
3. True
4. Taste buds - Detect different tastes and send nerve signals to the brain.
Muscles - Help move the tongue and change its shape.
Salivary glands - Produce saliva that moistens the tongue and food.
5. To avoid diseases related to the tongue
6. Brush the tongue with a soft brush everyday
Rinse the tongue with clean water.
Avoid eating too tasty food.

The Skin

Function of the Skin

Taking care of your Skin

Practice Exercise 6

1. A. Skin
2. Sense
3. True
4. To prevent it from diseases
To avoid getting hurt
5. Avoid too much direct sunlight on the skin
Avoid applying dangerous chemicals on the skin

Apply oil on the skin to prevent it from drying and cracking

End of Sub-Strand Assessment

1. A - Eye

B - Hand / Skin

C - Ear

D - Nose

E - Tongue

2. Eyes - Sight

Skin / hand - touch

Ears - Hearing

Nose - Smell

Tongue - taste

3. Taste of mango - Tongue

Smell of an orange - Nose

Temperature of water - Skin

A bird in the sky - Eyes

4. Nose or Tongue

5. Use earmuffs in case you are near loud sound

Keep safe distance from objects that can hurt your ears

Use clean soft cloths to clean your ears after taking a bath

Avoid listening to loud music

Avoid using earphones for long time and at loud volume.

Avoid putting sharp objects / water inside your ears.

6. Germs

Stomata

Virus

7. Turn food in the mouth

Mix food with saliva

It gives mouth its shape.

It helps in pronunciation of words.

8. Apply oil on the skin to avoid drying and cracking

Avoid applying dangerous chemicals on the skin

9. Eyes

Ears

10. Put on dust mask

Put on goggles

The Human Skeleton

Practice Exercise 1

1. Skeleton

2. Four

3. Skull

4. Backbone

5. Ribcage

6. a) Limp bones

b) Limb bones

7. Grow from small to big

Practice Exercise 2

1. a) Rib cage

b) Backbone

c) Limb bones (Legs)

d) Skull

e) Arm

f) Hands

g) Foot

2. - Protects the brain

- Holds and supports the ears, eyes, nose and teeth.

3. Spine

4. Protect internal body organs like lungs and heart.

Helps in breathing

5. Upper limbs

Lower limbs

6. Holding and grabbing objects and move them from one place to another.

7. Legs (lower limb bones)

Human Muscles

Practice Exercise 3

1. Are parts of the body that allow us to move in many ways.
2. - Skeletal
 - Cardiac
 - Smooth
3. Skeletal
4. Movement will be very difficult
5. When weight lifting observe division of the body parts.

Functions of Skeletal Muscles

Practice Exercise 4

1. They pulled on the bones they are attached to.
2. They get longer and allow the body to rest
3. a) True
b) True
c) False
d) True
4. Facilitate my movement
Maintain my posture
Provide heal to my body when it's cold.

End of Sub-Strand Assessment

1. The skull
 - Rib Cage
 - Limb bones
 - Backbone
2. 206 bones
3. Skull - Protect internal organs like brains. They cover inner organs thus protecting them.
The rib cage - Protect internal body organs like lungs and heart.
4. Blood cells are made in the bone marrow.

5. Bones are made up of minerals and act as mineral store such as phosphorus and calcium.
6. - Skeletal
 - Cardiac
 - Smooth
7. They pull the bones to make them move when they are shorter and when they are longer they will allow the body to relax.
8. When skeletal muscles move, they produce heat which is used to heat the body when its cold.

The Breathing System

Parts of the breathing System

Practice Exercise 1

1. Inhale, exhale
2. a) Nose
b) Trachea
c) Lungs
d) Diaphragm
3. Nose - Allow the air into and out of the body. It also cleans and warms up air getting into the body.
Trachea - It is the passage way through which air passes from the nose to the lungs.
Lungs - They expand to take in air or compress to push out air. It is also where oxygen is taken into the small blood vessels.
Diaphragm - A sheet of muscles that separate the chest and abdomen. It allows the lungs to expand and relax.
4. Nose contain tiny hairs & mucus that clean air by trapping dust particles and germs.
Air is also moistened and warmed.

- The nose contains tiny hairs and mucus which clean the air by trapping germs and dust particles.

The Trachea

Practice Exercise 2

- Front side of the neck
- Wind Pipe; C
- The C - shaped hard rings ensures that it stays open at all times to avoid suffocation.
- Allows air to pass from nose to lungs and vice versa.
It also contains tiny hairs and mucus which help to trap dust particles and germs.

The Lungs

Practice Exercise 3

- Spongy, elastic
- Allow oxygen to get into blood vessels
Allow carbon dioxide from the body to move into the lungs from small blood vessels.
- To allow the exchange of gases.
- In the rib cage.

The Diaphragm

Practice Exercise 4

- Muscles
- Allows the lungs to expand and contract thus helping in breathing in and out.
- Downwards, out.

End of Sub-Strand Assessment

- It involves movement of air into and out of the lungs.
- Oxygen
Carbon dioxide

- Process of taking air into the body
 - Process of taking air out of the body
- Nose
 - Trachea
 - Lungs
 - Diaphragm
 - Lungs
 - Allows air in and out of the body.
It also clean, warm and moistened air.
 - Clean, warm and trap dust particles and germs
 - Wind pipe
- In order to remove dangerous materials / objects to the breathing system.
- C. To take in air and moisten and warm it.
- Allow gases exchange take place.
- In order for the air to be cleared, warmed and moistened
- Straw - Trachea
Balloons - Lungs
Plastic bottles - Ribcage
Rubber, Sheet - Diaphragm

Disease that affect the human breathing system

Tuberculosis

Practice Exercise 1

- Functioning
- Boil fresh milk before drinking
- Get vaccinated
- Avoid, sharing personal items
- Live in a well ventilated room
- It help reduce the magnitude of the infection
- A germs
- A. bacteria and virus
- B. Respiratory diseases.
- D. By coughing, sneezing or spitting on the ground.

8. A. Dry and frequent coughs, pain in the chest, coughs with blood, losing weight, fever and sweating, feeling tired and weak.

Colds

Practice Exercise 2

1. A
2. C
3. A
4. B
5. A
6. Wash hands with soap and water.
Sneezing / coughing into a clean handkerchief, disposable tissue or on a folded arm to avoid spreading it to others.

Influenza

Practice Exercise 3

1. A
2. D
3. C
4. B

Pneumonia

Practice Exercise 4

1. D
2. C
3. A
4. B
5. A

Asthma

Practice Exercise 5

1. A
2. B
3. D
4. C

Coughs

Practice Exercise 6

1. C
2. D
3. C
4. A

End of Sub- Strand Assessment

1. Breathing
2. Throat
Lungs
Nose
3. Asthma
4. It spread through drinking contaminated cow milk
If a person breathe in contaminated air from spit ground or sneeze from the air by an infected person
5. Pneumonia
Asthma
6. Dust - wear dust mask
Smoke - wear gas mask
Strong smell - Wear musk
Cold air - Dress warming
7. - Infections around chest cavity and the lungs
- Inflammation of the outer lining of the heart
- Difficulty in breathing
8. A balloon - Lung
A straw - trachea
A Y - shaped pipe - Bronchi
A rubber, sheet - Diaphragm
A plastic bottle - Chest Cavity
9. - To live a healthy life

2.0 HEALTH EDUCATION

Diseases - Waterborne diseases -

Typhoid

Practice Exercise 1

1. Affect the intestines
2. - Drinking contaminated water by typhoid bacteria.
 - Eating contaminated food.
3. - Pain in the joints
 - Abdominal pain
 - Skin rashes etc
4. - Drink boiled or treated water.
 - Maintain cleanliness always.
 - Dispose human waste in latrine or toilet
5. To avoid the spread of the disease
6. - Get vaccinated after an outbreak.
 - Treat infected people
 - Sensitize people on typhoid control

Bilharzias

Practice Exercise 2

1. Penetrates through the skin of a person who comes into contact with contaminated water.
2. They carry bilharzias fluke.
3. - Skin rash
 - Cough may develop at times
 - Itching in the bowel and urinary bladder.
4. Dispose human waste in latrine / toilets.
5. Drain stagnant water.
6. Gumboots.

Cholera

Practice Exercise 3

1. House flies carry cholera germs from human waste to the food we eat.
2. - Dehydration leading to sunken eyes
 - Frequent vomiting

3. To remove / Kill bacteria's that cause cholera.
4. Drink clean boiled or treated water.
5. - Get vaccinated after the outbreak.
 - Treat infected people
 - Observe cleanliness both at home and school.

Dysentery

Practice Exercise 4

1. Amoeba
2. When drinking / taking contaminated water or food into the body.
3. - Cramps in the lower abdomen
 - Watery diarrhea with blood, mucus or pus at times
 - Severe diarrhea with blood.
4. Drink boiled / treated water.
5. To avoid the spread of dysentery bacteria through flies.
6. - Treat the infected people.
 - Take a lot of water to replace the lost one through diarrhea.

External Body Parasites

Lice

Practice Exercise 1

1. They are tiny external parasites that feed on human blood.
2. - Clothes
 - Hair
 - Skin
3. a) Willis might have been in contact with Daniel or probably shared clothing's.
 - b) - Tickling feeling from the movement on the skin
 - Itching on the skin and on the hair.
4. - Avoid sharing personal items

- Avoid physical contact with infected people

5. True

Jigger

Practice Exercise 2

1. Are small animals that develop into jigger releasing their eggs into the dusty areas and dirty places
2. Dusty environment
3. - Big swollen bumps
 - Sores from itched areas
 - Frequent itching
4. It reduces the spread of the dust hence reducing the chances of the spread of the disease.
5. - Wash your clothing in warm water with soap.
 - Trim your finger nails and toe nails short.
6. Using chemicals called insecticide.
7. Remove jiggers from the body using sterilized equipments.

Itch Mites

Practice Exercise 3

1. They are small insects that cause infections called scabies.
2. - knees
 - elbows
 - wrist
 - between toes
3. - sores
 - Itching
 - Rash with small red bumps and blisters
4. To prevent the spread of infections caused by itch mites.
5. Avoid sharing personal items like beddings and clothing.

Internal Parasites Tapeworm

Practice Exercise 1

1. Are very long, flat and segmented worms that are found in intestine and liver.
2. - Abdominal pain
 - Nausea
 - Loss of appetite
3. - Cook food thoroughly before eating
 - Purchase certified and inspected meat.
 - Eat well cooked meat.
4. Seek medical attention
5. We can get tapeworm after eating uncooked or undercooked meat from infected animals.
6. Because they are disease free.

Pinworms

Practice Exercise 2

1. In the intestine
2. Spread through swallowing their eggs which are found in contaminated food.
3. - Feeling uncomfortable from stomach
 - Itching around the anus at night.
 - Discomfort that causes loss of sleep.
 Wash the fruits and hands before eating.
4. Wash hands using clean water and soap after visiting the toilet or latrine.

Hookworms

Practice Exercise 8

1. Walls of the intestines
2. - Eating contaminated food
 - Eating contaminated soil
 - Walking barefoot
3. - nausea
 - Blood in faeces
 - High appetite for food and wants to eat soil

4. - Seek medical attention
 - deworming regularly
 - take food rich in iron to boost blood
5. Seek medical attention.
 - Get dewormed
6. To avoid the spread of hookworms

Roundworms

Practice Exercise 4

1. - Intestines
 - Lungs
 - Liver
2. Caused by eating contaminated soil, food and water
3. - visible worms in stool
 - abdominal discomfort.
 - Irregular stool or diarrhea
 - nausea
4. - Dispose human faeces properly
 - Prevent children from eating soil
 - Drink boiled / treated water
5. - Deworm regularly
 - Seek medical attention

End of Sub- Strand Assessment

1. These are diseases that are caused by drinking or using contaminated water.
2. a) Typhoid
 - Caused by bacteria

Signs and Symptoms

- Skin rashes
- Fever

Prevention

- Drinking boiled / treated water
- Cover cooked food to keep flies away

Management

- Get vaccinated after an outbreak.
- Treat infected people.

- b) Dysentery
 - Caused by bacteria or amoeba

Signs and Symptoms

- Dehydration
- Fatigue

Prevention

- Drink boiled / treated water
- Avoid swimming in contaminated water.

Management

- Treat sick people
- Take a lot of water to replace the lost one through diarrhea.
- 3. Are small living things that are found on the skin of human being.

4. Lice and jiggers.

- a) Lice

Signs and Symptoms

- Itching on the skin and the hair
- Tickling feeling from their movement on the skin.

Prevention

- Avoid sharing personal items
- Avoid physical contact with infected person.

Management

- Get treated immediately
- Iron the infected clothes / place them on the sun

- b) Jigger

Signs and Symptoms

- Frequent itching
- Loss of sleep due to itching

Prevention

- Kill flea using chemicals
- Sprinkle water on dusty grounds.

Management

- Get treated

- Physical removal of jigger.
- 5. Are small living things that are found inside the body of human beings.

- 6. a) Tapeworms
- b) Hookworms
- c) Tapeworm

Signs and Symptoms

- Weight loss
- Abdominal pain

Prevention

- Eat well cooked meat
- Buy certified and inspected meat.

Management

- Get treated.
- b) Hookworms

Signs and Symptoms

- Blood in faeces
- High appetite

Prevention

- Eat well cooked food
- Dispose human waste properly.

Management

- Deworm regularly
- Seek medical attention

7.

Disease	Cause	Signs and symptoms
Cholera	Bacteria	Frequent vomiting

Parasite (external)	Causes	Signs and symptoms
Itch mites	Itch mites	Sores itching

Parasite (internal)	Causes	Signs and symptoms

Roundworms	Roundworms	Visible worms in stool
		Loss of appetite
		Irregular stool or diarrhea

- 8. - Fertilizers
 - Pesticides
 - Sewage (raws)
- 9. Put on foot wear
- 10. Observing high standard of hygiene
- 11. Can lead to death if not managed properly.
- 12. Get vaccinated after an outbreak / infection

3.0 ENVIRONMENT

Solid Waste Management

Practice Exercise 1

- 1. Is anything we no longer need
- 2. - Old pieces of clothes
 - Waste papers
 - Used plastics
- 3. - They are waste from kitchen
 - They include: - Food leftovers
 - Fruit peelings
 - Vegetable remains
- 4. - In animal shade
 - They left to decompose to make manure
- 5. It is an electronic waster that we no longer waste

Waste that can decompose and that cannot decompose easily

Practice Exercise 2

1. It can be broken down naturally and mix with soil.
2. - plastics
- E- waste
- Metals and glass wastes
3. They stay longer within the environment hence make it dirty.
4. - Food leftovers
- Pieces of newspaper
- Fruit peeling
- Animal wastes
5. - Spoilt batteries
- Spoilt computers
- Spoilt mobile phones
6. They can hurt someone hence need to be managed properly.

Ways of managing waste

Practice Exercise 3

1. - Reducing
- Reusing
- Recycling
2. - Buy items made of durable materials at home
- Repair broken items at home.
- Buy items packed in bulk.
3. a) To carry shopping with it.
b) To store salts, grains
c) To give someone also to read.
4. To recycle means using items that have been already used to make new ones.
Examples - Old newspaper to make tissue
- Plastics
- Metals
- Glass

5. It is able to use materials that cannot decompose use to make new and useful items hence reduce environmental pollution.
6. - By reusing
- Reducing it
7. To reduce solid waste.

End of Sub-Strand Assessment

1. Anything we no longer need.
2. Reducing solid waste
Reusing solid waste
3. Plastic waste
e-waste
Metal and glass waste.
4. Waste that can decompose easily such as Kitchen waste and animal waste.
Waste that cannot decompose easily such e- waste, plastic waste and metal and glass waste.
5. Recycle to make tissue
6. Food leftover
Fruit peelings
Vegetables remains
Animal wastes
7. Are electronic waste we no longer need.
8. Reusing
Recycling
Reducing
9. Metal and glass waste
e-waste
plastic waste
10. gloves
gumboots
overcoats
masks
goggle
11. Use protective gear
Sort the waste for easy management.

12. Spoilt mobile phones
 - Spoilt CD
 - Spoilt computers
 - Spoilt batteries
13. Buy items made by durable material.
 - Buy items that are packaged in bulk.
 - Repair the broken items.
14. Gumboots
 - Gloves
 - Overcoat
15. Using items that have been already used to make new ones. Such as Metals, Glasses and plastics.

4.0 COMPUTER DEVICES

Handling data

Practice Exercise 1

1. Using a computer to type words, make corrections, save and print documents.
2. Desktops
 - Laptops
3. Microsoft word
 - Apple i work
4. Switch on the computer.
5. Bottom left of the computer screen.
6. Left click the windows icon. A menu will appear.
 - Scroll down and select Microsoft office and click on it.
7. Select Microsoft office word and click on it
 - Click on the black document.
 - A new Microsoft word page will be shown
8. Show where the text will appear when typed.

Editing a word document

Practice Exercise 2

1. Help the user to make the page up and down.
2. - Position the cursor the numbers or words you want to erase.
 - Press the backspace button to erase the words or numbers before the cursor.
3. Italics is indenting text to make it appear different from others while underlining is putting a line under a text to mark it.
4. - Highlight the text
 - On the toolbar, identify the font type icon.
 - Click on the down arrow.
 - Select one of them and click on it.
5. Tool bar
6. - On your document, highlight the list you wish to number.
 - On the tool bar, identify the “numbering” icon
 - Click on the down arrow. Different numbering style.
 - Select one of the numbering styles. The selected list will be numbered.
7. - Click window icon in the taskbar.
 - Scroll to get zoom folder
 - Click on the zoom folder
 - Double click on start zoom

Saving and retrieving document

Practice Exercise 3

1. Is a storage space / container where many files can be placed into groups and organize the computer.

2. To retrieve it
3. Is allocating a document that has been saved and open it
4. - Right click on the 'start button'
 - Select 'open windows explorer' or file explorer.
 - Select 'computer' or this PC.
 - On the left hand side, select 'Local disk'(c)
 - Select the folder you created earlier.
 - Open the folder and locate the document
 - Double click on the file name to open the document.
5. To easen the retrieval.
6. - On the computer screen, place the cursor on the start window icon.
 - Right click the mouse. Select 'Open window explorer'.
 - A screen showing various libraries will appear on the left.
 - Place the cursor on the library called 'computer' or 'This Pc' and double click on it.
 - Select Local Disc(C). More folders will appear on the right hand side of the screen.
 - Place the cursor on the blank spaced at the bottom.
 - Right click on the mouse.
 - On the menu that appears, select 'New folder' and click on it.
 - Type the name you want to identify the news folder with.

Safety precautions to be observed when using computing devices

Safety of the users

Use of word document in daily life

Practice Exercise 4

1. Decline friend request from people you don't know.
2. It could be other users important information
3. It could damage the computer.
4. Is the use of technology to harass, threaten, embarrass, or target another person. It hurt one another.
5. - your address
 - bank account details
 - Explain detail about your family.
6. Because it makes it difficult to retrieve them.
7. Write class notes, compositions, personal journals and homework.

Coding

Patterns and games using computing devices

Scratch

Practice Exercise 1

1. It is a piece or sequence of data that has one or multiple similarities and can be made using shapes, colours and other features.
2. Is writing instruction for a computer so that it can perform a task. It is also called programming.
3. Is a complete set of instructions.
4. Is a program which allows learners to create, games, animations and share them with others.

5. - palette area
 - script area
 - stage area
 - sprite area
6. Is an image on the computer screen you can select a cat, a bat, a car or any other of your own choice.

Features of learning program

Practice Exercise 2

1. - On the computer browser, type <https://scratch.mit.edu> to open a new scratch screw.
 - Place the cursor on the word 'start creating' and click on it.
 - On the top left hand side of the screen, there is an icon marked "code". There are nine codes on the scratch program.
 - The codes are represented by a circle, each with different colour.
 - When you click on the code, blocks of the same colour appear on the right hand side.
2. To understand the whole concept.
3. Drag and drop
4. To make learning enjoyable
5. Stories
 - Games
 - Animations
6. False

End of Sub-Strand Assessment

1. Is a computer - like object that can be used to collect, store and display information.
2. - Laptop
 - Radios
 - Tablets
 - Desktop computer
 - Smart phones

3. (i) To present text or images on flat paper of various sizes.
 - (ii) To point a place on a display screen or to position the cursor to place of need.
 - (iii) To display text, video, images and graphical information.
 - (v) Computer images from photographic prints, poster magazine pages and similar sources for computer editing and display.
 - (vi) To record , store and play back audio, video and other data in digital form.
4. Is writing instructions for computer so that it can perform a task.
5. Word processing means using a computer to type words, make corrections, save and print the document
6. Microsoft word
Apple's work
7. Text area
 - The cursor
 - Vertical scroll bar
 - Zoom tool
 - Title bar
 - Tool bar
8. Adding a text area
 - Deleting a text
 - Changing font type, font size and font colour.
9. Insert the diagram of a laptop
 - A desktop
 - A tablet
10. - For future reference
 - For ease of retrieval
11. - Avoid accepting friend request from people you don't know.
 - Do not use the internet to bully others.

12. Making corrections on a document and organizing typed notes into more presentable manner.
13. a) Is a record of important experience
b) We use Microsoft word to write and keep journals.
14. The bolded title will increase the size of the thickness to make them more visible as compared to those that were not bolded.
15. a) Is an image on the computer screen.
b) Are the background on which the sprite will perform the activities.

5.0 MATTER

Changes of state of matter

Change of State

Practice Exercise 1

1. Melting
2. Through a process called evaporation
3. It melt, yet
4. Melting
5. Evaporation
6. Thermometer

Change of State when substance are cooled

Practice Exercise 2

1. Cooling / Condensation
2. It changes to liquid'
3. They all change their states of matter
4. Freezing
5. a) Turned to solid wax
b) Solidification

Application of changes of state of matter

Practice Exercise 3

1. It changes its state to water vapour (Liquid - vapour)

2. Place water for drinking and place ice in it
3. Rest under a breeze to receive cool breeze
4. Evaporation

Processes involving in the water cycle

Practice Exercise 4

1. Clouds
2. In rivers, lakes, seas
3. Liquid precipitation
4. It fall back inform of rain
5. Suspended water droplets
6. In rivers, seas, lakes and some infiltrate

End of Sub-Strand Assessment

1. Liquids
2. condensation
solidification (freezing)
3. (i) Freezing / Solidificaton
(ii) Melting
(iii) Evaporation
(iv) Condensation
4. a) Ice cream becomes liquid
b) Melting
5. a) Condensation
b) Water vapor
6. Changes to liquid
7. Identifying feed in water until the water evaporates.
8. Melting is the process of changing solids to liquids while freezing is the process of changing liquids to solids.
9. a) Evaporation (Liquid - Vapour)
b) Windy and sunny

Acids and Bases

Practice Exercise 1

1. a) bitter
b) sour
2. - lemon - sour milk - pineapple
3. toothpaste
wood ash solution

Litmus Paper

Practice Exercise 2

1. It is a substance that indicate whether a substance is acidic or basic.
2. - blue
- red
3. red
4. blue
5. It means that when a red litmus paper is placed in acidic solution it does not change its colour

Safety precautions when handling acid and bases

Practice Exercise 3

1. Avoid tasting / swallowing acids or bases
 - Wear protective gears
 - Store acids and bases in lockable cupboards / cabinets
2. - Gloves
- Overcoat
- Face mask
3. rinse it with a lot of clean water.
4. in lockable cabinets away from the reach of children.
5. She should read the instructions from containers of acids and bases to avoid confusion.
6. Take clean water for drinking and seek medical attention

Physical properties of acids an bases

Practice Exercise 4

1. - Turn blue litmus paper red
 - cause burning effect on your skin
 - acids are sour
2. - they feel slippery
 - taste bitter
 - turn red litmus paper blue
3. Acids tastes sour while bases tastes bitter
4. It causes burning effect on your skin

Uses of acids and bases

Practice Exercise 5

1. C
2. D

End of Sub-Strand Assessment

1. a) Substance that is used to check whether a solution is acid or basic.
2. - blue
- red
3. a) red
b) blue
4. a) blue
b) red
5. Acid taste sour while base taste bitter.
6. - lemons
- pineapples
7. - wear protective gear while dealing acids and bases.
 - Label acids and bases before storing them.
 - Lock acids and bases in locable cupboard or cabinets
8. blue
9. red
10. Assess learner's work.
11. Assess learner's work.
- 12.

Acids	Bases
Taste sour	Taste bitter
Cause burning on the skin	Feel slippery
Turn red litmus paper blue	Turn blue litmus paper red

13.

Use of acids	Uses of bases
Adding flavor to food	Making toothpaste
Making car batteries	Making soap
Making paints	Reducing soil acidity
Cleaning surfaces	Making antacid tablet
Maintaining swimming pool	Making bleaching agents to kill germs

14. Wear safety gears

Put acids and bases in lockable cabinet / cup boards

15. Because it is not advisable to taste either base or acids using your tongue.

6.1 Force and energy

Gravity

Effect of gravity on object

Practice Exercise 1

1. Gravity
2. It falls to the ground due to force of gravity.
3. The types will roll down the slope by itself due to force of gravity.
4. The object will stay / remain at the same position
5. Then a ball is thrown into the air, it will fall back to the ground (Accept any other correct answer)

Application of gravity

Practice Exercise 2

1. - When sliding in a bouncing council, gravity pulls us down the slide
- Gravity makes us bounce up and down on the council because it pushes us back when we hit the surface.

2. - When water flows in a river, gravity pulls it from higher places to lower places.
- It makes the river flow from uphill to downhill following the shape of land
3. Gravity holds objects in position, preventing it from floating away or moving sideways.
4. Because gravity makes objects fall faster and faster as it gets closer to the ground.
5. Gravity makes the object slow down and stop as it goes higher. Then fall back down to the ground.
6. The force of gravity was pulling the bicycle down the hill at a speed forcing Karimi to apply brakes. When she was riding up the hill the force of gravity was making the bicycle slow down or even stop forcing her to pedal using a lot of energy (Accept any other correct answer)

End of Sub-Strand Assessment

1. Is force that pulls all objects towards the earth.
2. It means that when objects are released from the air and it is not supported, it will fall to the ground.
3. When an object is thrown up, It moves upwards and starts to slow down. It then changes its direction and move downwards the ground.
4. You would remain floating in the same position
5. Gravity makes objects slow down and stop as it goes higher making one use a lot of energy while riding bicycle uphill.
6. - rip mangoes
- ball kicked upwards

7. a) makes the river flow from uphill to downhill
- b) Makes bean bag slow down and stop as if goes higher then fall back down to the ground
- c) Holds a learner in position, preventing him or her from floating away or moving sideways or even falling.
- d) Gravity pulls it towards the center of the earth.

7.0 SOUND ENERGY

Ways of producing sound

Practice Exercise 1

1. Energy
2. Vibrating
3. C
4. A

Loud and soft sound

Practice Exercise 2

1. Soft sound has a low volume while loud sound has a high volume
2. Whisper (Accept any other relevant answer)
3. Shaking violently
4. Plucking it hard when it has a shorter part protruding from the table.

Sound Pollution

Effects of Sound Pollution

Practice Exercise 3

1. Is any unpleasant or unwanted sound which we do not want to listen to.
2. - When learners are shouting
 - People talking in market places accept any correct answer
 - airplane flying at low height

3. a) Loud music from neighbor's radio
 - b) Making him not sleep
4. - Lack of concentration. Sound pollution make it difficult to concentrate especially in classroom / libraries, this may lead to poor performance
 - Sleep disturbances - sound pollution make it difficult to sleep especially if it is loud and continuous.
 - Irritability - Sound pollution can be annoying and irritating and can make people feel stressed and anxious.

Ways of protecting ourselves from sound pollution

Practice Exercise 4

1. Wearing earmuffs
2. Earmuffs / earplugs
3. Places with loud sound
4. Putting form on the walls
5. Ensure that our ears are not damaged

End of Sub Strand Assessment

1. Loud sound hurts our ears while soft sound doesnt.
2. It is sound that is unwanted.
3. Damage our ears.
4. Wearing earmuffs.
5. To have healthy ears.
6. Assess leaner's response.
7. D
8. Asking learner's to keep quiet
9. For learner's to focus
 - To reduce distractions
10. A

6.3 Heat Transfer

Transfer of Heat by Convection

Application of Convection in Everyday Life

Practice Exercise 1

1. B
2. B
3. A

Transfer of Heat by Radiation

Application of Radiation in Our Everyday Life

Practice Exercise 2

1. C
2. A
3. B

End of Sub-strand Assessment

1. Convection
2. When heating water, heat moves from the bottom part of the water to the upper part of the water.
3. Cold water is heavier hence moves downer part of water while hot water is lighter hence move to the upper part of water.
4. Radiation
5. Radiation is the transfer of heat through a vacuum while convection is the transfer of heat through liquids and gases.
6. a thermometer outside walls are made of plastics which does not allow heat to escape to the environment
7. through radiation
8. heat transfer is the movement of heat from one point to another
Convection is the transfer of heat through liquids and gases
Conduction is the transfer of heat through solids

9.

Convection in liquids	Convection in Gases
Heating liquids	Movement of wind
Boiling milk	Formation of clouds
Cooking tea	

10. Cold air on your skin is heated by the body. This hot air from your body rises as it is replaced by more cold air. This process continuous as the body cool.

7.0 EARTH AND SPACE

Practice Exercise 1

1. At night and during the day.
2. The revolution of the moon around earth.
3. New moon
4. By a circulation with dotted lines.
5. a) Half moon - Seen when half of the bright side of the moon faces the earth.
b) Full moon - Seen when the bright side of the moon faces the earth.

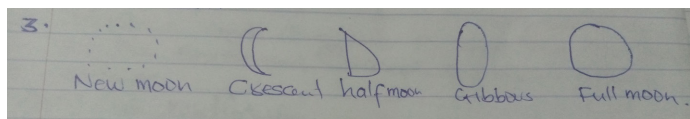
Practice Exercise 2

1. orbit
2. 28 days
3. sun
4. half moon
5. full moon

End of Sub-Strand Assessment

1. are different shapes of the moon observed in the sky at different times of the month rotation of the earth
2. New moon
Crescent moon
Half moon
Gibbous moon
Full moon

3.



4. An imaginary path followed by moon

5. They are clouds that bring rain

Found low in the sky

Dark grey in colour

Cover the whole sky

Indicate bad weather

6. a) Cumulus

b) Cirrus

7. new moon

8. 28 days

9. Gibbous

10. New moon

MODEL TEST PAPERS

MODEL TEST PAPER 1

1. C

2. A

3. D

4. C

5. D

6. A

7. A

8. D

9. C

10. A

11. B

12. C

13. B

14. D

15. B

16. A

17. D

18. A

19. C

20. C

21. A

22. C

23. B

24. D

25. A

26. B

27. D

28. C

29. D

30. B

MODEL TEST PAPER 2

1. B

2. C

3. C

4. A

5. D

6. B

7. B

8. B

9. C

10. A

11. A

12. A

13. B

14. D

15. C

16. A

17. D

18. D

19. C

20. D

21. A

22. D

23. D

24. D

25. D

26. B

27. A

28. B

29. A

30. C

MODEL TEST PAPER 3

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

SOCIAL STUDIES

Natural and built environment

Practice Exercise 1

1. a) Key, scale, title, frame, compass
b) Governor
c) Coffee
d) S.E
e) River, lake, forest
f) Road

End of sub strand assessment

1. A drawing or sketch representing earth on a flat surface
2. Compass
3. Key
4. Title
5. 4
6. Frame
7. Scale
8. Key, frame
9. i) To show the features
ii) Allows one to make sense of the map
10. Map reading and interpretation

Practice Exercise 2

1. South Sudan
2. Somalia
3. Assess the learner's map.
4. By engaging in trading activities, sports and other activities
5. Kibish

End of sub strand assessment

1. 582,646 km²
2. Somalia
3. Vanga
4. Indian ocean
5. South Sudan
6. Somalia, Tanzania, South Sudan
7. Five

Practice Exercise 3

1. Different land forms found on the earth's surface
2. a) Hills b) Rivers c) Swamps

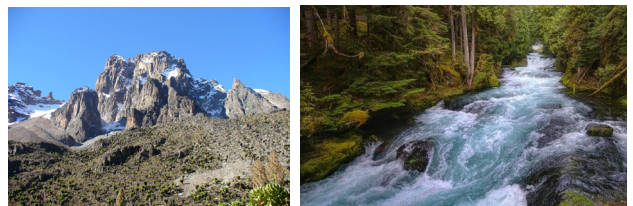
- d) Lakes e) Mountains f) Plains
3. Rivers, lakes, swamps
4. Hills, mountains, valleys, plains, lakes
5. River

Practice Exercise 4

1. a) Rivers, swamps, lake
b) Mt. Kenya, Mt. Marsabit, Mt. Kulal, Mt. Elgon
2. Open question
3. a) Lake b) Mountains
4. a) Lotikipi plains
b) Kapiti plains
5. River Ewaso Nyiro North

End of sub strand assessment

1. a) Mt. Kulal b) Kyulu hills
c) L. Elementaita d) Lorian Swamp
e) R. Tana f) Awara plains
2. rivers, lakes
3. Marshes
4. lakes
5. L. Turkana
6. i) Help in formation of rainfall
ii) Cool climate encourages dairy farming
7. A plain is a low-lying, level terrain while a plateau is a flat area significantly elevated / raised above the area around it.
8. Omo, Nile, Ruvuma, Shebelli
- 9.



Practice Exercise 5

1. a) Daily atmospheric conditions of a place.
b) Average weather conditions of an area for a long period of time.
2. a) Rainy
b) Windy
c) Sunny

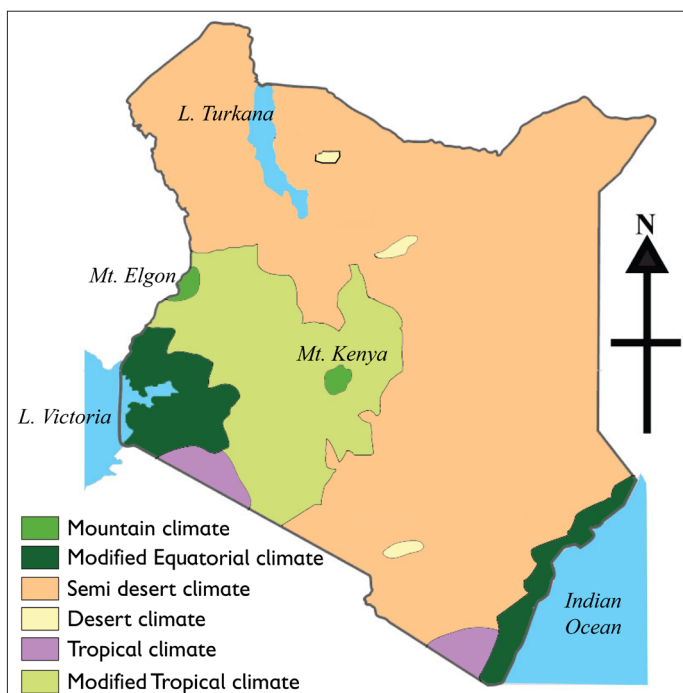
- d) Cloudy
- 3. Wind, cloudy
- 4. Rainy
- 5. Meteorologists

Practice Exercise 6

- 1. Mountain climate
- 2. Modified climate
- 3. Semi-desert
- 4. Desert
- 5. Tropical climate
- 6. Modified tropical climate
- 2. a) Pastoralism
- b) Tourism

End of sub strand assessment

- 1. Average weather conditions of a place recorded over a long period of time
- 2. Temperature, atmospheric pressure, wind, humidity, cloud cover, rainfall
- 3. Dairy farming, forestry
- 4. Meteorologists
- 5. Weather chart
- 6. Conventional rainfall
- 7. i) Receive relief rainfall
- ii) Low temperature due to high altitude
- 8. i) Chalbi
- ii) Taru
- 9. Mountain climate
- 10.



Practice Exercise 7

- 1. a) Museums
- b) Cultural centre
- 2. a) clothing - The clothes the people wore are displayed
- b) The housing they had is also shown by building some for display in the cultural centres

Practice Exercise 8

- 1 Weeding around them
- Sweeping, collecting and disposing of litter properly
- 2 They attract tourists,
- They preserve our culture
- They remind us of our history

End of sub strand assessment

- 1. Museums
- 2. Tom mboya memorial statue
- Jomo Kenyatta memorial statue
- Dedan Kimathi statue
- Nyayo monument
- 3. Nairobi national museum
- Kisumu national museum
- 4. Preserve history for future generation
- Attract tourists
- They are institutions of learning
- 5. Open question. Assess the learner's feedback.
- 6. To attract tourists,
- To preserve our culture
- To remind us of our history
- 7. Monument (Accept Jomo Kenyatta monument)

PEOPLE AND POPULATION

Practice Exercise 1

1. Language group
- 2.

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

Practice Exercise 2

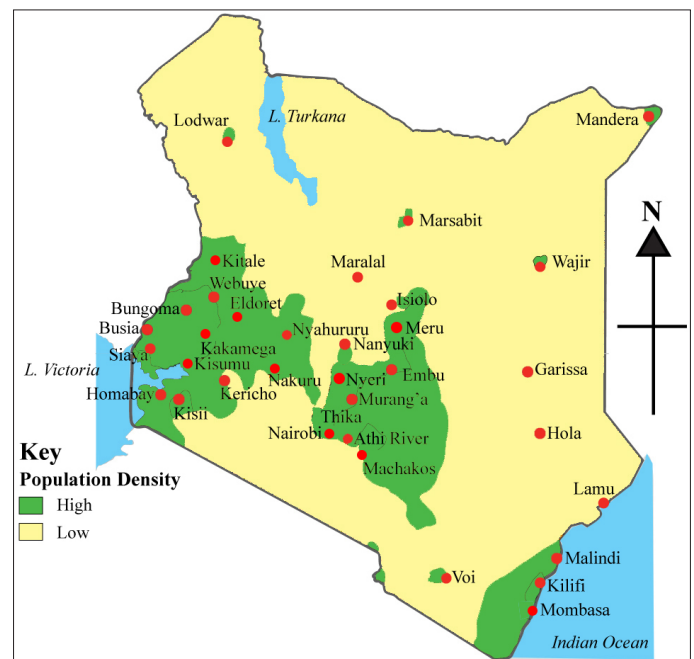
1. Depending on each other for various needs
2. a) Because of different climatic conditions. Different areas produce different agricultural products. When the products are sold to other communities, this is independence.
b) Different people donate food and other supplies to help during disasters
c) When learners from different areas study together, the parents have to work together to support the children.
3. i) Promotes trade
ii) Promotes unity
iii) Promotes patriotism

Practice Exercise 3

1. Population distribution is the way people are spread out over a given area while population density is the number of people living in an area of one square kilometre (km²)
2. i) They have enough rainfall to support farming activities
ii) They have fertile soils for agriculture
3. Uneven

End of sub strand assessment

1. Depending on each other.
2. i) Sharing resources
ii) Coming together to support incase of calamities
3. a) People are able to meet their needs as they can access what they need
b) People learn new skills leading to innovation and inventions
c) It promotes peace and unity as different people work together
4. Total number of people living in a certain area
5. These are areas that have people unevenly settled
6. a) Gazette areas
b) Hot and dry areas
c) Near airports and airstrips
7. Number of people living in a given area (km²)
8. a) Good climate
b) Fertile soils
- 9.



10. a) Presence of towns and market centres
b) Rainfall
c) Climate

Practice Exercise 4

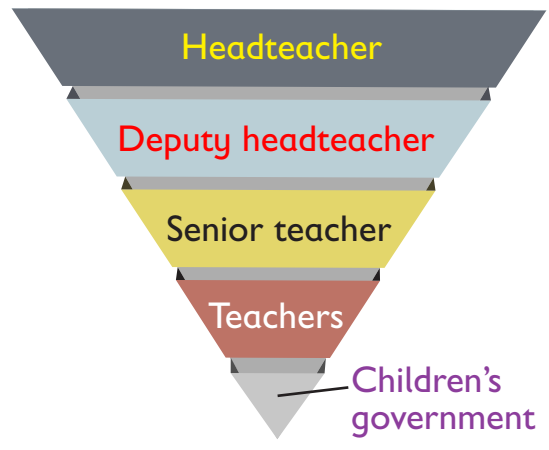
1. Birth
2. Open question
3. Riddle

End of sub strand assessment

1. Way of life of people
2. Apprenticeship
3. Learning by doing, from more skilled person
4. a) Weaving b) Pottery
5. a) Riddle b) Proverb
c) Proverb d) Riddle
e) Proverb f) Proverb
6. observation and imitation, storytelling, songs, riddles, narratives
7. Hunting and gathering, herding, wrestling
8. Honesty, responsibility, kindness, peace and unity
9. Through punishment and rewards
10. a) No physical classes
b) No books
c) Had no examination
d) Encouraged learning and preservation of culture
e) Based on acquiring skills and values only

Practice Exercise 5

1. Head teacher
- 2.



3. Deputy Head teacher

Practice Exercise 6

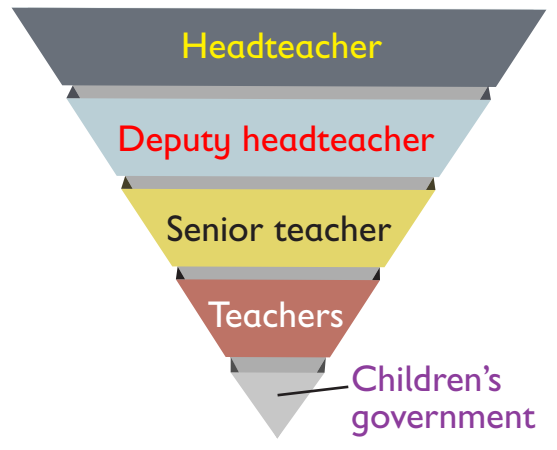
- 1.

School leaders	Roles
a) Head teacher	Connects learners to the school administration
b) deputy head teacher	Chair staff meetings
c) Children's Government	Maintains discipline in school

2. President, deputy president, governors, cabinet secretaries

End of sub strand assessment

1. Head teacher, Deputy head teacher, senior teachers, teachers, children's government
2. i) Representing head teacher
ii) Maintaining discipline
iii) Keeping records at school stationery
3. Deputy head teacher
4. Chairing staff meetings, addressing parents during school meetings
5. Open question
6. Mobilizing my fellow learners to be clean (open question)
7. Linking the learner to the school administration
8. Head teacher
- 9.



10. Open question

RESOURCES AND ECONOMIC ACTIVITIES

Practice Exercise 1

1.

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

- 2. Wildlife, forests
- 3. Animals and birds

Practice Exercise 2

- 1. Forests - Pruning and trimming
Minerals - using sparingly
Wildlife - protecting from poaching
Land - planting trees to stop erosion
Water - using wisely
- 2. i) Planting cover crops to soil erosion
ii) Building gabions to control soil erosion
iii) Spraying to keep off pests from trees

End of sub strand assessment

- 1. Natural things around us that we use to create wealth
- 2. Water, minerals, wildlife, land
- 3. i) They are tourists attraction sites
ii) They are sources of water for agriculture
iii) They are fishing grounds
- 4. a) False b) True
c) True d) False

Practice Exercise 3

- 1. Subsistence farming, small scale farming
 - a) Crops grown for own consumption
 - a) Produce can be sold

- b) Only manure is used
- b) Organic manure and fertilizers are used
- c) Family labour is used
- c) casual labour are mainly used

- 2. Fork jembe

Practice Exercise 4

- 1. a) Mixed farming
b) The farmer grows crops and also keeps / rears livestock
- 2. a) Farmers produce raw materials that they sell to the industries thus earning income
b) Many families depend on agriculture to earn / get food

End of sub strand assessment

- 1. Group B
- 2. Method of farming practiced on small pieces of land
- 3. Coffee, fruits, vegetables
- 4. Subsistence farming, small scale farming
 - a) Crops grown for own consumption
 - a) surplus can be sold
 - b) Only manure is used
 - b) Organic manure and fertilizers are used
 - c) Family labour is used
 - c) casual labour are mainly used
- 5. Fork jembe, hoe, sickle
- 6. Adding fertilizers or manure.
- 7. Insert pictures of any three domestic animals
- 8. Insert drawings

Practice Exercise 5

- 1. Cheese, yoghurt, cream, ghee
 - 2. Open question
 - 3. a) Molo
b) Kisii
c) Naivasha
d) Nyeri
- } Accept any correct answer

Practice Exercise 6

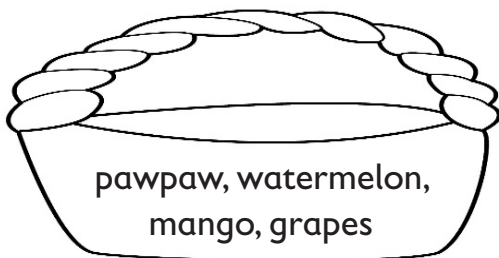
1. a) We get milk which is a source of proteins
b) Manure is used in gardens and farms
2. a - Poor roads to transport milk
d - Veterinary services are expensive
e - Farmers are not paid on time
f - Payment of milk per litre is very low
3. The milk goes bad easily.

End of sub strand assessment

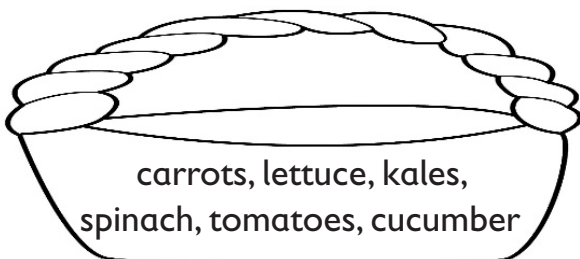
1. keeping of animals for production of milk and milk products
2. Cream, ghee
3. Cool and wet
4. Jersey, Ayrshire, Guernsey
5. a) Cool and wet climate
b) Availability of high grade feeds
6. a) Source of employment
b) Daily farmers earn money from sales
c) We get products like yoghurt that enriches our bodies with proteins
d) The government earns money by taxing dairy products
7. a) High costs of feeds
b) Competition from other dairy farming products from other countries
c) Inadequate storage facilities
8. Open question
9. Cow, goat, Carmel

Practice Exercise 7

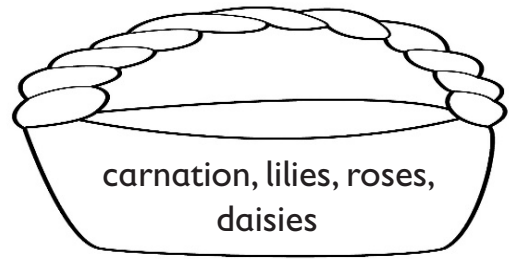
1.



Fruits



Vegetables



Flowers

Practice Exercise 8

1. The country earns foreign exchange when flowers are exported. It has led to the improvement of people's living standards. It has led to the development of infrastructure like roads, railway lines and electricity. Provision of raw materials for other industries. It has led to creation of employment opportunities.

End of sub strand assessment

1. Growing of vegetables, fruits and flowers for sale
2. Maize, rice, ground nuts
3. Flowers, vegetables, fruits
4. Market gardening
5. Open question
6. a) it has led to improvement of infrastructure
b) Source of employment
c) Earns government revenue and foreign exchange
7. a) False
b) True
c) False
8. Floriculture
9. Passion, paw paw, pineapples - Accept any correct answer
10. A structure that is made of transparent plastics or glass in which plants such as vegetables and flowers are grown

Mining in Kenya

Practice Exercise 9

1. Diatomite, Limestone, soda ash
2. a) Salt
b) Iron

Practice Exercise 14

1. Practice of travelling to places of interest for enjoyment
2. Foreign tourists
3. Wildlife
4. L. Bogoria

Practice Exercise 15

1.
 - a) Creation of employment for many Kenyans
 - b) Improved market opportunities for locally made items e.g. baskets
 - c) Improvement of infrastructure
2.
 - a) Enhancing security in parks and the whole country
 - b) Imposing ban on poaching
 - c) Conserving rare species of animals
3.
 - a) Will encourage many people to visit
 - b) Improves confidence
 - c) Will encourage many people who are far from attraction sites

End of sub strand assessment

1. National parks are managed by National government through KWS while game reserves are managed by county government
2. Elephant, rhino, lion, leopard, buffalo
- 3.

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

4.
 - a) Insecurity - Attacks in the country have made many potential tourists

- not to travel because of fear
- b) Poaching - it's a menace that is leading to depopulation of different animal species
5. Wildlife, sandy beaches, beautiful sceneries, cultural activities
6.
 - a) Created employment to many
 - b) Led to development of infrastructure
 - c) Encouraged conservation of environment, hence the government does not use money to rehabilitate the environment
7. Tsavo
8.
 - a) Banning sell of game products
 - b) Enhancing security in the parks and country
 - c) Do more marketing to enhance image of the country
9.
 - a) Grazing
 - b) Collecting firewood

Practice Exercise 16

1.
 - a) Railway
 - b) Air
 - c) Road
 - d) Water
2. Open question
3. Road
4. Pipeline






Practice Exercise 17

1.
 - a) Bad weather
 - b) Overloading of vehicles
 - c) Over speeding
2. a,c,e
3.
 - a) A boy is playing on the road
 - b) Not to play near busy roads
 - c) One can be hit by moving vehicles

End of sub strand assessment

1. Movement of people and goods from one place to another

2.

A	B
	<p>Road transport</p>
	<p>Pipeline transport</p>
	<p>Air transport</p>
	<p>Water transport</p>
	<p>Railway transport</p>

3. Ship, boat, yacht
4. Air
5. Road signs
6. a) Stop
b) Get ready
c) Go
7. Railway
8. a) Over speeding
b) Over loading
c) Driving while drunk
9. a) Educating road users
b) Arresting drivers who overload vehicles
10. a) Look right, left and right
b) Use pedestrian crossing path
c) Use footbridge if available

Practice Exercise 19

1. a) Mobile phone b) Television
c) Newspaper d) Radio
2. a) Help in communicating with people who are far away
b) Make information easily accessible
c) Faster and reliable

End of sub strand assessment

1. Process of passing information from one person to another
2. Radios, magazines, newspapers, phones
3. The learner to draw a Radio and a television
4. Radio
5. They require internet
6. Newspaper, magazines, books
7. Television, smartphones, television
8. Makes passing information easy
9. Electronic

POLITICAL SYSTEMS AND GOVERNANCE

Practice Exercise 1

1. Mekatilili wa Menza
2. Minerals, slaves and elephants tusks
3. Resisted

End of sub strand assessment

1. They are the people appointed because of their wisdom and courage to lead others
 2. Open question
 3. a) Advising members of their communities
b) Leading their people
 4. **Kivoi**
 - Protected and prepared Akamba traditional culture
 - Provided security to traders
 - Assisted in spreading Christianity
 - Practiced long distance / united his people
- Mekatilili wa Menza**
- Lead the Giriama people

- Administered oaths
 - Helped her people protect their land
 - Helped people protect places of worship
5. a) False b) True c) True d) True
 6. a) Kivoi was male, Mekatilili was female
b) Kivoi collaborated with the British, Mekatilili resisted the British
 7. Kivoi wa Mwendwa
 8. They help preserve our community's culture
They help in solving internal disputes
They advise community on different issues
 9. Akamba
 10. Being part and taking part in making decisions concerning people in the community

Practice Exercise 2

1. Oloibon
2. a) Making decisions
b) Led spiritual / religious functions
3. Morans
4. Oloibon / Lenana

Practice Exercise 3

1. Age set
2. Mugwe
3. a) settling disputes
b) Uniting clan
c) Punishing law breakers

End of sub strand assessment

1. Oloibon / Laibon
2. a) Helped in decision making
b) Settled disputes
c) Assisted Laibon
3. Njuri Njeke
4. a) Settling disputes
b) Punishing law breakers
5. Maasai
 - Led by Oloibon
 - Oloibon presided over religious matters

- Leadership was hereditary
 - Had warriors (Morans)
- Ameru**
- Headed by Njuri Njeke
 - Mugwe presided over religious matters
 - Council of elders made decisions
 - Leadership changed after 15 years

6. Oloibon
7. Council of elders
8. Their leadership was hereditary
Headed by Oloibon / Laibon
9. Open question
10. Morans

Citizenship

Practice Exercise 4

1. Dual citizenship
2. Birth
3. a) He or she is married to a Kenyan
b) He / he is adopted by a Kenyan
c) He / she lived in Kenya for more than 7 years

Practice Exercise 5

1. a) Use of forged documents for registration
b) If he / she leaks Kenyan secrets to enemies
c) Failure to renew citizenship
2. a) Human trafficking
b) Drug dealer
c) Being involved in terrorism
d) Spying Kenya to the enemies
b) If he / she leaks Kenyan secrets to enemies

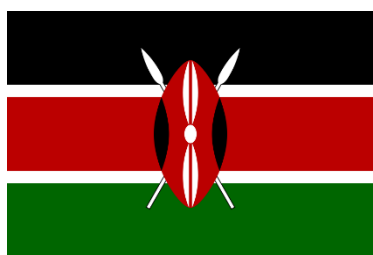
3. Honest
Loyal
Obedient
Patriotic
- Accept any correct answer

End of sub strand assessment

1. State of legally belonging to a particular country
2. A person who legally belongs to Kenya
3. Registration and birth
4. Birth
5. a) Forging documents for registration
b) Conspiring with enemies of Kenya
6. open question
7. Being loyal, being patriotic, being hardworking, voting
8. a) 18 and above years
b) Disclose the other citizenship
c) Ready to obey the rules of country applying for

Practice Exercise 6

1. Black
2. Coat of arms
3. Public seal
4. O God of all creation,
Bless this, our land and nation.
Justice be our shield and defender,
May we dwell in unity,
Peace and liberty.
Plenty be found within our borders.



- 5.
6. a) When raising the flag
b) When teaching and learning about the National Anthem, during national holidays

Practice Exercise 7

1. a) Madaraka day
b) Mashujaa day
2. For there be peace
3. Because it enables one to communicate with others from all the parts of the country

End of sub strand assessment

1. Public seal, flag, National anthem
2. a) Heroes and Heroines who struggled to earn Kenya independence
b) The day when Kenya become independent
3. a) Black - Colour of Kenyans
b) White - peace
c) Green - vegetation
d) Red - bloodshed in struggle for independence
4. Amkeni ndugu zetu Tufanye sote bidii
Nasi tujitoe kwa nguvu Nchi yetu ya Kenya Tunayoipenda Tuwe tayari kuilinda
5. National days, National anthem, National symbols
6. a) Mashujaa day 20th October
Jamhuri day 12th December
Madaraka day 1st June
Huduma day 10th October
b) Open question
7. a) When in school / class learning
b) When raising the National flag
8. Stop them from quarrelling

Practice Exercise 8

1. a) Right to education
b) Right to vote
c) Right to food
2. Medical care

End of sub strand assessment

1. Privileges that every Kenyan citizen is entitled to in order to live a normal life
2. Right to life, right to food, right to education
3. Prosecuted
4. a) Protects people from abuse
b) Encourages people to acquire knowledge
c) Ensures that everyone is informed
d) Ensures that everyone lives a normal life
5. Right to education
6. For people to live peacefully
7. a) Right to expression

- b) Right to play
8. a) To live in peace
- b) To be in alignment with the bill of rights
- c) To be a good citizen

Governance in Kenya

Practice Exercise 9

1. Indirect democracy
2. People love it more when they are involved in making decisions on matters affecting them
3. a) Promotes equality among the learners
- b) Promotes freedom of movement and association
- c) Promotes patriotism hence reducing conflicts

End of sub strand assessment

1. Direct and indirect democracy
2. Fair distribution of resources.
Equal allocation of development projects by leaders
Allowing free election of leaders by voting.
Accept any correct answer

Practice Exercise 13

1. a) Voting exercise
- b) Exercise our right to vote
2. Notes issues with ballot papers
Voter votes secretly
Voter casts the vote in ballot boxes

End of sub strand assessment

1. IEBC
2. A voter enters a polling station.
 - Voter identification.
 - The voter is issued with 6 stamped ballot papers.
 - The voter marks the ballot papers.
 - The voter casts his or her vote.
 - The left small finger is marked with a permanent pen.
 - The voter leaves the polling station and waits for the results.

3. 5
4. a) The President.
- b) The Governor.
- c) The Senator.
- d) The Members of Parliament.
- e) Member of County Assembly.
- f) The Women Representatives.
5. It is important for every citizen to vote because it promotes democracy
Accept any correct answer.
6. 18 years and above

Practice Exercise 12

1. Parliament
2. National Assembly and Senate
3. 290 elected
4. Upper house
5. President
6. Attorney General
7. President, deputy president, cabinet, Attorney General, public servants
8. Supreme court

Practice Exercise 13

1. Judiciary
2. President, deputy president, CS
3. Legislature
4. Executive

End of sub strand assessment

1. a) Judiciary
- b) Executive
2. President, deputy president, Attorney General
3. Chief justice
4. Judiciary - punishes law breakers
The Legislature - makes and amends the law
The Judiciary - Punishes law breakers
5. Chief Justice, Magistrates
6. Members of parliament, speaker
7. Parliament / Legislature
8. They help in ruling and controlling the country
9. President
10. Teachers, police, Judge

MODEL TEST PAPERS

MODEL TEST PAPER 1

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

MODEL TEST PAPER 2

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

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

MODEL TEST PAPER 3

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

- 28.B
- 29.D
- 30.A

1.0 CREATION

My Purpose: Knowing Talents and Abilities

Practice Exercise 1

1. a. Plans to prosper us and not harm us, plans to give us a hope and future.
b. us hope and future.
2. a. drawing
3. Accept any God-given talent.

Practice Exercise 2

1. a. (i) first servant - 5000 coins
(ii) second servant - 2000 coins
(iii) third servant - 1000 coins
b. They went out at once and invested their money.
c. He felt that his master was not a good person, he was afraid and decided to go and hide the money.
d. They were put in charge of many things and were called upon to share their master's happiness.
2. a. God
b. The different talents given to us.
c. Christians

Practice Exercise 3

1. (i) honesty
(ii) hardwork
(iii) courage
(iv) responsibility
2. a. Courage to practise our talents even in the face of opposition.
b. Hardwork when practising our talents and avoid being lazy.
c. We should use our talents in a responsible way to benefit ourselves and others.
3. Tell her it is a sin to fail to use her talent and that she should use it to serve God and others.

End of Sub-Strand Assessment

1. (i) To join church choir.
(ii) To be an usher in the church.
2. Karimi - Musician, acting
Kina - Singing, acting
3. (i) responsibility
(ii) hardwork
(iii) unity
(iv) love
4. That we all have talents and she can pray to God to reveal her talent.
5. a. They were put in charge of many things and were called upon to share in their master's happiness.
b. The gold coins that he had were taken and given to the one who had earned 5000 more gold coins. His master condemned him for being wicked and lazy. He was cast into darkness where there will be weeping gnashing of teeth.
6. (i) We get opportunities.
(ii) There is satisfaction in life.
(iii) It enhances our creativity.

Human Beings as Co-Workers with God

Practice Exercise 1

1. a. watering crops
b. disposing refuse
(i) collecting rubbish
(ii) Sweeping the compound
2. planting trees
3. (i) Collecting rubbish in the school compound.
(ii) Cleaning classrooms
(iii) Taking care of our desks and books

Practice Exercise 2

1. (i) washing dishes
(ii) cleaning shoes
(iii) cleaning the compound
2. Cherry is still a child since he is below 18 years of age.

3. a. I can see grown-ups and children working. Two of the children are working in the quarry while one child is a hawker.
- b. (i) domestic workers
(ii) working at a construction site
(iii) working in a coffee plantation.

Practice Exercise 3

1. (i) His parents
(ii) His teacher
(iii) Area chief
2. a) Denies child right to education.
b) Learner's deteriorates.
3. (i) Teaching everyone on the dangers of child labour.
(ii) Taking children to school.
(iii) Protecting children by punishing those who mistreats them.

End of Sub-Strand Assessment

1. (i) Naming animals
(ii) Taking care of the environment.
2. a. a person who is given responsibility to take care of something on behalf of someone else.
b. (i) Taking care of animals
(ii) Keeping the environment clean
(iii) Watering plants
3. a. Cleaning environment
b. Watering them
c. Feeding animals
4. It violates the rights of the children.
5. It makes work easier and promotes togetherness.
6. a. (i) Working in a quarry
(ii) Working as a domestic worker
(iii) Working in a tea plantation
b. Report to the nearest authority for assistance.
7. Child labour is hard work meant for adults that is given to children for little pay.

The Fall of Human Beings (Adam and Eve)

Practice Exercise 1

1. They ate the forbidden fruit.
2. By not listening to the snake and do what God told them to do .
3. a. They had disobeyed God and realised that they were naked.
b. Adam said, "I heard your sound in the garden and I was afraid because I was naked, I hid myself ."

Practice Exercise 2

1. a. By refusing to follow what she was told to do.
b. Ashley is disobedient and disrespectful. What she did was very wrong.
2. (i) Christians should have faith in God.
(ii) God does not like disobedience.
(iii) Disobedience of Adam and Eve brought death to the world.

End of Sub-Strand Assessment

1. The snake told her if she would eat the forbidden fruit she would become as wise as God.
2. They took leaves from fig tree, sewed them and covered themselves.
3. (i) Wanting to be like God.
(ii) Disobedience to God.
4. Adam
5. We should not listen to the devil because he is a liar.
6. That he should be obedient even when his parents are not there because God sees everything.
7. "You may freely eat of every tree of the garden but of the tree of knowledge of good and evil you shall not eat, for in the day you eat of it you shall die."

The family Unity

Practice Exercise 1

- a. Sharing responsibilities.
b. trusting one another
c. solving problems together
- a. (i) Going to church together
(ii) Eating together
(iii) Sharing house chores
b. (i) Praying together
(ii) Doing duties together
- (i) It brings family together.
(ii) Making work easier.

Practice Exercise 2

- (i) domestic violence
(ii) lack of food
(iii) lack of clothes
(iv) insecurity
- (i) Praying together
(ii) Sticking together even in difficulties
(iii) Seeking help from family members
- Encouraging members of the family to pray together and praying for you family.
(Open question)

End of Sub-Strand Assessment

- The presence of togetherness in the family
- a. Not co-operating with them in doing chores
b. Wake up in time and do her chores
c. (i) obedience
(ii) hardwork
(iii) responsibility
d. A happy family prospers in what they do and members enjoy living together.
- Look for means of getting breakfast before going to school by sharing it.
- Blesses the family.
Provides for the family.
- a) Some members do more work than others.
b) There is hatred among family members.
- Encouraging them to have love and unity.

2.0 THE BIBLE

The Bible as a Guide

Practice Exercise 1

- a. Because it has interesting stories.
b. He reads it everyday
c. (i) When in need of comfort
(ii) To correct mistakes
(iii) To give instructions
- a, c, e

Practice Exercise 2

- a. Kindness
b. Read her the Bible verse on kindness

End of Sub-Strand Test

- a. a person or thing that shows the way to others.
b. on our everyday today activities
- a) Honesty
b) Tell the truth and ask for forgiveness
- a. wisdom
b. By telling them to set aside their differences and embrace each other.
- By avoiding fights and conflicts and also putting aside differences.
- One can use the Bible knowledge to overcome temptations by quoting them.

Bible Stories

Courage

Practice Exercise 1

- The Holy Spirit
- They remained courageous despite what they were facing
- It helps to defend our faith and show trust in God.

Practice Exercise 2

- (i) To do things which please God
(ii) To speak against evil
(iii) To overcome temptations
- Accept any correct answers
- a) Courage
b) By saying no to evil / standing firm

End of Sub-Strand Assessment

1. a quality of spirit that enables you to face danger or pain without showing fear.
2. a. They were teaching people about the rising of Jesus from the dead.
b. Even after their arrest, they did not shy away but spoke boldly about Jesus.
3. a. Singing to God
b. Preaching God's word
c. Praying when one should pray
d. Fasting with fears of what others will say.
4. a. (i) obedience
(ii) hardwork
(iii) integrity
b. We are all required to work.
c. I wouldn't allow Massy to copy from me.
5. To avoid being easily swayed into what is wrong.

Wisdom

Practice Exercise 1

1. Two women came before King Solomon with a child. Both claimed the child was theirs. King Solomon applied wisdom to make the right judgment. He gave the child to the right mother.
2. (i) When two learners are fighting over a pen.
(ii) When the teacher wants to know why a certain class is always noisy.
3. She accidentally lay on her child.

Practice Exercise 2

1. a. love
b. patience
c. responsibility
2. (i) justice
(ii) wisdom
3. Integrity

End of Sub-Strand Assessment

1. One of them had slept on her baby and the baby died then she switched babies. Everyone was claiming to be the real mother of the alive baby.
2. He was able to tell who the real mother of the baby was.
3. (i) We are able to solve disputes.
(ii) Helps to bring reconciliation.
4. Seek advice from the area administrators.
5. We should appreciate each other and want the best for others.

Respect the Elderly

Practice Exercise 1

1. three sons
2. They kept their faces turned away so as not to see their father's nakedness.

Practice Exercise 2

1. a) Helping the old woman carry her bags
b) Accept any correct answer.
2. Help her carry the bag.
3. Taking good care of them.

End of Sub-Strand Assessment

1. a. Allowing the old man to take her seat.
b. (i) Taking care of them
(ii) Obeying them
2. a. Japheth, Shem, Ham
b. He was a farmer / he owned a vineyard
3. (i) Dragging him out of the stagnant water.
(ii) Telling people to help take him home
4. Give away for the elderly man by stopping the play.
5. (i) foodstuffs
(ii) clean old clothes

God Loves Humility

Practice Exercise 1

1. The king was greatly alarmed. He sent for Daniel to come and interprets the dream.
2. For using cups and bowls from the temple in Jerusalem to drink wine.
3. (i) magicians
(ii) wizards
(iii) astrologers

Practice Exercise 2

1. a. interpreting skill
b. We can use such skill to interprets dreams and visions
2. a. humility
b. he should just be humble even if he has new things.
3. a. Accept any correct answer
b. Accept any correct answer

Practice Exercise 3

1. (i) One is able to spend time listening to others.
(ii) There will be trust amongst people.
(iii) Finding it easy to help the needy.
2. His friends will start avoiding him because of that pride.
3. (i) Forgiving one another
(ii) Using kind words to each other
(iii) Being compassionate with each other

End of Sub-Strand Test

1. King Belshazzar used the whole vessels from the temple to drink wine and praise other gods.
2. The king was very shocked and frightened.
3. God has numbered the days of your kingdom and brought it to an end. You have been weighed in the balances and found wanting. Your kingdom is divided and given to Medes and Persians

4. (i) Using the holy vessels from the temple to drink wine.
(ii) praising other gods
5. (i) Easily asks for forgiveness
(ii) forgives others easily
(iii) uses kind words on others
6. Church Instruments belong to God and should not be sold for personal gain.
7. Praying to the Holy Spirit to give him or her humility and trying to control his or her emotions.

Worship of True God

Practice Exercise 1

1. To dispute or challenge through legal procedures.
2. a. a bull
b. a bull, wood, stones and water
3. a. nothing happened
b. God sent fire from heaven which fell and consumed the burnt offering, the wood, the stones and the dust and licked up the water that was in the trench.
4. All the people saw it, they fell on their faces and said, "The Lord, He is God, the Lord, He is God."
5. (i) Yahweh is the only true God
(ii) There is only one true God while there are many false gods.

End of Sub-Strand Assessment

1. The worship of false gods.
2. a. At Mt. Carmel
b. King Ahab
3. (i) all the people of Israel
(ii) prophets of Baal
(iii) Elijah
4. a. The 12 tribes of Israel
b. fourteen litres of water
5. (i) corruption
(ii) nepotism
(iii) sexual immorality
(iv) idol worship
6. (i) preaching the word of God
(ii) Condemning evil in the society

7. a) Taking away one's life.
- b) Favouring people of your tribe.
- c) Giving money to receive a favour.

God's Protection

Practice Exercise 2

1. a. reeds
b. To easily monitor him and also keep him from drowning.
3. (i) God had plan of using Moses to save the Israelites from slavery.
(ii) Through Moses, Pharaoh would know that God is the only true God
4. (i) Taking them to school.
(ii) Providing them with basics needs
(iii) Guiding and counseling them
(iv) Guiding them to ways of the Lord
5. For a follow up to know where the baby would be taken to.
6. (i) visiting them
(ii) Taking clothes and food to them.
(iii) Sponsoring their education.

Practice Exercise 2

1. By taking him out of the water and adopting him.
2. (i) Taking care of their educational needs
(ii) Taking care of their emotional needs
3. a. sympathy
love and care
b. Love and care pushes us to help the needy in the society.
4. Visiting them
Praying for them
Donating some of our clothes to them
5. a. death
b. sickness
death
accidents
evil attacks

End of Sub-Strand Assessment

1. Drawn out of the water.
2. It was the biological mother of Moses

3. She nursed him as she would have done while in Israel.
4. She had gone bathing
5. (i) God can use your enemy to save you.
(ii) God's plan for our lives cannot be cancelled by anyone.
6. Kindness/love and care
7. a. kindness / love and care
b. donate them to a children's home

Service to God

Practice Exercise 1

1. a. Median
b. Jethro
c. Sinai
2. Burning bush
3. Moses was standing on a holy ground.
God can appear to us in different ways.

Practice Exercise 2

1. (i) Bringing them piped water.
(ii) Constructing churches and schools for the people in her country.
2. By leading people well and condemning evil in the society.
He removed his sandals and agreed to go to Egypt.
3. Good leaders are supposed to be role models to the others

End of Sub-Strand Assessment

1. To use them for His service
2. He was afraid of God.
3. "Here I am"
4. a) Obedience
b) Respect
c) Faith
5. Peter
6. Abraham, the God of Isaac and the God of Jacob
7. (i) respectful
(ii) God-fearing
(iii) Honest

3.0 THE LIFE OF JESUS CHRIST

Preparation for the Coming of Jesus Christ

John the Baptist

Practice Exercise 1

1. Through the whole territory of River Jordan
2. God will forgive us
3. We should move place to place preaching the gospel.
4. He told them to turn away from their sins and be baptized.
5. a) Honest / Integrity
b) Helps Christians to be contented
5. Not collect more than what was legal.
6. a. Love
b. To love Joy the way she is

Practice Exercise 2

1. a. taking of bribery
b. being selfish
2. It helps to be transparent with each other and avoid grudges.
3. Gender, Work, Playing games

End of Sub-Strand Assessment

1. Calling people to repent and baptizing them.
2. baptism of repentance.
3. (i) Tax collectors were taking more than what was legal.
(ii) Soldiers were accusing people falsely.
4. Encourage learners to share with each other and discourage them from false accusations.
5. (ii) Tax collectors- Not to collect what was more than legal
6. a) Soldiers- not to take money from anyone by force or accuse anyone falsely.
b) To practise social justice.
7. a. John the Baptist was able to give people instructions without fear.

- b. It helped him to stand by the truth without contradicting him.
 - c. This love is what him encourage people to share what they had.
8. Corruption, tribalism. Accept any correct answer.
 9. Murder, gender based violence, corruption. Accept any correct answer.

The Baptism of Jesus

Practice Exercise 1

1. John the Baptist.
2. The heaven was opened. The Holy Spirit descended upon Jesus in form of a dove and a voice was heard from heaven saying "This is my beloved son, with whom I am well pleased"
3. This my own dear son with whom I am well pleased.

Practice Exercise 2

1. To identify ourselves with other Christians.
2. a) True
b) False
c) False
d) True

End of Sub-Strand Assessment

1. a. a Christian sacrament signifying spiritual cleaning and rebirth.
b. Sinking until covered completely with water.
c. being humble ; lack of false pride
2. (i) it shows that a person has left old life of sin.
(ii) it shows new life in Christ
(iii) it shows that we are ready to serve God.
3. Love / Selfless. Accept any correct answer.
4. To show that the person is starting a new life inn Christ.

5. (i) forgiving them
(ii) sharing with them
(iii) using kind words
6. Kneeling when praying.
Accepting our sins and forgiveness.

God's Power over Nature

Practice Exercise 1

1. 1. Sickness
2. domestic violence
3. hunger
4. floods
2. (i) Praying for them
(ii) Visiting them
(iii) Donate food and clothes to them
3. Jesus was with His disciples in a boat. He was asleep and the boat was about to sink because of the storm. The disciples woke Him up. Jesus commanded the winds to be still and they obeyed Him
4. Their boat was starting to sink and they feared that they might die.

Practice Exercise 2

1. They feared of drowning in the waves.
2. Jesus asked them where is their faith.
3. (i) Jesus listens to our cries
(ii) Jesus has power over nature
(iii) Jesus has compassion and saves us in time of difficulties.
4. It shows that there is no difficulty. Jesus cannot help us out of when we call Him.

Practice Exercise 2

1. Accept any correct answers
2. Share my food with her
3. Visit her and pray with her.

End of Sub-Strand Assessment

1. a. Lack of food.
b. Lack of school fees
2. a) Donate food to her.
b) Give a place to sleep.
3. He commanded the winds to be still and they obeyed Him.
4. (i) Praying to God

- (ii) Having faith in God
(iii) Reading the Bible
5. (i) Jesus has power over nature
(ii) Jesus listens to our cries
6. a) obedience
b) faith
c) respect
7. By commanding the winds to be still and they obeyed Him.
8. Accept any correct answers.

Compassion for the Needy

Practice Exercise 1

1. They might faint on the way.
2. a. 4000 people
b. seven loaves of bread
3. By feeding them with 7 loaves of bread and a few small fish.
4. Sharing her food with Mercy
5. Kindness helps us share with those in need and avoid using mean words.

End of Sub-Strand Assessment

1. a. a marvelous event manifesting a supernatural act of divine agent.
b. a deep awareness of and sympathy for another's suffering
c. a person who is poor enough to need help from others.
2. They felt that the number was too high and they had no money enough to buy them food.
3. (i) Jesus has power over nature
(ii) Jesus takes care of both spiritual and physical needs.
4. a. False
b. True
c. True
d. True
5. (i) Donating clothes to them.
(ii) Sharing a meal with them
(iii) Providing them with basic needs and give them moral support
6. Providing them with basic needs.

Power of Jesus over Life

Practice Exercise 1

1. Capernaum
2. They made a hole at the roof and let the man down.
3. Jesus saw how much faith the friends of the paralyzed man had and healed him.
4. Speaking to him in a sign language and write down to him what he does not seem to understand.
5. (i) Jesus has power to heal
(ii) Jesus has power to forgive sins.
(iii) We should have faith in God.

End of Sub-Strand Assessment

1. He was preaching to a crowd of people.
2. They wanted Jesus to heal him.
3. They made a hole at the roof and let the man down.
4. They carried him and made sure he reached where Jesus was.
5. The paralyzed man got healed because of their faith.
6. He should give a thanksgiving prayer.
7. He has compassion for the needy and it is a way of serving God.

Teaching of Jesus Christ Recovery of the Lost

Practice Exercise 1

1. 100 sheep
2. Jesus
3. the people who have left the ways of God and turned to sin.
4. I would go looking for it.
5. His friends and neighbors.
6. (i) God looks for sinners and He is happy when they repent.
(ii) There is joy in heaven when sinners repent.
(iii) Jesus came to save all lost souls.

End of Sub-Strand Assessment

1. (i) Being kind to them.
(ii) Praying for them
(iii) Sharing God's word with them
2. Sin
3. Joy
4. Love
5. Sheep
6. (i) Jesus came to save all lost souls.
(ii) God has great love including sinners
(iii) When sinners repent, they are forgiven
(iv) God looks for sinners and is happy when they repent.
(v) There is joy in heaven when sinners repent their sins.
7. He was very excited

Responsible Living Teachings from the Sermon on the Mountain

Practice Exercise 1

1. (i) mercy
(ii) purity of the heart
(iii) peace
2. 5(i) a disposition to be kind and forgiving.
(ii) the absence of mental stress or anxiety
(iii) make pure or free from sin or guilt
3. Respect, love, kindness, obedience, peace

Practice Exercise 2

1. a. for they shall see God.
b. God will be merciful to them
2. (i) Helps us to maintain healthy relationships with others.
(ii) to live harmoniously with others in the community.
(iii) enables us to enjoy relationships with others
3. Being merciful to others
Working towards enhancing peace with others.

Practice Exercise 3

1. Different
2. Loving one another
Helping each other in difficult times
Respecting each other
3. (i) It brings happiness
(ii) People are able to help each other in times of need
(iii) It strengthens friendships.
4. A group of families living together.

End of Sub-Strand Assessment

1. He taught to the crowd.
2. Mathew 5:7-9
3. the beatitudes
4. Respecting each other, loving one another and being there for each other
5. Accept any virtues
6. Mercy
7. Peace
8. (i) Taking care of their belongings
(ii) Asking for forgiveness when they wrong others.
(iii) Not indulging in drugs
9. Helping each other, forgiving one another.

Empowering the Needy**Practice Exercise 1**

1. To go and sell his wealth and give the money to the poor.
2. "Teacher, what good deed must I do to attain eternal life?"
3. Teacher
4. He felt annoyed and walked away sad.

Practice Exercise 2

1. It is an act of kindness and a way of empowering the needy.
2. The rich are less concerned with the needy in the society.

End of Sub-Strand Assessment

1. responsible
2. respectful
3. honest
4. loving
5. kind

6. a. It strengthens our faith
b. It helps us seek God's guidance
c. To thank God for His deeds
d. To pray for others
2. persistent
3. in the middle of the night / at midnight

THE CHURCH**The Early Church****Practice Exercise 1**

1. apostles
the fellowship
belongings
fellowship
property
money
2. the oneness of those who have faith in Christ
3. (i) family of believers
(ii) Body of Christ
(iii) Children of God
(iv) The bride
4. (i) Sharing meals
(ii) Visiting one another in their homes
(iii) Fellowshiping together
(iv) Sharing their belongings
(v) Celebrating the Lord's Supper
5. They shared their belongings and meals as well
6. Followers of Christ

Practice Exercise 2

1. a. Helping with house chores.
b. Sharing meals
c. Praying together
2. It helps believers to easily support each other when need arises.
3. Helping the needy
Visiting each other
Praying together
Respecting one another.

End of Sub-Strand Assessment

1. A follower of Christ.
2. A group of worshippers
3. (i) Obeying rules
(ii) Feeding the hungry
(iii) Visiting one another
(iv) Respecting one another
(v) Clothing those who do not have clothes.
4. a) Those activities that Christians engage in to help the needy in the community.
b) (i) Repairing the road
(ii) Planting trees
(iii) Cleaning the market
(iv) Constructing a cattle dip.
6. a. True
b. False
c. True
d. False
e. True

The Lord's Supper

Practice Exercise 1

1. (i) the Eucharist
(ii) Breaking the bread
(iii) the Lord's table
(iv) Holy Communion
2. He took a cup of wine, prayed and gave His disciples. Then He took bread, broke it and gave it to His disciples. He told them to do it in memory of Him.
3. By breaking the bread.
4. Unites Christians to Jesus Christ.
5. Reminds Christians of Jesus' suffering.

Practice Exercise 3

1. a. Kindness
b. Obedience
c. Love
d. gratitude
e. humility
f. respect
2. humility

End of Sub-Strand Assessment

1. The last supper.
2. Death and resurrection
3. Cup of wine
4. Humility
Love
Respect
Obedience
Kindness
5. 12 disciples
6. it promotes togetherness
7. Peter and John

The Role of the Holy Spirit

Practice Exercise 1

1. faith
2. Working miracles
3. Wisdom
4. Accept any gift of the Holy Spirit

Practice Exercise 2

1. Love
2. a. Kindness b. peace
3. Love, joy, peace, patience, humility, self-control
4. Kindness
5. Peace

Practice Exercise 3

1. a. kindness
b. goodness
c. humility
d. peace

End of Sub-Strand Assessment

1. Self-control
2. Accept any fruits of the Holy Spirit.
3. Love
4. All gifts are given free from God.
5. the Holy Spirit
6. fruits
7. gifts
8. God and other people

Power of Intercessory Prayer

Practice Exercise 1

1. Prayers that we say for other people.
2. Peter
3. an angel of the Lord
4. King Herod

Practice Exercise 2

1. An unquestionable believe in someone or something.
2. is dead
3. (i) Trusting in God
(ii) Obeying God's commandments
(iii) Following Jesus' teaching
(iv) Praying for ourselves and others
4. Peter
5. Faith

End of Sub-Strand Assessment

1. angel
bright light
Peter
Quick
Chains
fell off
Clothes
Sandals

CHRISTIAN LIVING

Friendship Formation: Peer Influence

Practice Exercise 1

1. 1 Thessalonians 5:11
And so encourage one another and help one another, just as you are doing now.
Galatians 6:2
Help to carry one another's burdens and in this way you will obey the law of Christ.
2. Accept any good qualities.
3. Kindness
Loving
Loyal

Prayerful
Caring

4. She listens to them.
5. A good friend

Practice Exercise 2

1. a. forgiveness
b. confidence
c. courage
d. love
e. tolerance
f. responsibility
2. They help us to choose what is right and avoid what is wrong.
3. I would talk to him or her.
4. (i) They challenge us to do what is good.
(ii) They help us in time of need.
(iii) They motivate us.

End of Sub-Strand Assessment

1. honest
loyal
tolerant
2. When you do something because you want to feel accepted or valued by your friends.
3. 1. Obedient
2. caring
3. loving
4. kind
4. So that God can be happy with us.
5. 1. Wanting to become famous.
2. Inability to find out about one's character before making them friends.
3. Love for material things.
4. Lack of wisdom.
5. Love for money.
6. 1. Obedience
2. respect
3. courage
4. confidence

5. integrity
7. I would stop him or her from doing it.
8. 1. Pride
2. arrogance
3. disrespect
9. Friends influence us a lot in life.
10. bad

Practice Exercise 3

- a) X
- b) ✓
- c) X
- d) X
- e) ✓
- f) X
- g) X
- h) ✓
- i) ✓
- j) ✓
- k) ✓

Human Sexuality

Practice Exercise 1

1. How we understand ourselves as males or females.
2. (i) Shoulders broaden
(ii) Voice deepens
(iii) Experience wet dreams
3. (i) Hips broaden
(ii) Breast enlarge
(iii) Start experiencing menstruation
(iv) Increase in height and weight

Practice Exercise 2

1. parents
teachers
2. (i) Praying to God
(ii) Keeping themselves busy
(iii) Talking to a counselor
(iv) Exercising
3. The changes that affect our feelings or emotions

Practice Exercise 3

1. A friendship between boys and girls
2. Healthy relationships between boys and girls show qualities of good relationships and keep their bodies holy while in unhealthy relationships boys and girls act in ways that are not pleasing God, their parents and guardians.
3. immorality
4. a. healthy
b. unhealthy
c. healthy
d. unhealthy
5. (i) Poor performance in school.
(ii) Pregnancy in girls
(iii) contracting diseases
6. (i) Avoid sitting in lonely places
(ii) Avoid watching dirty movies
(iii) Getting permission from parents before visiting friends.

Practice Exercise 4

1. a. Exercising regularly
b. Taking variety in diet
c. Exercise self-control
d. Talking to people we trust
e. Maintain personal hygiene
2. Taking drugs
Pre-marital sex
3. Parents
Teachers

God the Source of life

Practice Exercise 1

1. Image, likeness
2. Sixth
3. God
4. It is only God who gives it
5. Right to life

Practice Exercise 2

1. (i) anger
(ii) bitterness
(iii) fear

- (iv) jealousy
- (v) sadness
- 2. Reading the Bible
Seek guidance and counseling
Pray to God
- 3. no one can pay God the price for His life because the payment for human life is very great.
- 4. (1) Terrorism
(2) Carelessness
(3) Greed for material things
(4) Revenge

Practice Exercise 3

- 1. Strong feelings
- 2. Worries caused by life problems
- 3. (i) Talking to someone you trust
(ii) Playing a favourite game
(iii) Singing our favourite song
(iii) Avoid situations that bring us negative emotions.
(iv) Going for a nature walk
- 4. Accept any correct answer

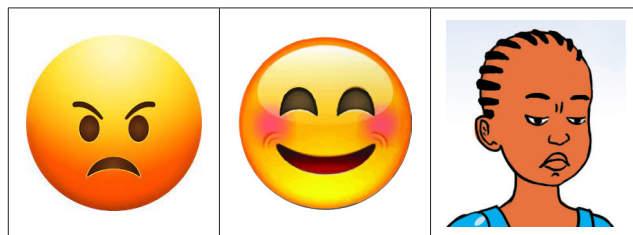
Practice Exercise 4

- 1. gift
- 2. Do not commit murder
- 3. lives
- 4. sacred
- 5. Helps us to continue generations

End of Sub-Strand Assessment

- 1. no one can pay God for the price of life because the payment of human life is very great.
- 2. a) Through terrorism and other activities that can cause death.
b) Walking in dangerous places
- 3. (i) Keep warm
(ii) Eat a balanced diet
(iii) Do not allow strangers to your home
(iii) Keep electricity socket safe
- 4. a. Talking to someone we trust
b. Going for a nature walk.
c. Playing my favourite game
- 5. Accept a nice poem

- 6. (i) anger (ii) jealousy
(iii) hatred
- 7. God
- 8.



- 10.1 David 2.Ahab
- 11.1. It pleases God
2.It ensures life continuation
3. So that we can control diseases

Good Health Practices

Practice Exercise 1

- 1. Substances which when taken changes one's body and mind working.
- 2. a) Perishing b) wine
- 3. a) Alcohol b) Tobacco c) Bhang
d) Miraa e) Marijuana
- 4. the drinking of alcohol and substance use in a way that is harmful to the body.
- 5. Making our bodies free from diseases.
- 6. 1. eating a balanced diet
2. observing personal hygiene
3. exercising
- 7. Drugs used to treat certain diseases
- 8. Legal or illegal

Practice Exercise 2

- 1. violence
- 2. irresponsible
- 3. spoiled
- 4. illegal
- 5. poor
- 6. health
- 7. physical
- 8. immoral
- 9. alcohol

Practice Exercise 3

- drunk
wine
only ruin
Holy Spirit
- (i) withdrawal
(ii) irresponsible behavior
(iii) poor health
(iv) poor relationships
- (i) engage in positive activities
(ii) Keep away from alcohol users
(iii) make good of leisure time
(iv) talking to parents or guardians
(v) Praying to the Holy Spirit

End of Sub-Strand Assessment

- the drinking of alcohol and use of other substances in a way that is harmful to our bodies
- a. Alcohol b. Miraa c. Cigarette / tobacco
- Due to peer pleasure
- (i) Poor health
(ii) Dropping out of school
- Guidance and counseling.
- Talk to them to go for guidance and counseling.
- Engaging in positive activities

Appropriate use of Social Media

Practice Exercise 1

- Sharing information through the use of phones, tablets, and computers.
- Twitter Facebook Tiktok
- a) facebook b) X-account
c) tik tok d) youtube

4.

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

5. WhatsApp

Practice Exercise 3

- a. inappropriate
b. inappropriate
c. appropriate
d. appropriate
e. inappropriate
f. appropriate
- (i) Exposure to content that is not age appropriate
(ii) Social anxiety
(iii) Cyber bullying
(iv) Depression
- (i) Addiction
(ii) Time wastage

End of Sub-Strand Assessment

- The use of abusive and offensive language in the internet
- Someone threatening you
- Accept an appropriate answer
- (i) Not accepting friend request from strangers
(ii) Don't share personal information
(iii) Not posting personal photos on the Internet
(iv) Once you use a digital device in a cyber café, log out
(v) Do not go to dangerous sites.
- (i) Report causes of cyber-bullying
(ii) Block people who bully you
(iii) Not responding to mean comments

Model Paper 1

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

Model Paper 2

- | | | | | | | |
|-----|---|-------------|-----|-----|-----|---|
| | | a) tik tok | | | | |
| | | b) facebook | | | | |
| 1. | D | c) x | 11. | C | 21. | C |
| | | d) youtube | | | | |
| 2. | B | 12. | C | 22. | D | |
| 3. | C | 13. | B | 23. | C | |
| 4. | C | 14. | A | 24. | B | |
| 5. | A | 15. | D | 25. | D | |
| 6. | D | 16. | B | 26. | C | |
| 7. | B | 17. | C | 27. | D | |
| 8. | C | 18. | B | 28. | B | |
| 9. | D | 19. | A | 29. | A | |
| 10. | A | 20. | D | 30. | C | |

AGRICULTURE

1.0 CONSERVING OUR ENVIRONMENT

Soil conversation

Practice Exercise 1

1. Soil erosion- It is the removal or carrying away of top soil.
2. Running water or strong winds
3. Plants grow on top soil.
4. River banks, trenches, by the roadside, dams, ponds, lakes.
5. Bare land, trenches

Practice Exercise 2

1. In trenches, river banks, by the road side, dams, lakes, ponds.
2. Fertile, good
3. To grow crops
To fill places where soil erosion had occurred
To improve soil fertility
4. Consider any correct answer
5. A spade, jembe, sacks or buckets, wheelbarrow and protective clothes.
6. Not

Practice Exercise 3

1. To grow crops by improving soil fertility.
2. Reduces use of manure and fertilizer. This reduces cost of growing crops
3. a. False b. True c. True d. True

Practice Exercise 4

1. Organic are materials that can decompose easily.
2. She can add compost manure.
3. Crops in (b)
4. Areas where construction or mining has taken place and area where soil is eroded.

Practice Exercise 5

1. Organic waste pit is a place where waste materials that can decompose are dumped.
2. Select a suitable site. Dig the pit of 1 meter in diameter and thirty centimeters.
Collect plant residue, food remains, kitchen waste and dump them into the pit.
Add some soil into the pit.
Sprinkle enough water on the surface of the materials.
3. Plant residue, food remains and kitchen waste.
4. Materials that decompose
5. a. True b. True
c. False d. False
6. The materials add nutrients to the soil which improve fertility.
7. At least two weeks
8. a) Spinach, kales, onions, carrots
b) Select a suitable site and dig a pit (1m diameter and 30cm deep)
Collect materials for compost pit, dump them in the pit.
Add some soil into the pit.
Sprinkle enough water on the surface of the materials.

Practice Exercise 6

1. a. True b. True c. False
2. A compost heap has materials arranged in a particular order.
3. A compost pit has materials dumped in no particular order while in a compost heap materials are arranged in an order. In organic waste plants are grown directly while in a compost heap manure is carried.

End of Sub-Strand Assessment

1.
 - a. Running water
 - b. By recovering the soil back to its original place.
 - c. It is the top fertile soil which has nutrients.
 - d. River banks, trenches, in a dam, lake or river
2. Soil erosion –it is the removal of top soil.
Run-off- excess water after rain passes on loose top soil.
Soil recovery- Collecting soil from erosion deposition sites for farming.
Soil improvement- Adding manure from organic waste pit to make soil better for farming
3.
 - a. It was deposited by run off
 - b. Running water
 - c. River banks, trenches, in a dam, lake or river
 - d. On bench terraces constructed along sloppy land.
4.
 - a. A spade, jembe, sacks or buckets, wheelbarrow and protective clothes.
 - b. She will take it back to the eroded areas.
 - c. fruits and vegetables
 - d. The recovered soil has nutrients necessary for farming.
5.
 - a. a site for making organic water pit food remains, kitchen waste and plant residue protective clothes
 - b. Select a suitable site and dig a pit (1m diameter and 30cm deep)
Put plant residue, kitchen waste and food remains
Add some soil and sprinkle enough water on the surface of the materials.
 - c. Carrots(vegetables), spinach, tree, tomatoes
 - d. Mulching, weeding, watering, thinning
6.
 - a. He did not add water and turn the materials regularly
Some of the materials were not suitable for organic waste pit

- b. Plastic papers, wires, plastics, containers
 - c. To make sure all materials can decompose.
7. For even decomposition
8. Every three to four hours
9. Peter
10. To protect natural resources
To make the soil healthier
To restore living areas for wildlife and plants
11. Mulching
Adding manure
12. Organic waste pit materials are not dumped in any order while in compost heap has materials arranged in order.

Water Conservation

Practice Exercise 1

1. Water conservation is the practice of using water efficiently to reduce wastages.
2.
 - a. Mulching
 - b. Shading
 - c. Cover crops
3.
 - a. It reduces the rate of evaporation
 - b. Dry grass, dry leaves, and wood chippings
4. Sweet potatoes, watermelon vines, pumpkin vines.
5. It requires much time and materials to make a shade than mulching does.

Practice Exercise 2

1. Mulch reduces loss of water from the soil.
2. The mulched parts vegetables were healthy and grew well while the unmulched plants looked weak.
3. Reduces high rate of weeds growth.
Controls insects

End of Sub-Strand Assessment

1. It is use of water efficiently to reduce wastage.
2. a. planting cover crops
b. Shading
c. Mulching
3. Growing plants , pieces of wood/sticks, strings or wires, dry grass or leaves, water and nails.
4. By applying mulch to reduce loss of water from the soil.
5. Watering animals
Mixing chemicals
Watering plants
Washing farm tools
6. Drip irrigation by the use of plastic bottles and perforated pipes.
7. Early in the morning
Late in the evening
8. Dry grass, dry leaves, wood chippings
9. Bean plants, sweet potato vines, pumpkin vines, watermelon vines
- 10.Reduces wastage of water
Control weeds and insects
- 11.Use of WhatsApp, facebook

Living Better with Wild Animals

Practice Exercise 1

1. Wild animals are animals living in forests or game parks.
2. a. Moles, squirrels, monkeys
b. Squirrels-They eat grains of our cereals .
Moles- Eats roots of maize, surgacane, sweet potatoes
Monkeys- eat ripe fruits
Mongoose- they eat chicken and scare them
3. a. Hare
b. Monkey
c. Mole
d. Weaverbirds
4. By using repellent plants

Controlling Small Wide Animals

Practice Exercise 2

1. a. chasing them away
b. fencing
2. Use of sound repellants
Use of repellent plants
Using materials which are burnt
Use of repellent sprays
Use of metallic rattles and plates
3. a. Metallic plates
b. Metallic rattles
Metallic plates are knocked against each other and the sound they produce chases small wild animals.
Metallic rattles are tied in a way they can move freely and produce a sound that keeps off wild animals.
4. a. Hot pepper b. Garlic
5. Measures include- Ensuring the method of keeping wild animals away does not kill them.
6. Wild animals attract tourists who bring foreign exchange.
7. Wild animals should not be killed.
They attract tourists and make our environment beautiful.

How to Handle Wild Animals Safely

Practice Exercise 3

1. Hare, lion, cheetah, buffalo
2. Call the game rangers
Contact the nearest government office
Tell on adult
3. They make our environment beautiful.
They attract tourists who bring foreign exchange
4. Informing an adult or seeking medical attention
5. a.They attract tourists who show up in large numbers
b.When people visit game parks they pay entrance fee which is used as tax by government.

- c. Many people get employed to take care of the wild animals.
- 6. Some of the foods might be dangerous to the animal.
- 7. Bees

End of Sub - Strand Assessment

1. Squirrels, hare, mongoose, mole, weaverbird
2. By building scare crows
Use of repellent crops
Use of tires - burning tire and plastics
3. Use of burnt materials
Use of spray
Use of metallic rattles and plates
4. a, hot pepper b. Garlic
c. Rosemary d. Castor oil e. mothball
5. They make our environment beautiful.
They attract tourists who bring income.
6. a. They are found in bushes, forests, and game parks
b. Living better with wild animals conserves our environment.
c. They can be controlled by use of:
 - a) Metallic plates and rattles
 - b) Fencing around our homes
 - c) Repellent crops and sprays
7. Avoid feeding on animal left overs
Avoid sharing food or water with animals
Keeping a safe distance from animals
Not playing with animals young ones
8. Use of rattles and plates
Use of scarecrows
Use of sprays and repellent crops
9. Metallic rattles like iron plates
Strings or wires
Wooden supports like posts
10. Garlic, rosemary, hot pepper, castor oil

Growing Fruits - Climbers

Climbing Fruits

Practice Exercise 1

1. They are plants with long and weak stems that need support to grow upwards or in the desired direction.
2. Weak, cannot
3. a. Grapes
b. passion
c. Gooseberry
d. Raspberry
e. blueberry
f. kiwi
4. Passion and black berries
Accept any other relevant answer.

Practice Exercise 2

1. Planting materials
2. A
3. Gooseberry
4. Identify branches of climbing plants- should be thick and moderate.
Cut long parts of the branches
Cut the branches into appropriate lengths. Place them in the container with water.
5. Blackberry, Blueberry, Raspberry
6. Cutting takes less time to develop than seeds.
With cuttings you can tell the quality of the fruit.
7. Cuttings need much preparation
They may fail grow into plants if they are not mature enough.

Practice Exercise 3

1. Cuttings and seeds
2. From mature ripe fruits
3. a. Cuttings b. seeds
4. a. passions, raspberry
b. passion seeds, raspberries cuttings
5. Identify mature fruits from climbing plants and collect them
Extract seeds from fruits and clean them

Sort out bad and good seeds. Dispose off the bad seeds.

Dry the good seeds on a tray

Store them in a dry ventilated container

6. From mature branches of climbing plants
7. Sorting ensures you have good seeds which will germinate while cleaning ensures the seeds are clean for growth.
8. Identify mature branches of climbing plants
Cut long parts of branches
Cut the branches in to desired parts and put them in a container with water.
9. Seeds are easy to obtain
They do not need much time to get them.

Practice Exercise 4

1. A (inside the car)
2. On the ground, along the fence and in containers
3. a. Container b. Ground / plot
c. Along a fence
4. Prepare planting holes along the fence
Water seedlings in the container
Remove the seedlings from the container with a lump of soil
Place the seedlings in the prepared holes
Covered the seedlings with soil mixed with manure
Mulch the area around the seedlings
Water the planted seedlings
5. Prepare planting holes along the fence
Water seedlings in the container
Remove the seedlings from the container with a lump of soil
Place the seedlings in the prepared holes
Covered the seedlings with soil mixed with manure
Mulch the area around the seedlings
Water the planted seedlings
6. a. True b. False c. False
d. True
7. a. Constructing shades
b. Constructing sheds

c. Watering plants

8. a. They add important nutrients to the soil.
b. Weeding reduces competition of weeds and crops
c. It enables adequate supply of nutrients and sunlight

End of Sub-Strand Assessment

1. Identify mature fruits from climbing plants and collect them
Extract seeds from fruits and clean them
Sort out bad and good seeds. Dispose off the bad seeds.
Dry the good seeds on a tray
Store them in a dry ventilated container
2. A shade is constructed on top of the seedlings while a shed is constructed around the seedling.
3. a. Long sticks, a panga, strong threads, strings or wires
4. During evening and morning the water does not evaporate so much and will be useful to the seedlings.
5. a. To allow it to penetrate through the soil
b. It adds important nutrients to the soil.
c. It contains chemical which can be harmful to the skin
6. a. Removal of unwanted crops
b. Sharp sticks, gloves, water
c. It reduces competition of nutrients
7. a. Dig holes and put sticks around climbing fruits
Tie the sticks together at the top to make a cone around the young plants.
b. Put dry grass or leaves around the seedlings
c. Use a watering can or drip irrigation method to water plants
e. Excess branches should be removed to reduce competition of sunlight
They are cut using sharp tool.

- f. Manure should be applied at the base of the plant
8. a. Asses correct drawings
b. Because their stems are very weak to support themselves.
- c. Excess branches should be removed to reduce completion of sunlight. They are cut using sharp tool.
9. a. Old bottles, buckets, jerricans
b. Use of drip irrigation method
10. It makes uprooting of weeds easy.

Conservation Project

Practice Exercise 1

1. Passion, Kiwi
2. Weeding, watering, training, manuring
3. Animals, people
4. Wooden poles, pangas, nails, sacks, net bamboo or wire mesh, thread, hammer long sticks,
5. Watering helps fruits plants to produce good produce
6. Weeding
7. Manure is applied at the base of the plants
Manuring should be done when seedlings have been planted immediately.
8. a. Pruning b. Training
Pruning helps in controlling pests and receive enough sunlight
Training allows plant to grow into the desired direction

Right Stage for Harvesting

Practice Exercise 2

1. a and c are ripe
2. wastage
3. sweet smell and change of colour
4. Observe and identify mature and ripe fruits
Hold the fruit with your hand and twist the fruit as you pick it from plant.
Use a pair of secateurs or knife for a firmly held fruit.

5. a. The colour and their smell
b. She should hold the branches carefully. Use a harvesting stick incase the fruits are high
6. They give us nutrients like vitamins, fibre and minerals

End of Sub-Strand Assessment

1. a. Conservation project is important since it ensures maximum harvest of fruits.
b. weeding , constructing a shed, watering, manuring, pruning and training

2.

Activity	No. of times per week	No. of times per month
Watering	at least 7	At least 28
Weeding	at least once	at least 4 times
Manuring	once	twice
Pruning	Twice	
Training	at least once	Thrice

3. a. Long sticks or threads, walls/fences
b. Make a suitable support near the climbing fruit.
Tie one end of the string near the base of plant and the other end on support structures
Direct the plant along the support structure
4. a. Mulching- Conserves soil moisture and reduces the rate of weeds growth
b. Weeding - reduces completion of nutrients by the weeds and fruits
c. Pruning - Helps the plants to receive enough sunlight and control pests
d. Manuring - Adds necessary nutrients for plant growth
5. Passions- Dark purple , dark yellow, orange or red.
Goose berries- red
Kiwi- brown
6. a. True
b. False
c. False
d. False
e. True

7. a. Any fruit
- b. Fruits give us vitamins, fibre and minerals
- c. Fruit protect us against diseases

2.0 DOMESTIC ANIMALS

Uses of Domestic Animals

Practice Exercise 1

1. Bees, dog, cat and fish
2. Pork
3. Honey and wax
4. They are kept as pets
They are kept to chase away and kill rats and mice.
5. Camels and donkeys
6. To make bags and other leather items
7. Horses, dogs, cats
8. Fish pod
9. Manure is used to grow crops
Manure is sold to earn income
10. Pets are kept for companionship.
They help people increase opportunities to exercise
11. Camels give us milk and meat. They also give us manure and skin

End of Sub-Strand Assessment

1. Domestic animals are animals kept at home.
2. They give us food
They help us transport goods
They are used as pets
They are used in sporting activities
They keep our homes safe.
3. Goats, cows, fish, goats
4. Camel or donkey
5. Learner to draw domestic animals
6. Female sheep- ewe
Male goat- buck/billy
male cattle- bull
7. Camel, rabbits, goats, sheep , cow
8. Cat
9. Chevon
10. A cat or a dog
11. Cow, camels, rabbits, cattle, goats, sheep

12. Sheep - wool
Goat - milk
Bull - beef
Duck - eggs

3.0 GARDENING PRACTICES

Indigenous Food Crop

Practice Exercise 1

1. a. pigweed b. millet c. yams
2. any correct indigenous crop
3. pigweed - leaves
pumpkin - leaves / seeds
millet - seeds
sorghum - seeds
cassava - roots
yams - roots
4. Carbohydrates
5. Yams, Cassava, arrowroots

Importance of Indigenous roots

Practice Exercise 2

1. Millet, sorghum, wheat
2. Vegetables, vitamins
Roots crops- carbohydrates
3. Staple food
4. They have good root system
They have small leaf per plant
5. Black nightshade
Spider weed
Pumpkin
Pigweeds
6. Root crops are yams, arrowroots and cassava
Cereal crops are millet, sorghum
7. They give us carbohydrates and vitamins
They protect us against diseases
They give us energy to work

End of Sub-Strand Assessment

1. They are plants grown and found by the communities and were found before coming of Europeans.
2. Indigenous root crops , cereals and vegetables
3. Cereal crops- Their small leaves allow them to grow well in dry areas.

5. Use them for the right purpose
Keeping a distance when using panga, jembe slasher, rakes to avoid hurting others and oneself
6. To avoid wastage
To maximize profits
7. Wire mesh, sacks, bamboo sticks

Right Stage of Harvesting Crops

Harvesting Vega tables

Practice Exercise 5

1. a. When they have firm round head.
b. When bulbs are big and leaves start drying
c. When their colour turn orange and they are big and mature.
d. When their colour turns yellow
2. a. Bulb onions and garlic
b. Using a blunt object to dig them out
3. a. When their leaves are big and dark green
b. bottom
4. When their colour turns yellow
5. Their head becomes firm and round
6. When their bulbs become big and their leaves start drying.
7. Their color turns orange for carrots and reddish for beetroots. Their roots become big and thick.
8. We should handle them with care to avoid wastages and damages.

Selling Surplus Vegetables

Practice Exercise 6

1. Making posters and displaying them at the school gate.
2. School community and neighboring community
3. Buying basic needs
Buying stationery
Helping the needy
4. Helps to avoid wastage.
Enables regular supply of food to the community

5. They keep our bodies healthy and fight our bodies against diseases
6. They ensure constant supply of food
7. Courgette, spinach, carrots, onions, kales

End of Sub-Strand Assessment

1. Mulching, weeding, watering, thinning, pruning
2. Gapping -It is replacing of dry seedlings and weak seedlings
Pruning -Removal of excess branches from plants
Hardening off - Preparing seedlings for planting in seedbed by reducing the number of watering times and removing a shade.
Transplanting- Transferring seedlings from a nursery bed to a seedbed
Mulching- It is covering of seedlings with dry grass or leaves to conserve moisture
3. a. clear bushes using a panga or slasher
Remove stones and break lump of soil
Make the soil loose and fine using a rake
Mix soil with manure
Make a raised or sunken nursery bed depending on the nature of the farm
Use a rake to level the nursery bed
Water the nursery bed to make it ready for sowing
b. Keep a safe distance from the tools to avoid harming himself and others
4. Washing them after use
Greasing moveable parts
Use the tool for the right purpose
5. Cutting tools
Measuring tools
Digging tools
Watering tools
6. a. Cabbage
b. Tomatoes
c. Carrots
d. Onions
e. French beans
f. Courgettes

7. b, d, e, a, c, f
8. Early in the morning
Late in the evening
Cloudy date
9. Mulching
10. Cabbages -When they have firm round head
Courgettes -They are thick and dark green
Spinach and kales-When their leaves are big and dark green
Tomatoes-When they turn yellow
11. Observing signs of mature vegetables
Requesting orders from customers before harvesting.

Innovative Gardening

Vertical and Horizontal Gardening

Practice Exercise 1

1. The are gardens made of locally available materials and used where land is scarce.
2. a. Kales Spinach Carrots Onions
b. Old sacks, containers, bottles pipes
c. Horizontally or vertically
3. a. They are arranged vertically
b. They are arranged horizontally
4. A small space is put into use
Locally available materials are used
Recycling of materials is encouraged
5. In vertical innovative gardens ,the materials are arranged above others while in horizontal innovative gardens the containers are put next to each other.
6. Make a structure with layers which one can arrange the containers vertically.
Arrange the containers vertically
Arrange the containers on the structure or hang the bottles using strings or wires
7. a. Lack of necessary container materials for planting in
b. Preserving The used materials for future use in making innovative gardens

Preparing Innovative Gardens

Materials for Innovative Gardening

Practice Exercise 2

1. a. Sack b. Plastic bottles c. Tires
d. Buckets e. plastic pipes
2. On a wall, along the verandah or path , on a balcony
3. Water the container garden
Make holes or drills in each container
Sow seeds in each hole
Cover the seeds lightly with the soil
Apply mulch and water in the garden
4. Provides us with food
Saves money
Conserves environment
Improves diet
It is a source of income
5. Construct a structure that can be used to arrange the containers/plastic bottles
Make holes on the plastic containers an opening for the planting of crops
Place the bottles on the structure made by hanging them
6. Use of wood ash
Frequent weeding
Mulching

Care for Innovative vegetables Gardens

Practice Exercise 3

1. C hide them from others
2. Watering - Ensures that the soil has enough moisture for proper plant growth
Weeding -To reduce completion of nutrients and water
Mulching - To conserve moisture
3. When they are crowded and has some weak plants
4. a. Watering - Use a watering can to water the vegetables early in the morning or late in the evening
b. Mulching -Wear gloves too protect your hands .Apply dry grass or leaves around the base of the young plants.

- c. Thinning- Water the garden to soften the soil . Uproot the weak seedlings
- 5. The diseased crops dry off in some parts or the whole seedlings dry.
To remove diseased crops, uproot them and dispose them.

End of Sub-Strand Assessment

1. Innovative gardens are gardens made out of locally available materials especially where the land is limited.
 - b. Horizontal and vertical innovative gardens.
 - c. In horizontal innovative gardens, the containers are arranged next to each other while in vertical innovative gardens the containers are put on top of each other.
2.
 - a. plastic bottles, old buckets or basins, plastic pipes
 - b. Mixing loam soil with manure
Cutting the containers to make an opening and put the soil.
Make holes at the bottom of the container
Fill the containers with the prepared soil .Put small stones at the middle to allow easy flow of soil.
Place the containers in a structure made earlier hang the containers.
 - c. Kales, spinach, carrots, onions
3. Collect fine loam soil and mix it with compost manure
Cut the containers to make an opening for putting the soil
Make holes at the bottom. Put stones at the middle for easy water flow.
Fill the containers with the soil
Place the containers next to each other on a flat surface to form horizontal innovative gardens.
Water the container garden in readiness to planting
4.
 - a. Buckets, sacks, plastic bottles
 - b. To drain off excess water

- c. To allow easy development of seedlings
 - d. On walls, in balconies, along the paths and verandahs
5.
 - a. Mobile phones, laptops, digital TVs, tablets
 - b. Magazines,(print out resources) newspapers, book
 6. Thinning - It avoids overcrowding of crops.
Watering - It enables crop to grow well by keeping the soil moist.
Mulching - It conserves water and reduces growth of weeds
Pest control - Ensures healthy growth of plants
Weeding -Reduces competition of nutrients and water between vegetables and weeds
 7. Kales and spinach leaves become big and dark green.
Tomatoes turn yellow in colour
 8. Pick the only mature vegetables crops
Pick only enough for use and sale
 9. To assess the success of innovating gardens
To use the records for future gardening activities
 10.
 - a. Provides us with food
Saves money
Improving our diet
Conserving the environment
 - b. Pests attacks
Poor quality of soil
Spread of diseases
Poor weather conditions

MODEL TEST PAPER

Model Test paper I

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

Model Test Paper 2

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

- B - Top soil
- C - Wood ash
- D - Kitchen refuse
- E - Cow dung
- F - Dry leaves / straws

UNIT 1.0 HEALTHY LIVING

Pre-adolescence

Practice Exercise 1

- Boys and girls who are between childhood and adolescence stage.
- 9 and 12 years.
- (i) Increase in weight and height
(ii) Chest and shoulders broaden
(iii) Growth of hair in the armpits
- C Chest and shoulders broaden
- (i) Mood swings
(ii) Feeling shy about the changes in their bodies.

Practice Exercise 2

- It is the taking care of oneself in order to look presentable and acceptable
- a) brushing teeth
b) washing clothes
c) Trimming finger nails
d) taking shower
- i) taking shower / bathing
ii) brushing teeth
iii) wearing clean clothes
- A) Mending clothes B) Ironing clothes
C) Washing clothes

Practice Exercise 3

- a) sweet potatoes b) bananas
c) milk
 - i) githeri ii) fish iii) rice
- Assess the learner's responses
- a) i) Serving enough food
ii) Eating a variety in diet
b) Eating healthy snacks so that she can live a healthy life.

Practice Exercise 4

- a) Playing basketball
b) Rope skipping
c) Playing football
d) Racing

- a) playing hide and seek, tyre racing, jogging, playing netball.
b) sack racing, playing soccer, high jump, rope skipping.
Assess the learner's responses
- To prevent lifestyle diseases and to also keep fit.

Practice Exercise 5

- i) colour ii) size
iii) comfort iv) shape
- i) raincoats ii) jackets
iii) gumboots iv) hats
v) sweaters
- a) d b) a c) c d) b
- Jason could be planning to go and do some farming in the garden.

End of Sub strand Assessment

- It is a child who is between 9-12 years old.
- (i) Increase in height or weight
(ii) Hair grows in the pubic areas and armpits.
- a) Accepting the changes as normal and embracing them in my life.
b) Talking to a trusted adult about the changes
- a) Personal hygiene
- bathing daily
- clipping fingernails
- brushing teeth
- combing hair
b) Dressing
- Putting on decent clothes
- Wearing clean clothes
- Wearing ironed clothes that are not torn
c) Care for clothes
- washing clothes
- mending torn clothes
- ironing clothes
- a.
(a) milk (b) mangoes
(c) beans (d) sweet potatoes

- b. Ugali, githeri, rice, chapatti, beans (Accept any healthy foods)
6. (i) Eating a variety in diet
(ii) Serving enough food
(iii) Taking meals at the right time
7. (i) racing (ii) playing ball
(iii) jogging (iv) skating
8. a) Not to accept the request then inform his parents or guardians
- b. (i) Not talking to strangers
(ii) Dressing decently
(iii) Not accepting gifts from strangers
(iv) Avoid walking or playing in deserted places
9. (i) Comfort (ii) size
(iii) Colour (iv) shape
(v) price
10. (i) To look presentable
(ii) To feel comfortable
11. a) Canvas shoes
b) Gumboots or plastic shoes
c) Leather shoes / Canvas shoes
d) Canvas shoes / Leather shoes

Time management

Practice Exercise 1

- It is the act of planning time effectively and controlling how much time to spend on different activities.
- Waking up on time and taking short time for morning preparation.
- Accept any sensible answers
- (i) It makes us self disciplined
(ii) Helps one to be focused and set up priorities.
(iii) It helps us to get time to rest

Practice Exercise 2

- a.
b.
c.
d.
e.
- (i) Planning the activities that you will do in a day
(ii) Not spending too much time

watching television or using the Internet.

- (iii) Have a list of important tasks, that should be completed in a day and prioritize them

Practice Exercise 3

- a) swimming
b) playing a guitar
c) drawing
d) reading a story book
- a) - playing the ball
- reading storybooks
- debating
- telling stories
- acting
b) - swimming - riding bicycle
- racing - painting

Accept other correct answers

- a) Set alarm before sleeping to avoid waking up late.
b) (i) Missed deadlines
(ii) Lack of time to relax
(iii) One is unable to achieve their goals
- Accept any sensible answer.

End of Sub strand Assessment

- Planning effectively and controlling how much time to spend on different activities
- a. (i) She will end up missing the bus and she will be late for school.
(ii) It will encourage her to be lazy
b. (i) To have a time plan
(ii) Follow her morning alarm faithfully to avoid waking up late.
- (i) Reduces stress caused by time wastage
(ii) Makes us self-disciplined
(iii) Helps us to be focused and set up priorities
- (i) Uncontrolled use of media
(ii) Poor planning bringing about disorganization
(iii) Gossiping

5. a. Shirleen
b. - playing - dancing
- swimming
6. Accept any correct answer.

Surfaces found in the home

Practice Exercise 1

1. (i) Cement (ii) glass
(iii) wood (iv) tiles
2. Paper
3. Wooden
4. (i) desks (ii) tables
(iii) chairs

Practice Exercise 2

1. a) hand sprayer / spray bottle
b) a piece of cloth
c) dust pan
d) broom
2. a) for removing dust from surfaces
b) for mopping the floor
c) for sweeping the floor
d) for collecting rubbish
3. a. (i) twigs
(ii) reeds
(iii) dry grass
b. (i) Collect long dry grass that can fit in your hand
(ii) Tie them tightly with a string where you will have a handle.
(iii) Trim the lower edge of the broom to make it even
4. a) A mop
b) To cut the cloth into strips
5. b, c, a

Practice Exercise 2

1. To make the window shiny and clear by giving a streak-free finish
2. (i) Use gloves and goggles to protect her hands and eyes.
(ii) Not to use sharp objects on the glass windows.
3. (i) Remove all the contents from the desk

(ii) Wipe the desk using a clean dry cloth
(iii) Wipe the desk using a cloth wrung out of warm soapy water. Wipe in sections to ensure the whole surface is cleaned. Open the desk and do the same to its inside.

- (v) Rinse the desk thoroughly using a clean cloth wrung from clean cold water.
- (vi) Dry the desk with a clean dry cloth
4. (i) Scrub the floor using warm soapy water and a scrubbing brush.
(ii) Rinse the floor using a clean mop wrung out from clean cold water.
(iii) Rinse the floor again with a mop wrung out of clean cold water to freshen the cemented floor.
(iv) Dry the floor using a clean dry mop.
5. a. a tiled floor
b. (i) mop
(ii) mop bucket
(iii) water
(iv) soap
c. (i) Avoid using harsh detergents and materials that are harmful to your skin,
(ii) Ensure soapy water does not get into your eyes
(iii) Avoid playing on wet floors

End of Sub strand Assessment

1. a) glass b) tiled
c) wooden d) cemented
2. a. (i) a plastic bottle
(ii) plastic bottle top which can fit on the bottle.
(iii) a knife
b. (i) Take the plastic bottle top and make small holes on it.
(ii) Put water in the plastic bottle and cover it with the bottle top.
(iii) Press the sides of the bottle to sparkle water.
c. (i) an old piece of cloth
(ii) a cow whisk
(iii) feathers

3. a. (a) bucket (b) dust pan
(c) broom (d) mop
(e) long broom (f) dust bin
4. (i) A clean home is free from pests and diseases
(ii) A clean home is comfortable to live in
5. a) jerrycan
b) an old bucket, a carton box
c) twigs, reeds, dry grass.
d) old pieces of nylon sack, dry maize cob
e) Old pieces of cloth, a wooden pole.
f) a cow whisk, an old piece of cloth, feathers.
6. In order to freshen them.
7. a) Wash the basins in warm soapy water and dry them in the shade.
b) Clean and rinse mops and dry them in the sun before storing them in a dry place.

Common Communicable Diseases

Practice Exercise 1

- They are diseases that can be easily transmitted or spread from one person to another.
- B) Headache
- (i) Fever
(ii) watery eyes
(iii) loss of appetite
(iv) headache
- 9 months
- Measles
- Measles
(i) Avoid sharing personal items
(ii) Observing proper personal hygiene
Chicken pox
(i) Immunization
(ii) Do not share personal items

Practice Exercise 2

- a) ringworm b) scabies
- (i) skin (ii) scalp
- a) comb b) handkerchief
c) socks d) towel
- (i) Avoid direct contact with an infected person
(ii) Observe personal hygiene
(iii) Sterilize shaving machines
- a) True b) True
c) False d) True

Practice Exercise 3

- a) mosquito b) malaria
- Malaria
- (i) Draining stagnant water.
(ii) Clearing bushes around the home
(iii) Using mosquito repellents to keep away mosquitoes
(iv) Sleeping under a treated mosquito net.

Practice Exercise 4

- (i) Colds
(ii) Coughs
(iii) Covid-19
(iv) Pneumonia
- a. mask
b. Covid-19
c. (i) Maintaining personal hygiene
(ii) Keeping a safe distance from one another. Avoiding being in crowded places
(iii) Staying away from smokers
- (i) Fever
(ii) Sore throat
(iii) Cough
(iv) Pain in the chest
- Coughs

End of Sub strand Assessment

- Diseases that can be easily be spread or transmitted from one person to another.
- Malaria
 - The mosquito net prevents mosquito from getting into contact with Peter and biting him
 - cough
 - scabies
 - ringworms
 - colds

Types of communicable diseases	Examples
1. Skin disease	a) scabies b) ringworms
2. Immunisable disease	a) measles b) Chicken pox
3. Respiratory disease	a) colds b) coughs
4. Diseases transmitted through diseases	a) Malaria b) Sleeping sickness

- Rashes all over the body
 - Watery eyes
 - The body feels hot
 - Coughing and runny nose
 - Avoid sharing personal items
- Ringworms
- 9 months
-

Disease	Signs and Symptoms	Prevention
Corona virus	<ol style="list-style-type: none"> Fever Dry cough Tiredness Difficulty in breathing 	<ol style="list-style-type: none"> Wearing a mask Washing hands Avoid crowded places Getting vaccinated against covid-19

UNIT 2.0 – CONSUMER EDUCATION

Advertisement

Practice Exercise 1

- An announcement or a notice that is geared towards promoting a product or service or a job.
- Soaps
 - Food
 - Books
 - Clothes
- It creates awareness of the products to the consumer.
 - Helps consumers to make a choice in regard to prices.
 - informs the consumer where to get the products
- radio
 - poster
 - television
 - newspapers
 - billboards
 - magazines
- Word of mouth
- False
 - True
 - True
 - True
- It should be attractive
 - Be short and convincing
 - It should have prices of products indicated
 - Should have location of where to find the products

Practice Exercise 2

- It is buying the right product or service at the right and price.
- Saves money
 - Reduces wastage
 - Helps to avoid impulse buying
- The date when a product is no longer safe for human consumption because its shelf life is over.
 - 16th.Jan. 2024
 - To avoid buying products that are not safe for consumption since they may be poisonous.
- When yo compare prices you are able to go for cheaper but similar products and save money.
 - A shopping list will help you not to do impulse buying.

End of Sub strand Assessment

- (i) Posters (ii) Phones
 - (i) It creates awareness of the products to the consumer.
(ii) It helps consumers to make a choice in regard to price
(iii) informs consumers where to get the products
- a) billboard b) poster
- Accept a well made poster of land selling company advertisement.
- (i) They create awareness of the products to the consumer.
(ii) Informs consumer where to get the products.
- (i) shop (ii) kiosk
(iii) Supermarket (iv) General grocer
- (i) Location where to find them
(ii) It should have prices indicated
- (i) Compare the product with other similar
(ii) Consult those who have used the product before.
(iii) Make the right judgment from the Advertisement.
- Take the balance to his mother.

UNIT 3.0 – FOOD AND NUTRITION

Food Nutrients

Practice Exercise 1

- Substances we get from food for nourishment and growth.
- Macro-nutrients are needed in our bodies in large quantities while micro-nutrients are needed in our bodies in small quantities.
- (i) a) milk b) bread
c) peanuts d) Spinach
e) carrots f) meat
(ii) a, b, c, f
- Macronutrients
- a) They give us energy to work and play

- They repair worn out tissues in our bodies.
- They provide us with energy which keep our bodies warm.

Practice Exercise 2

- Small
- Vitamins
- minerals
- a) Eggs, coffee, cassava, banana.
b) Rice, beef stew, cabbage
c) Chapati, beans, Spinach.
- Accept other correct healthy foods

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

- (i) They help the body to function properly
(ii) They protect us against diseases
(iii) They make our teeth and bones strong

Assessment

- a) Any substance we eat and drink to sustain life and for proper growth.
b) Substances we get from food for nourishment and growth.
- Micronutrients are nutrients needed in our bodies in small quantities while macronutrients are nutrients needed in our bodies in big quantities.
- (i) Milk
(ii) eggs
(iii) fish
(iv) beans
(v) greengrams
- a) rice b. chapati c. bread
b) carbohydrates
c) cassava, wheat, maize

5. Melissa
6. (i) They protect us against diseases
(ii) They help the body to function well
7. a) They repair worn out tissues in our bodies
b) They give us energy to work and play.
c) They provide us with energy which keep our bodies warm.

Nutritional Deficiencies and Disorders

Practice Exercise 1

1. Disorders which occur when the body is not getting enough nutrients.
2. a. (a) Kwashiorkor b. Marasmus
b. (a) Lack of enough proteins in the diet
(b) Lack of enough nutrients in the body.
3. a. rickets
b. Lack of calcium, vitamin D and phosphorus.
c. (i) Eating foods rich in calcium, vitamin D and phosphorus.
4. (i) Fruits
(ii) Vegetables
5. C) Dry and brownish skin
6. (i) Body weakness
(ii) Swollen, spongy and purplish gums that are prone to bleeding easily
(iii) Dry and brownish skin
(iv) Dry hair that breaks off close to the skin
7. a) goiter
b) (i) Difficulty in swallowing
(ii) Tight feeling at the neck.
(iii) Dizziness.

8.

Cause	Signs and symptoms	Prevention
i. Excessive unhealthy diet	i. Excessive body weight	i. Exercising regularly
ii. Failure to exercise	ii. Too much sweating	ii. Avoiding eating foods with high fat
iii. General factors	iii. Shortness of breath	iii. Eating healthy
	iv. General tiredness	iv. Having enough sleep

Assessment

1.

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

2. a. Rickets
b. The child has bow legs
c. (i) Weakness in bones
(ii) Knock knees
3. a. Night blindness
b. (i) milk
(ii) eggs
(iii) paw paw
(iv) bananas
(v) carrots
4. (i) mangoes
(ii) green leafy vegetables
(iii) oranges
(iv) cabbage

Food preservation

Practice Exercise 1

- (a) a. rice
b. maize
c. millet
d. wheat
(b) Cereals
Accept other correct answers
- Beans, peas, green grams.
- (i) rice - carbohydrates
(ii) green grams - proteins
(iii) wheat - carbohydrates
(iv) barley - carbohydrates
(v) beans - proteins
(vi) peas - proteins
(vii) millet - carbohydrates
- (i) To avoid wastage
(ii) To keep them for future use
(iii) To maintain their nutritional value

Practice Exercise 2

- a. i use of wood ash
ii sun drying
b. i) Use of chemicals
ii) Use of hermetic bags
- (i) Some chemicals may be poisonous.
(ii) Chemicals are expensive to buy
- Silo
Hermetic bag
Granary
- a. True b. False
c. True d. True

Assessment

- a. granary
b. (i) It should be well ventilated
(ii) It should be easy to clean
(iii) Easy to load and offload
(iv) raised from the ground
-

Pulses	Cereals
Beans	wheat
Peanuts	maize
Peas	rice
Greengrams	sorghum

- cereals - carbohydrates
pulses - proteins
- (i) To avoid wastage
(ii) To maintain their nutritional value
- a. sun drying
b. (i) Use of chemicals
(ii) Use of wood ash
- (i) Spread the beans on a flat open place using a rake.
(ii) Turn them a time and again using a rake.
(iii) Thresh and leave them to dry again.
(iv) Winnow or sieve to remove the chaff.
(v) Preserve them in hermetic bags.
Close the bags tightly to prevent entry of air and moisture.
- a) Winnowing basket
b) It is used for winnowing
- If cereals and pulses are not well dried before storage, they can develop aflatoxin.
- (i) Check silos for pre-existing insect infestation prior to filling with pulses.
(ii) Clean headers, chaser bins, augers and trucks before harvest.
(iii) Use structural treatment to control any insects remaining in empty stores.

Kitchen tools and equipments

Practice Exercise 1

- a) jug b) basin
c) bowl d) sieve
e) chopping board
- a - plastic b - aluminium
c - melamine d - plastic
e - wood f - aluminium
- a. For drying after cleaning them
b. For crushing ingredients like ginger and garlic
c. To place material for cutting.
d. For shallow frying foods like eggs and pancakes.
- (i) Sufuria
(ii) Lid

Practice Exercise 2

- (i) Wood ash is used as soap and also for scrubbing aluminium utensils.
 - Sponge
 - Charcoal
 - Soap
 - Wood ash

(ii) Charcoal is used to scrub of dirt from metallic utensils
- Direct sunlight will make their colour fade and make them break easily.
 - Wood will absorb water and with time rot or get damaged
 - Wood ash if not sieved will have particles of sticks and soil which will be harsh to utensils.
 - They will absorb oil and liquids from the cooked food and get damaged.
- Remove food from the plate and put them in a dustbin
 - Use a soft sponge and soap to clean the plate.
 - Rinse the plate in warm water.
 - Place the plate on a rack so that the drip can dry
 - Store the place in a clean, dry and well aerated place.
- Aluminium pans
Aluminium sufurias
- Soak the melamine bowl in warm water.
 - Use a soft sponge and soap to clean the bowl.
 - Rinse the bowl in warm water.
 - Air dry the bowl on a drying sack
 - Store the bowl in a clean, dry and well aerated area.
 - Hold the ceramic bowl firmly to avoid falls.
 - Do not dip the bowl in hot water.

Assessment

- jug
 - pan
 - cooking pot
 - cup

- bowl
- plate

Assess the learner's answers

- plastic
 - wood
 - melamine
 - aluminium
- warm soapy water
 - nylon scouring pad
 - cold water for rinsing
 - Remove any food remains from the cooking stick
 - Clean in warm soapy water by scrubbing along the grain using the nylon scouring pad.
 - Rinse thoroughly in warm water to remove all soap and dirt. Give a final rinse in cold water.
 - Place the cooking stick on a rack to dry.
 - Store in a dry place.
- Sisal fibre / nylon scouring pad.
 - Wood ash
 - Crushed charcoal / Maize cob
- The plastic kitchen equipment will lose colour with time and break easily.
 - To put the equipment in the shade.
- Wool will absorb water and get damaged.
 - The steel wool will scratch and damage the plastic kitchen equipment

Cooking foods

Practice Exercise 1

- A method of cooking food with their own fats or oil.
- They are high in fat content making it unnecessary to add fat or oil to them when cooking.
- chicken
 - pork
 - termites
 - beef
- d, f, e, g, b, h, a, c
- It is because no extra oil is used.

Assessment

- (i) joining stitches
(ii) embroidery stitches
(iii) neatening stitches
- a) Protecting the finger when sewing.
b) Used to make temporary markings on cloth or garments
c) Holding fabrics when cutting or sewing.
d) Measuring different lengths.
e) Cutting pieces of fabric and thread.
- a) To become or to cause the threads in cloth or fabric to become slightly separated, forming loose threads at the edge.
b) (i) hemming stitch
(ii) loop stitch
- a) stem stitch
b) satin stitch
c) chain stitch
- a) By the use of a double stitch.
b) So that the thread does not come out and destroy the stitch.

Repair and maintenance of clothes

Practice Exercise 1

- a
- a) grey thread
b) (i) cost of repair
(ii) Initial type of stitch used.
- (i) Get a safe working space
(ii) Use thimble when sewing
(iii) Keep a safe distance from your friends
(iv) Keep needles and pins in a pin cushion
- At the edge of garments which have been folded over and sewn.
- d,e,f,a,b,c
- (i) To prolong the life and usefulness of clothes.
(ii) It gives clothes and the wearer a good appearance.

- (iii) To save money that could have been used to buy new clothes.

Assessment

- a) back stitch
b) hemming stitch
- c) The time required to repair
- a) (i) thread
(ii) needle
(iii) thimble
(iv) pin cushion
(v) a pair of scissors
b) (i) To prolong life and usefulness of clothes.
(ii) It gives clothes and the wearer a good appearance
(iii) To save money that could have been used to buy new clothes.
- So that the colour of the thread matches that of the fabric.
- a) to cut thread
b) for making the stitches
c) for inserting the thread in the fabric

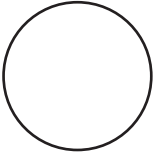
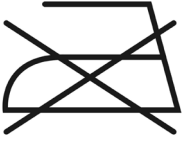
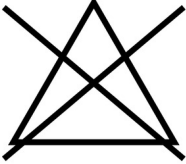
Laundry work

Practice Exercise 1

- i) To remove creases.
ii) To remove dirt and stains.
iii) To make garments look presentable.
iv) To remove bad smell from clothes.
- Natural textile fiber comes from plants and animals while synthetic textile fibres are man-made fibers.
- a. acrylic
b. wool
- sheep
- a) i) Sweater
ii) Shirt
iii) Track suit
iv) Sports jersey
b) (a) Wool / acrylic
(b) Cotton
(c) Polyester
(d) Polyester

Practice Exercise 2

- They are symbols that guide us on how to take care of our clothes.
- acrylic
 - Not to bleach it
 - Machine wash it in cold water.
 - Iron in low heat
 - To dry it flat
- Iron low heat
 - Machine wash 60 degrees temperature(hot wash)
 - do not dry clean.
 - Bleach
-

a)		Dry clean
b)		Do not iron
c)		Do not bleach



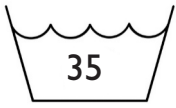
Practice Exercise 3

- The dye from loose coloured clothes would go into the white cotton shirt.
- To prevent the shirt from wrinkling.
 - to brighten it. Sunlight also acts as a bleaching agent.
 - To remove creases.
 - To remove the smell left after ironing them.
- two basins
 - warm water.
 - cold water
 - soap
 - lemon juice
 - pegs
 - iron box
 - iron board
- keep them in an enclosed place after rinsing and drying them.
 - rinse the basin and let it dry in the shade
 - Put it in a dry can and keep it in a dry place.

Assessment

- Wool, silk
 - cotton, linen
- To remove creases
 - To remove dirt and stains
 - To make garments neat
- polyester
 - acrylic
- Use warm iron
 - Use bleach
 - Machine wash cold
 - Do not bleach

5.

a)		Dry flat
b)		Use a hot iron
c)		Wash at or below 35°C

- Check whether the shirt needs mending,
 - Put cold water in a basin
 - Completely immerse the shirt in cold water and soak for about 15 minutes to loosen the dirt.
 - Wring the shirt from the soaking water.
 - Wash in soapy water using friction method.
 - Rinse the shirt in water as many times as possible to remove soap and dirty water.
 - Rinse the last time in cold water. Wring out excess water.
 - Turn the shirt on the wrong side before hanging.
 - Dry the shirt on a clothes line in the sun. Secure with pegs.
 - Use hot iron to iron the shirt when it is still damp.

- xi) Air the shirt after ironing.
 xii) Fold the shirt and store in a clean dry place.
7. They will fade or loose colour.
 8. To remove the smell that is left on ironed clothes.
 9.
 - i) pegs
 - ii) a white cotton shirt
 - iii) two basins
 - iv) hot water.
 - v) cold water
 - vi) soap
 - vii) water
 - viii) iron box
 - ix) ironing board.

Model Test Paper 1

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

29. B
30. A

Model Test Paper 2

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

ART AND CRAFT

1.0 PICTURE MAKING

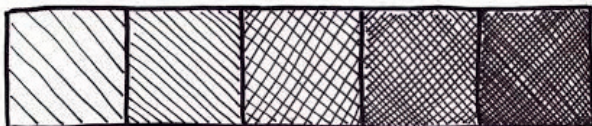
Practice Exercise 1

- a) Apples
b) Smudge
- a) Paper / drawing book, pencil eraser, sharpener.
- How the objects are arranged
- (i) line
(ii) texture
(iii) value
(iv) form
(v) shape
(vi) colour
- Considering the direction of light and shading.
-

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

- Repetition of lines, shapes, textures or values.
- Shading using different types of lines, shapes, textures or values.
- Assess correct drawings.

Practice Exercise 2



-
- The bright side is source of light.
- Assess correct drawings.
- Assess correct drawings.
- Assess correct drawings.

Crayon etching

Practice Exercise 1

- a) Honey comb
b) Candles
- a) beeswax
b) carnauba wax
c) Parrafin wax
- a) Paw paw leaf stalk
b) rolled up paper.
c)Thin Tubes
- Take care when using needles, pins or knives to prevent injuries.
- To avoid direct contact with the heat.
- By re-using the poorly disposed tubes and papers to make moulds.

Pictorial composition

Practice Exercise 2

- a) Black Indian inks, toothpicks, wax crayons, brush.
b) (i) Ink - to be applied over the surface
(ii) Brush - Drawing, outline the forms
(iv) Crayons - Rubbing on the paper
- a) Crayon etching
b) Scratching to make deeper grooves
c) Crayons, ink(black indian), paper, etching tool.
- b, a, d, c
- Assess correct drawings.

Painting

Practice Exercise 1

- Art of applying colour on a surface to create pictorial composition or for decoration.
- Circular diagram divided into sections showing how colours relate to each other.

3. a) Colour wheel
b) Yellow, Red, Blue
c) Primary colours
4. (i) a) Green
b) Orange
c) Purple
(ii) Mixing two primary colours at equal proportions.
5. Colours created when primary and secondary colours are mixed at equal portions.
6. a) Purple
b) Yellow
c) Yellow
d) Red green
e) Orange
f) Red
g) Yellow purple



7.

Collage

Practice Exercise 1

1. a) beads
b) Paper Cut outs
c) Leaves
d) wood
2. Stones, pebbles, grass, feathers, plastics, buttons, sticks, shells, strings
3. Weight of the material to be stuck
4. a) Agriculture
b) Animals, Carts, huts, stones
c) Sticks, pebble
5. A piece of artwork that main theme is showing the land and natural

environment such as tress, rivers.

6. As an experiment to see which arrangement when stuck will give the most ink, testing final artwork.

2.0 INDIGENOUS KENYAN CRAFTS WEAVING

Practice Exercise 1

1. a) basket, Mat
b) Weaving
c) plain weaving and twine weaving method
d) Stripped and split fibre and threads in picture (b)
2. Threads running from top to bottom.
3. Threads running from side to side (Horizontally)
4. c, a, b.
5. Mats, baskets, trays, wall hangings.
6. To make the material (end product) firm / strong.
7. Tool or device used to hold wraps during weaving process.
8. Comp
9. Plain weaves is done by pairing one left thread over and under. One wrap thread alternatively while in twine weave two or more weft threads twist or turn around the wraps.

Leatherwork

Thonging method

Practice Exercise 1

1. a) Leather corset, Medicine bag.
b) Leather, tools for making holes, lacing or sewing needles.
c) Thonging
2. Animals skins and hides.

3. a) Mallet
b) scissor
c) ruler
d) chalk
e) Nail
f) Skiving knife
4. Nail, Thonging chisel, revolving punch.
5. Strips used to join pieces of leather.
6. Shoes hats, pencil bags, handbags, wallets, purses, car seats.
7. Re-using them by making both handbags and decorative items.
8. Beads and adhesive or thread.

Poetry

Coil Technique

Practice Exercise 1

1. a) Clay containers
b) Coiling
2. (i) Remove all impurities
(ii) Mix thoroughly by pressing it over and over again to evenly distribute moisture (kneading)
3. a) kneading
b) Coiling
4. To make them more attractive / appealing
5. By use of slip.
6. a) Incising
b) Stamping
c) Stamping
d) Embedding

Sculpture

Carving

Practice Exercise 1

1. A technique in a sculpture whereby one chops off parts of a block of material to create the derived shape.
2. Knives, axe, pange, chisel, adze and mallet.

3. a) Cooking ladder
b) Carving
c) Cooking, Stiring and Serving
4. a) Chisel
b) Mallet
c) sand paper
d) Carving knives
e) Round nose chisel
f) File
5. Be careful when handling sharp and pointed tools to avoid injury.
Don't run when carrying sharp objects
6. a) Polishing
b) Smoking
c) Texturing
d) Texturing

3.0 DESIGN MIXED MEDIA AND TECHNOLOGY

Graphic Design

Practice Exercise 1

1. 3D block letters
2. c,a,d,b,e
3. Pencils, coloured pencils, ruler, water, brushes.



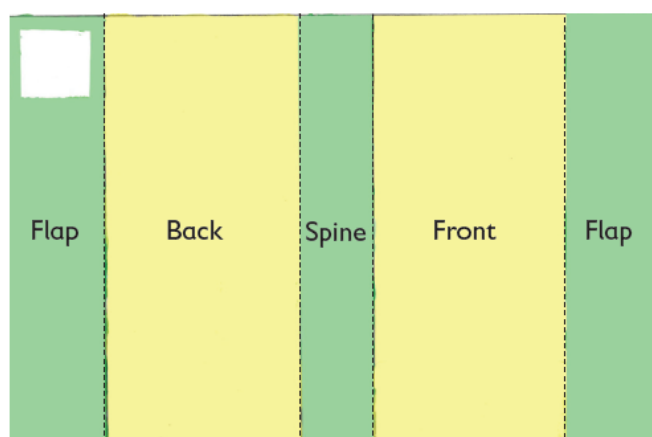
- 4.
5. Texturing, sticking objects, shading, colouring, painting, cross hatching

Book craft

Practice Exercise 1

1. Book jacket / dust jacket
2. To protect the cover and binding of the book.
3. five(5)

4. Book title, author and image of message in the book.
5. (Make a book jacket for your art book. Use appliqué technique to decorate it)
6. Applique technique
7. a) Stitching
b) gluing
- 8.



Puppetry

Marionette

Practice Exercise 1

1. a) Marionette
b) Wood, strings pieces, clothes
2. They are controlled using strings or wires.
3. Cardboards
4. Puppeteer
5. a) Aeroplane Control bar.
b) To control the marionette
6. (Why are puppet shows important to children)
7. They are cheap to construct as they are locally available materials

Photography

Practice Exercise 1

1. a) Smart phone
b) Digital camera
2. Image quality is low
3. Focus, view point, background, lighting,

framing, center of interest.

4. a) Environmental conservation
b) Gender based violence
c) Pandemics like CORONA
5. a) Worms eye view
b) Normal eye view
c) Birds eye view
6. a) To ensure high quality photographs.
b) To ensure that what is needed as the picture is balanced and within the frame.
c) To guide the viewers eye towards the main theme.

4.0 Presentation and Exhibition

Mounting artwork

Window mounting

Practice Exercise 1

1. Sticking or attaching a piece so it can be displayed
2. a) Stiff paper, luminous paper, shin paper
b) Ability of the mounting surface to make the original artwork not damaged.
Ability of the surface to add value to the artwork.
3. To preserve it, make it firm and prevent it from creasing to make it neat and attractive.
4. a) Mat mounting
b) Window mounting
5. Traditional materials for mounting
6. Mounting papers, stiff papers, manila paper, textured paper, mounting boards.
7. Materials that have been manufactured for other purposes.

8. Hessian cloth, plastic mounting boards, soft boards, hard boards, fabrics
9. Raised surface, tables, window- sills, floor, ground.
10. Glue, tape (cellotape the clear one)
11. a) Painting
b) Sculpture
c) photography, graphics, design, fashion design, fabric decoration, weaving.

Exhibition Skills

Practice Exercise 1

1. 2D artwork is only seen in two dimensions i.e length and width while 3D artwork is in 3 dimensions i.e length, width and depth.
2. Activity where people display their artworks.
3. People who come to see , criticize or buy artwork in an exhibition.
4. a) Panels, tables
b) 2D, 3D
5. For free movement
6. To prevent people / audience from getting confusion and also to give clear information on the items.
7. a) To make the art work more visible.
b) For visibility and to avoid accidents.

Assessment 1

1. B
2. C
3. B
4. A
5. Valve gradation strip
6. Three(3)
7. Still life
8. Clay

9. Stick puppet
10. Block printing
11. A
12. B

Assessment 2

1. Puppeteer
2. Overlapping of forms
3. Valve
4. Line
5. Leaves
6. So that after starching colours beneath reveal picture
7. Mixing five primary colours at equal amounts
8. Image quality
9. Weaving
10. Revolving punch, thonging chisel, nail
11. A
12. D

Assessment 3

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

Avoid shouting
 Avoid overcrowding
 Respect other singers as you sing

8. Hard work
9. Learner's own choice from their community

End of sub strand assessment

1.



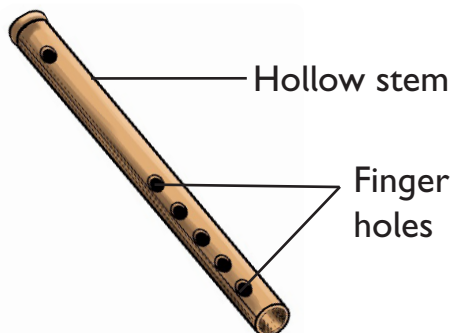
- | | |
|---|--|
| <ol style="list-style-type: none"> 2. Head Legs 3. Preserve culture Pass moral education to the community 4. Availability of space 5. Rhythm or harmony 6. Integrity, honesty 7. True | <ol style="list-style-type: none"> Body Arms |
|---|--|

C. Kenya Indigenous musical

End of sub strand assessment

1. i) a) Nzumari c) Abu
 b) Chivoti d) Abu
 ii) Nzumari - Mijikenda
 Chivoti - Mijikenda
 Abu - Luo

2. Assess learner's drawing
- 3.



4. Folk
5. Bamboo Plastics Twigs
6. Wiping
7. To last longer
 To avoid infections/ transmission of disease

8. Avoid dropping it
9. Luo, Mijikenda

D. Western musical instruments

Practice Exercise

1, 2 and 3 – practicals

End of sub strand assessment

1.

Part	Function
Head joint	To release air.
Middle joint	To generate sound when air is blown into it.
Foot joint	To play different notes by opening and covering the holes using fingers.

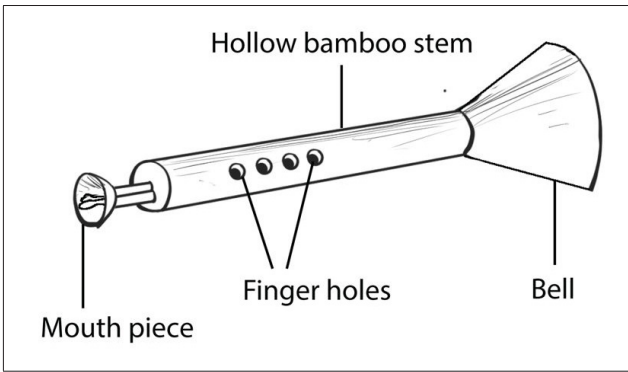
2. Left hand
3. It originated from the western countries
4. a) Upper C
 b) Upper D
5. To avoid transmission of diseases
 To last longer
 To avoid blocking the air holes
6. Can damage the instrument

E. Kenya folk dances

Practice Exercise

1. a) Soloist
 b) Dancers
 c) Instrumentalist
 d) Singers/ response group
2. Create dancing styles and pattern
 They communicate the mood of the song
 They can sing and dance at the same time
3. He/ she lead the song and the dances
4. Instrumentalist

5.



- 6. a) True
b) False
c) False
- 7. Digital cameras
Digital phones
- 8. Nzumari - blowing - isikuti
Beating - kayamba - shaking

The use of costumes, body ornaments and adornment

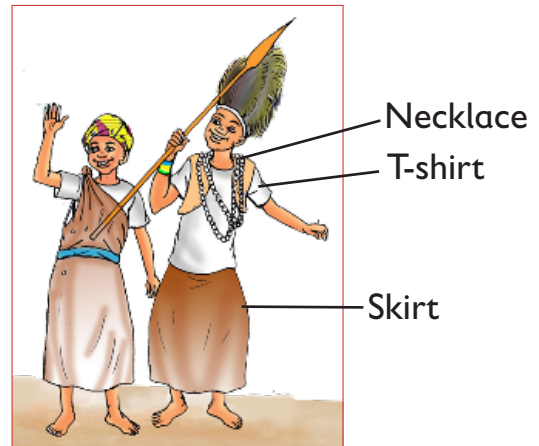
Practice Exercise

- 1. Sisal fibres
Strings/ threads
- 2. Help to establish uniformity among dancers
Enable them to move freely
Give participants composure as they dance
- 3. Costumes should be descent
- 4. These are jewelry worn by dancers when performing
- 5. Earrings - Necklaces
- 6. Keeping their costumes and ornaments in a clean place
Clean the before and after use
- 7. Decorations done on the body of the dancers
- 8. Make the dancer look beautiful

End of sub strand assessment

- 1. A traditional dance
- 2. a) lead the song and the dance
Pass the message of the song to the audience
b) Indicate the climax of the dance
Suggest the changes of the dancing style

- 3. a) spear
b)



- 4. i) a) Bead necklace
b) Layered necklace
c) Sisal bangle
d) Earrings
ii) a - neck
b - Neck
c - Wrist
d - Ears
- 5. a) Sisal skirts
Bead necklace
Shakers
b, c and d - practicals

Creating / composing music

A. Rhythm

Practice Exercise

- a) Mimi – Tate
- b) Take – ta- te
- c) Singing – taa taa
- d) Go in – ta –te

French name of notes in a rhythmic pattern

Practice Exercise





Baa baa black sheep
Taa taa tate ta-te
 Baa baa black sheep
Taa taa tate ta-te
 Have you any wool
taa ta te ta-te
 Yes sir, yes sir, three bags fool
Taa taa-tateta-te Taa taa-tateta-te
 One for the master, one for the dame

Taa taa-tateta-te Taa taa-tateta-te
 One for the little boy who lives down the lane
Taa taa-tateta-te Taa taa-tateta-te

End of sub strand assessment

1. a) semibreve
 b) crotchet
 c) quaver
 d) minim
2. A and b – practicals
3. 8
4. Minim

5. 
- 6.

Symbol	Name
	Semibreve
	Minim
	Crotchet
	Quaver

7. Assess learner's work

B. Melody

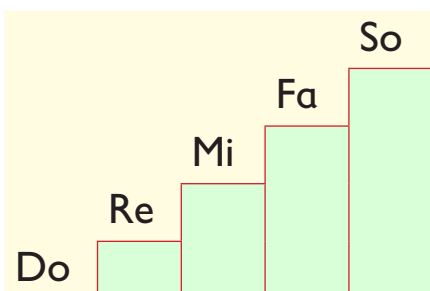
Practice Exercise

1 and 2 - Assess the learner's singing

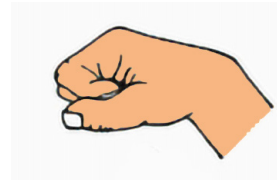
Hand signs for d r m f s

Practice Exercise

1. Assess the learner's singing
2. so
3. Assess the learner's singing
- 4.



5.



a) fa



b) re

Creating short melodies using sol-fe syllables

Practice Exercise

Assess the learner's work

End of sub strand assessment

1. Mi, la
2. Assess the learner's singing
3. Assess the learner's singing
4. a) Do b) Ti c) La d) Sol
5. We can create melodies by putting together rhythm and different pitches. Melodies may end and different pitches dd, rd, md because it makes the tune sound complete e.g. m r d m f m r d d
6. Assess the learner's melodies

Listening, responding and appreciation

C. Elements of music

Practice Exercise

1. Guide the learner
2. a) Dynamics – it's the tune of the song/ music
 b) Tempo - the speed of the music
 c) Rhythm – the regular pattern of beats in a song
 d) Structure – the organization of a song

Sing songs in AB structure

Practice Exercise

1. Blessings from Savior above
2. Assess learner's work

End of sub strand assessment

- Melody - Tempo - Structure
Dynamics - Rhythm
- Dynamics
- Tempo
- Melody
- A song consists of two or three verses that alternate with a chorus

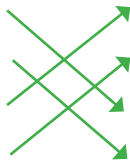
MODEL TEST PAPERS

MODEL TEST PAPER 1

- B
- D
- B
- C
-



- C, A, B
- D
- B
- C
- A
- C
-



French rhythm
taa
taa-aa-aa-aa
taa-aa
ta-te

French rhythm name
Semi-breve
Quaver
Crotchet
Minim

- A
- D

MODEL TEST PAPER 2

- A
- D
- A
- B
- A

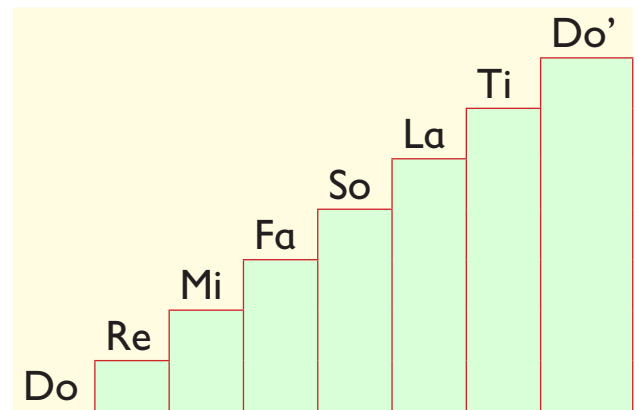
6.

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

- C
- A
- Costumes
- Communities
- Adornment
- D
- A
-

Symbol	Name
	Semibreve
	Minim
	Crotchet

15.



16. True

Physical Health Education

1.0 ATHLETICS

Medium Start in Spirits

Practice Exercise

Page 425

1. a) The head is placed in the line with the body and eyes focused ahead
b) arms, shoulder width apart
c) Fingers well spread behind the starting line with thumbs and index fingers placed parallel to the line.
2. 100m/100 hurdles
3. (i) **'on your mark'**
 - In a crouch position behind the starting line
 - Place the legs in a way that the knee of the back leg is opposite the front foot.
 - Arm place shoulder width apart with fingers well spread behind the starting line with thumbs and index fingers placed parallel to the line
 - Place the head in line with the body and eyes focused ahead
- (ii) **'Set'**
 - Raise hips slightly higher than your shoulder
 - Both legs slightly bent
- (iii) **'Go'**
 - Push hard against the ground for forward kick off.
 - Swing your arms hard to gain speed
4. He began the race on the command "set"
Exchange the lane (failed to maintain his lane)
5. a) Eyes focused on the ground ahead of you
b) Place arms straight shoulders width apart
c) Place your legs in a crouch position behind the starting line.
d) Spread your fingers well behind the line with thumbs and index finger parallel to the line.

6. a) **On your Mark**
 - Be on a crouch position behind the starting line
 - Arm placed straight shoulder width apart
 - Fingers well spread behind the starting line with thumbs and index fingers placed parallel to the line
 - Eyes focused on ground ahead of you
- b) **Set**
 - Get into ready position with the body
 - Raise hips above the shoulders with the rear knee slightly straight
- c) **Go**
 - Lean slightly facing forward
 - Push the knee of the rear leg forward
 - Swing your arms hard to gain speed
7.
 - Ensure there is enough space
 - Be in PHE kit/attire
 - Stick to your lane
 - Follow the command properly
 - Ensure the lanes are free from dangerous objects that may cause injury.
8.
 - improve speed
 - eliminate life lifestyle diseases
 - helps one become more flexible
 - improve blood circulation in the body
 - strengthen the body

Run Through Finish Technique

Practice Exercise

Page 425

1. 1,2,3 (practical exercise. Learners to assess themselves)
4. When an athlete can't keep consideration of the finish line.
5. Keep to your lane
Wear PHE attire
Ensure proper warm up
6. Maintain spirit of the game
Creates confidence
7. Run through technique
8. end
9. foot

Relay Baton – Improvisation

Practice Exercise Page 426

1. Sticks
Piece of clothe
2. 2 and 3 (practical)
3. Use sharp took carefully
Avoid overcrowding
Work from a clean environment
4. To reduce the cost of buying
Is a way of keeping our environment clean
To have a variety of play items
5. A compost pit
6. Sticks/wood
Plastics
Old newspaper

Visual Baton Exchange

Practice Exercise Page 426

1. It is a method of baton exchange where the receiver watches and waits for the runner with the baton.
2. The palm of his or her hand.
3. a) False b) False
c) False d) True
4. Ensure proper warm up
Wear correct PHE kit
Avoid throwing the stick at each other
5. Exchange zone
- 6.



Hurdles

Practice Exercise Page 427

1. It lighten the work
Reduces the chances of overburdening one player/individual
Helps develop social skills

2. Agility
Reaction time
Balance
3. Pieces of wood
Plastics
Thread/ strings
4. Wear proper PHE attire
Do enough warm up
Stick to your lane
Ensure enough space

2.0 FIELD EVENTS

Long Jump

Practice Exercise Page 427

1. Sand pit
Plastacine
Distance marker
Tape measure
2. 2, 3 and 4 (practical. Check on correct measurements on long jump facility)
5. Sand
Sawdust
6. Landing pit
Take off pit
Runway
7. Use sharp and cutting equipment carefully
Wear protective gears
Clean the working area after finishing
8. A. False
B. True
C. False
D. False

Long Jump Technique

Practice Exercise Page 428

1. a) Take a short spirit by running straight on toes high knee lifting.
b) Land on the heel of your foot.
c) Push your body forward to avoid falling back
d) Continue the direction of the jump and walk out of the landing pit

2. Observe safety
3. Tape measure
4. a) Take a short spirit by running straight on toes high knee lifting.
b) Land on the heel of your foot.
5. Quick long strides
6. Land on both feet on the heel of the feet

Standing Discus

Practice Exercise page 428

1. Smooth stones
Thick pieces of plastic
Wooden blocks
A metallic rim
2. 3 and 4 (practical)
4. To make more play items available
It is cheap/ cost effective
5. Ensure enough space while improvising.
Take care while using sharp cutting tools.
Clean the working area after you have done.
6. Dispose
6. 7, 8 and 9(Practical)

3.0 ROPE WORK

Practice Exercise Page 429

1. Assess learner's work
2. Always use correct rope length
Avoid knocking each other while skipping
Land using the balls of the feet
3. Jump with your feet in straddle position
Land with right leg crossed in front of the left leg
Jump and land with left leg crossed in front of the right leg
4. Assess learner's performance
5. Assess learner's performance
6. Assess learner's performance
7. Assess learner's performance

Practice Exercise Page 429

1. Assess learner's performance

2. Choose appropriate rope length
Use correct skipping technique
Ensure the skipping area is smooth and free from any obstacles to avoid injuries
3. This is jumping with the feet apart and landing with the feet crossing each other.
4. Assess learner's performance
5. Assess learner's performance
6. Assess learner's performance
7. Assess learner's performance

4.0 SOFTBALL

Practice Exercise Page 430

1. a) Bat
Fielding gloves
Battle gloves
A softball
Catcher's mitts
b) Nine

Fielding Gloves	Catchers Mitt
They have separate finger pockets which make them flexible	They have no finger pockets
They have no webbing which allows smooth throwing of a ball	They have closed webbing which helps in quick catching of the moving ball

3. Corners
4. Draw a soft ball



5. First base
Second base
Third base
Short stop
6. Give good throws
Make good decision
First at catching a passing ball

7. Wear correct PHE attire
Do proper warm up before an activity
Wear protective gear e.g. fielding gloves
8. Passes the ball to other players
Receives throws from other fielders
Catches close balls and throws them to other in fielders
9. They are positioned at the right, left and centre of the field.
10. Throws the ball to the baseman.
They provide defense by catching balls that fly out into the infield

Practice Exercise Page 430

1. a) Is the stance that is taken by a player just before throwing the ball to the other players.
b) Is a position of a fielder should take as they wait for the ball to be pitched.
2. a) The feet should be positioned in shoulder width apart with the heels closer to each other.
b) Eyes focused on the ball.
The upper body of the catcher should be slightly bent.
Use two hands.
3. The feet should be positioned in shoulder width apart with the heels closer to each other.

Practice Exercise Page 431

1. practicals
2. Ensure you have done warm up activities.
Wear sports attire
Avoid throwing the ball directly to your teammates face.
3. Shoulder width apart
4. Courage
5. To avoid hurting your hands
6. Draw the catcher's mitts
7. Catching is a skill used by the fielding team to get hold of the ground and high balls during the softball game.
8. Catching is a skill used by the fielding team to get hold of the ground and high balls during the softball game.

9. Is a way of positioning yourself (feet arms, head awaiting to hit the softball).
10. Put fingers on the seam of the ball.
Thumbs placed right opposite the index finger forming a "C".
Slightly place fingers comfortably.
11. It helps prevent injuries.
12. Be in upright position
Hold the ball in your throwing hand facing your target.
Place the feet shoulder width apart.
Not - throwing arm is lifted to point at your target and shift your weight to the back foot
The throwing arm is lifted so that the ball is near the ear.
Release the ball at the target
- a) Is a way of positioning yourself (feet arms, head awaiting to hit the softball).

5.0 ROUNDERS

Practice Exercise Page 431

1. Assess learner's performance
2. Fielding
3. To avoid injuries
To avoid disqualification from the game
4. Is the act of knocking all the running batsman by tagging the past which they are approaching while holding the bat.

6.0 SOCCER

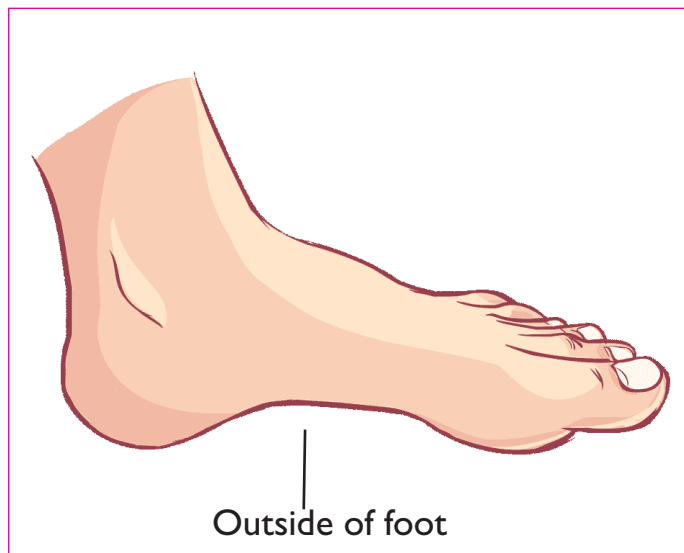
Push Pass, Wall Pass, Outside of the Foot Pass

Practice Exercise Page 432

1. Assess learner's performance
2. Assess learner's performance
3. Respect
4. A) True B) False C) True D) True
5. Push pass is a pass that uses the middle part of the inside foot to kick the ball to your teammate while wall pass is a movement where another player and spirit forward to receive the ball after the return.

6. teammate
7. At least two
8. Triangular
9. Assess learner's performance
10. Ensure proper warm up activities
Wear sports attire
Avoid overcrowding

11.



12. Outside of the foot pass is type of pass where a player uses the middle of the outside foot to pass the ball while push pass is a type of pass that uses the middle part of the inside foot to kick the ball to a teammate.

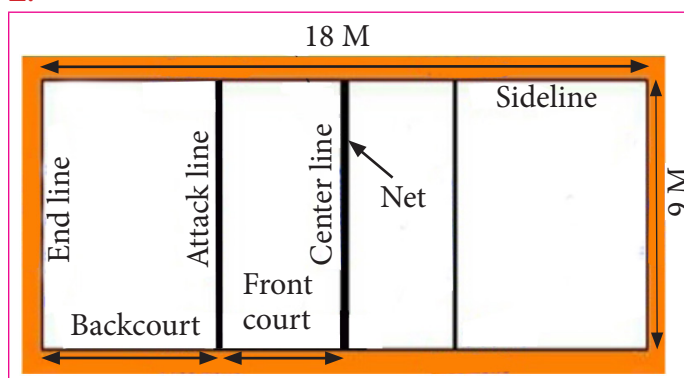
7.0 VOLLEYBALL

Facility, Equipment and Positioning

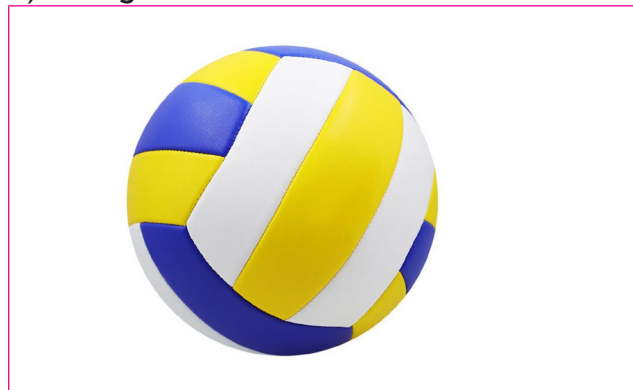
Practice Exercise

Page 433

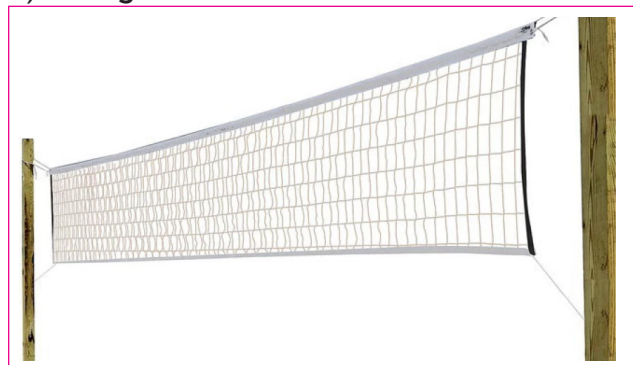
1. Two, six
- 2.



3. a) Volleyball



b) Volleyball net



4. two
5. Assess the learner
6. Assess learner's equipment
7. Perform warm up activities
Avoid congesting play ground
Wear sports attire
8. Assess the learner
9. Assess learner's performance

Techniques in Volleyball

Under arm serve, the dig, the volley

Practice Exercise

Page 434

1. a) Stance: Stand comfortably with legs shoulder width apart
Bend your knee with feet ready to move
- b) Toss: First, have the volleyball in your non-dominant hand, extended out in front of you, and keep your dominant hand tucked behind your back.
2. Ensure proper warm up activities
Wear sports attire
Avoid overcrowding
3. Place your arms above the head with fingers well spread

Elbow facing outwards
Spread the fingers in the shape of the ball.

Thumbs and first finger to form a triangle shape

Keep the eyes of the incoming ball

Straighten knees and hands after coming in contact with the ball.

Follow through with the hands

4. Ensure proper warm up activities

Wear sports attire

Avoid overcrowding

5. The dig is a skill used in hand ball game to prevent the ball from hitting the ground on one's side using either one or both arms while the volley is a skill used to pass high ball and keeping it in the air by contacting it using fingers from both hands.

6. Place your arms above the head with fingers well spread

Elbow facing outwards

Spread the fingers in the shape of the ball.

Thumbs and first finger to form a triangle shape

Keep the eyes of the incoming ball

Straighten knees and hands after coming in contact with the ball.

Follow through with the hands

7. A volley uses spread fingers but the dig uses either one or two arms to hit the ball.

8. To avoid injuries

To avoid being disqualified from a game

8.0 KABADDI GAME

Facility and Positioning of Players

Practice Exercise

Page 435

1. Seven
2. Each team consists of seven players, with each team on opposite halves in the kabaddi field. Players are positioned at the furthest bonus line in a semi-circular manner in their own halves before the start of play.

3. Use space appropriately
Ensure field is free from any obstacles
One defender should capture a raider
Perform enough warm up
4. Is the act of a raider moving into the opponent's side shouting "Kabaddi Kabaddi"
Entry can be made either left, right or centre
Ensure you have done proper warm up
Wear sports attire
5. It is foot movement that players are allowed to use in a game of Kabaddi
6. Raiders speed
Agility
Position of the body
Style of the movement
7. Avoid kick touch
Maximum of two defenders on the raider to avoid stampede
A raider should not slap/punch but softly touch the opponent
8. a) Is a unique style of raiding in which a raider touches the defenders foot using his/her own toe and get a point.
b) Is a style where a raider uses his/her foot to touch any of the defending player in the field of play.
c) Is a style where a raider uses his/her foot to touch any of the defending player in the field of play.
9. Hands
10. In order to avoid being touched / hold restricted by the defending team before running back to his/her own half of the field
11. To initiate the play
12. The raider chants the word 'Kabaddi' as soon as he/she enters the defending zone and continues he/she comes back to their side by crossing the middle line.
13. Ensure proper warm up
Wear sports attire
14. Is a player who attempts to score a point by touching any of the defenders present in the field

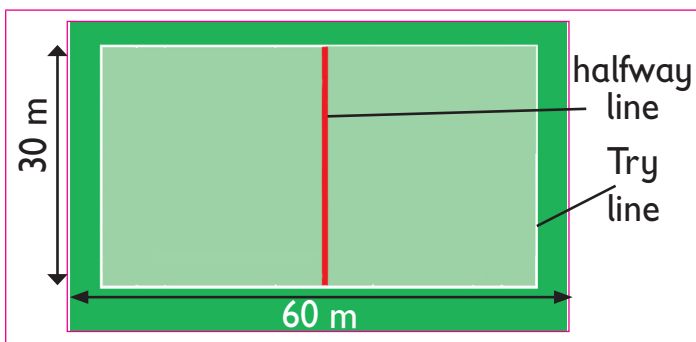
15. To score point for his/her team
16. The game is physical and therefore improves physical fitness.
17. A raider chant 'Kabaddi' 'Kabaddi' as he /she gets into opponents field
He/she tries to touch the nearest defender and runs back to his/her half of the field without being touched and restricted.

9.0 TAG RUGBY GAME

Practice Exercise

Page 436

1.



2. It is the act of passing the ball to the player right behind you or next to you.
3. Backward.
4. Both.
5. It is the only way to get a goal.
6. Hold.
7. Is the removal of a tag from a player carrying the ball.
8. two tags.
9. If all players are attacking but one of them is ahead of ball carrier, he/she will be offside if the ball is passed to him/her.
10. a try.
11. a try is scored when the ball is touched to the ground.

10.0 FRISBEE GAME

Practice Exercise

Page 437

1. Is a skill of catching in Frisbee which involves a player using both hands to catch the rim of the disc.

2. Place your arms and hands close together
Place thumbs together with the rest of the fingers forming an open claws
When Frisbee disk with is flying above shoulder, put your fingers above the Frisbee disc with the thumbs above (Lobster claws)
Keep your eyes on the disk until you catch it.
Turn your body behind the direction of the flying disk when receiving it.
3. Is a technique used to get away from defender /opponent to receive the disc.
4. To avoid collusion among cutters and markers.
5. The person who is defending the player with the disc is called the "mark." The mark's job is to "force" the thrower to throw the disc to a certain part of the field. The "force" is the part of the field that the mark, and the rest of the defense, are forcing the Frisbee to be thrown to.
6. Netball, football and basketball
7. It is a footwork movement for changing direction during a game of Frisbee.
8. Netball and basketball
9. Stand stationary on one foot on the ground and step with the other foot.
Rotate on the toes of the foot of grounded foot to widen the throwing range of motion.
Pivoting foot should be opposite to the throwing arm
10. B - Breath
E - Explain
C - Consider
A - Ask
L - Listen- to what others say
M - Make a call
11. It boosts trust among players.
Creates respect between players and members of other teams

12. B - Breath - don't react right away
 E - Explain - What you think happened
 C - Consider - what others think
 A - Ask - Others for advice
 L - Listen - to what others say
 M - Make a call - loudly and clearly and had signals

11.0 SWIMMING

Practice Exercise Page 438

1. Is a swimming style where arms are pushed forward and backward in a circular movement while legs are tucked in towards the body then kicked out sideways and backwards
2. a) Place legs straight and together
 Bend knees to bring heels together for 'frog kick'
 Kick backwards in a circular motion
 Bring back together to a starting position
- b) Place arms out with palm facing downwards
 Move arms backwards then inwards and upwards to sweep backwards against the water.
3. Lying flat on water facing down
 Keeping the body in line with the water surface
4. a) Lie flat on water with eyes facing upwards
 Keep the body in line with the water surface
- b) Straighten the arms in line with the shoulder
 Turn the hands with the palm facing outwards
 Sweep arms through the water in a semi-circle
- c) Stretch out legs
 Kick from the hip so that the whole leg performs the kick
 Bend knees slightly then straighten it as the legs kicks upwards

Create small splash with the toes to break the water surface

Repeat the process with the other leg

5. Ensure there is skilled adult around the pool
 Avoid chewing while practicing
 Wear swimming costumes
6. a) Lying flat on your side with the legs extended out.
 Head should be aligned with the spine with half of the face in water.
- b) Bend your lower arm at the elbow and push it back against the water
 Make a sweep until your hand reaches in front of your chest.
 Bend your upper arm forward until your hand is above your other hand with palm facing each other.
 Extend your lower arm to the front while your upper arm pushes against the water
 Leg movement
 Bend your upper leg and bring your knee towards your chest
 Bend your lower leg and move your foot towards your rear end
 End the legs pushing them against the water and bring them back to the first position.
 Breathe in when the lower arm pulls back and breathe out when the higher arm pushes back against the water.

12.0 GYMNASTICS

Practice Exercise Page 439

1. Is a gymnastic skill whereby a learner supports the body in a stable position by balancing on the hands
2. Lower your body to a crouching position
 Place your palms on the ground with fingers well spread
 Rest the knees on your elbows with your feet in the air

- Move into a sitting position from hand balance, slip your legs
Place your palms on the ground in front of your pelvic
Lift your chest up to make your back straight
Place both arms on the ground
Kick one leg followed by the other
Put your legs together pointing up
Work on your hands
Lower the legs slowly and return to an upright standing position
3. Ensure you have done enough warm up
Ensure you have put on the right sports attire
Ensure you have enough space
Ensure the ground is free from obstacles that may cause injuries

Practice Exercise

Page 439

1. A safety skill used when someone is about to fall.
2. It is performed by shifting the weight to evenly distribute throughout the body, it is done over one shoulder rather than the hands and rolling over the head.
3. Jumping over a wall
In gymnastics arena
4. Hold arms straight upwards
Lower your arms towards the ground while raising your back leg
Place your hands on the ground as you turn your body sideways
Push off on your front leg, then bring your legs up in a V shape
Lower your leading leg as you lift the first hand you placed down off the ground.
Bring your other leg down while lifting the other hand off the ground
Land in a standing position with arms slightly upwards

5. When one needs to improve on coordination and agility
6. Cartwheel
7. Is a combination of five gymnastics skills that flows into each other
8. It is a test which measures flexibility that is used in sports to determine how flexible one's back or muscles are. To determine how one's back/muscles are.
9. Sit on the floor with the legs stretched out and knee flat on the floor
Place the soles of the feet without shoes against a flat board
Place a ruler on top of the box to record the measurement
Bend forward at the hips by using the muscles of the lower back.
Reach forward and touch your toes , then reach past your toes and place your hands on the flat attire
10. Use correct technique to perform shoulder roll
11. Ensure the playground is flat and free from sharp or dangerous objects

13.0 HEALTH AND FITNESS

Practice Exercise

Page 440

1. Is the ability to distribute weight evenly enabling the a person to carry objects or walk steadily.
2. T - balance
Heel - toe walking
Single balance
3. It helps us develop coordination which help us to read, walk, run
4. Side shuffle
Lunges
Single leg forward hop
Jump the bat
5. It enables one to change a position and direction quickly while remaining in control.

6. Doing house chores
Walking
Running
7. A. Seeing a snake on your way home
8. Assess learner's performance
9. Assess learner's performance
10. Assess learner's performance

14.0 SPORTS INJURIES

Practice Exercise Page 441

1. Is a method of carrying a conscious casualty.
2. Two
3. Place the injured person's over your shoulder.
Supports to use their legs to stand up with the injured person slowly.
The leg of the injured person should drag behind the rescuers.
Walk slowly when dragging the person.
4. A sprain is an injury to the ligament.
5. a) Rest the injured part.
Press the wound using ice cubes wrapped in a piece of cloth.
Elevate the injured part.
Apply a bandage on the injured area.
- b) Avoid touching the wound with bare hands.
Clean the wound after the bleeding has stopped.
Take the patient to a doctor for further treatment.
6. To avoid infected by germs.
In order to heal.
7. A sprain is an injury to the ligament while a strain is an injury to the muscle or tendon.
8. R - Rest the injured part.
I - Ice. Put the ice on the affected area to help reduce swelling and inflammation.
C - Compress the affected area by bandaging.
E - Elevate - Place the affected area on a raised surface to reduce swelling.

15.0 OUTDOOR ACTIVITIES

Practice Exercise Page 441

1. Assess learner's performance
2. a) Packed snacks
Sports attire
Safety gears
- c) Hide and seek game
Playing games e.g. football
Tag of war
- b) Take care of falling stones
Ensure they have carried enough drinking water
Wear shoes with threads to avoid skidding
Help us relax
Help us meet and interact with other people

Practice Exercise Page 442

1. Stones
Grasses
Sticks
2. No entry
3.
4. Shows direction taken by others
Warn on dangers ahead and where not to go
Help to approximate the location of the giving signs
5. Availability of enough materials to use
Limited knowledge of the signs

Practice Exercise Page 443

1. Group leader
Secretary
Time keeper
2. To ensure the time is not wasted in each activity or keep time

3. To make work lighter
4. Identify the talents in each member of the team and assign them duties
Influential, good communicator, Integrity

Practice Exercise Page 443

1. Is a serious disagreement or argument between two or more people.
2. Is finding solution to the conflict
3. a) Neglect of the assigned roles
Time wastage
Wastage of resources
b) Delayed decision making which could lead to time wastage
Misunderstanding among team members
Wastage of resources
c. Negotiation
Reconciliation
Meditation

Practice Exercise Page 443

1. Rice - drying
Meat – drying or salting
Vegetables - drying
2. a) Vegetables
Cereals
Tubers
Meat
Meat - drying or using the fridge
Cereals - drying
Tubers - storing in a cool dry place
Vegetables - drying
3. a) Cereals – drying
b) Milk- Use of low temperatures eg fridge
c) vegetable- some drying, some use of fridge
d) Fruits- Use of fridge
4. Ensure food last longer without going bad

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