

# CONQUEROR CBE DISTINCTION AIM

## GRADE 6 CBE COMBINED EXTENSION ACTIVITIES ANSWERS



No child left behind

### COMPETENCY BASED EDUCATION

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## Preface

The **Conqueror CBC Distinction Aim reference material** has been developed in line with the Competency-Based Curriculum (CBC) to support holistic learning and the development of essential skills among young learners at the foundational level. It integrates all the key learning areas required for Grade 5, namely: Creative Arts, Christian Religious Education (CRE), English, Social Studies, Science and Technology, Islamic Religious Education (IRE) Activities, Kiswahili and Mathematics.

It has been developed to make learning engaging, enjoyable and meaningful for young learners. It presents concepts in a simple, clear and interactive manner that encourages curiosity, exploration and creativity. Each learning area has been developed using a child-friendly approach that promotes active participation and gradual skill acquisition through songs, stories, questions, illustrations and practical activities.

The content is carefully aligned with CBC's emphasis on competency development, enabling a learner to communicate effectively, think critically, solve problems, act ethically and live harmoniously with others. In addition, this material nurtures key values such as love, respect, responsibility, unity, care for the environment and appreciation of diversity.

Through the integration of the various learning areas, learners are guided to make meaningful connections between knowledge, daily life and their immediate environment. They are encouraged to observe, ask questions and apply what they learn in real-life situations. This in turn lays a strong foundation for lifelong learning.

Teachers and parents will find this reference material an invaluable resource for guiding learners through their first year of formal education. It promotes learner-centred instructions and provides opportunities for continuous assessment through engaging activities and reflective exercises.

We trust that the **Conqueror CBC Distinction Aim reference material** will stimulate curiosity, nurture moral and creative growth and inspire young learners to discover the joy of learning across all areas of knowledge.

# MATHEMATICS GRADE 6 ANSWERS

## 1.0 NUMBERS

### 1.1 WHOLE NUMBERS

#### Practice exercise 1

1. Place value chart

Number	Millions	Hundreds of thousands	Ten thousands	Thousands	Hundreds	Tens	Ones
a) 397214		3	9	7	2	1	4
b) 654321		6	5	4	3	2	1
c) 6345019	6	3	4	5	0	1	9
d) 4967639	4	9	6	7	6	3	9
e) 8481739	8	4	8	1	7	3	9

2. a) 5 – ones

1 – ten

2 – hundreds

7 – thousands

9 – Tens of thousands

3 – Hundreds of thousands

4 – millions

b) 1 – one

2 – tens

6 – hundreds

7 – thousands

8 – ten thousands

9 – hundreds of thousands

c) 5256054

4 – ones

5 – tens

0 – hundred

6 – thousands

5 – ten thousands

2 – hundreds of thousands

5 – millions

d) 9989341

1 – one

4 – tens

3 – hundreds

9 – thousands

8 – tens of thousands

9 – hundreds of thousands

9 – millions

3. 2 – hundreds of thousands

4. a) 7      b) 8      c) 2

5. 4 – hundreds of thousands

#### Practice exercise 2

1. Total value a) 607482 600000 0 7000 400 80 2	b) 1093765 1000000 0 90000 3000 700 60 5
c) 2913785 2000000 900000 10000 3000 700 80 5	d) 942738 900000 40000 2000 700 30 8
e) 47386 40000 7000 300 80 6	f) 7230865 7000000 200000 30000 0 800 60 5

3. 700000

4. 90000

5. 0

6. a) 40000

b) 7000000

c) 900000

d) 900000

e) 300

7. 2 – hundreds of thousands

#### Practice activity 3

1. a) 4028 – four thousand and twenty eight

b) 9391 – Nine thousand three hundred and ninety one

c) 64307 – sixty four thousand three hundred and seven

d) 73939 – seventy three thousand nine hundred and thirty nine.

e) 80056 – eighty thousand and fifty six

2. a) 23 976 – twenty three thousand nine hundred and seventy six

b) 68 213 – sixty eight thousand two hundred and thirteen

c) 95 108 – ninety five thousand one hundred and eight



### Practice activity 3

- 69000
  - 101000
  - 125700
- 115200 exercise books
- 406800 seedlings
- 246300 litres
- 51600
  - 134100
  - 166400
- 504000
  - 355200

### Practice activity 4

- 256
  - 5625
  - 560, 1120
- 250, 500, 1000, 2000
  - 10, 50, 250, 1250
  - 3, 6, 12, 24
  - Assess relevant answer.
- 2600, 3000, 3400, 3800, 4200, 4600, 5000
- Assess the learner's work

## 1.3 DIVISION

### Practice activity 1

- 180
  - 202
- 20
  - 21
  - 8 rem 7
- 48 learners
- 64 books
- 30 crates
- 93 packets

### Practice activity 2

- 126 rem 10
  - 255
  - 84 rem 10
- 39 rem 110
  - 25 rem 140
- 440 tree seedlings
- 50.93 litres
- 200818 eggs

### Practice activity 3

- 1768
  - 144
- 224
  - 133
- 615
  - 638

## 1.4 FRACTIONS

### Practice activity 1

- 8
  - 30
  - 56
  - 15
- 20 books
- 24
- 42
- 12 minutes

### Practice activity 2

- |                    |                    |                  |                    |
|--------------------|--------------------|------------------|--------------------|
| a) $\frac{3}{4}$   | b) $\frac{11}{15}$ | c) $\frac{5}{6}$ | d) $\frac{13}{14}$ |
| e) $\frac{11}{15}$ | f) $\frac{7}{9}$   | g) $\frac{1}{3}$ | h) $\frac{7}{15}$  |

- |                   |                   |                   |                   |
|-------------------|-------------------|-------------------|-------------------|
| a) $\frac{1}{4}$  | b) $\frac{7}{15}$ | c) $\frac{2}{9}$  | d) $\frac{1}{5}$  |
| e) $\frac{4}{15}$ | f) $\frac{1}{8}$  | g) $\frac{1}{16}$ | h) $\frac{5}{14}$ |

- |                   |                   |                    |
|-------------------|-------------------|--------------------|
| a) $\frac{7}{15}$ | b) $1\frac{1}{3}$ | c) $\frac{11}{12}$ |
| d) $\frac{5}{12}$ | e) $\frac{3}{8}$  | f) $\frac{1}{15}$  |

- $\frac{1}{2}$
  - $\frac{13}{42}$
  - $\frac{4}{15}$

### Practice activity 3

- |                    |                     |                    |
|--------------------|---------------------|--------------------|
| a) $4\frac{5}{6}$  | b) $6\frac{2}{15}$  | c) $7\frac{7}{12}$ |
| d) $10\frac{1}{4}$ | e) $5\frac{11}{40}$ | f) $6\frac{5}{12}$ |

- |                    |                    |                    |
|--------------------|--------------------|--------------------|
| a) $2\frac{1}{4}$  | b) $9\frac{1}{15}$ | c) $3\frac{1}{6}$  |
| d) $1\frac{1}{12}$ | e) $3\frac{3}{4}$  | f) $3\frac{5}{12}$ |

- $2\frac{3}{4}$
  - $6\frac{5}{8}$

### Practice activity 4

- Assess fractions formed
- |                   |                      |                    |                    |
|-------------------|----------------------|--------------------|--------------------|
| a) $\frac{11}{5}$ | b) $\frac{9}{3} = 3$ | c) $\frac{13}{11}$ | d) $\frac{12}{17}$ |
| e) $\frac{3}{13}$ | f) $\frac{15}{19}$   | g) $\frac{1}{5}$   | h) $\frac{1}{8}$   |

l)	$\frac{12}{7}$	j)	8	k)	$\frac{5}{4}$	l)	$\frac{11}{9}$
m)	$\frac{20}{11}$	n)	$\frac{7}{4}$	o)	$\frac{4}{3}$	p)	$\frac{15}{14}$

### Practice activity 5

1.

a)	$\frac{4}{49}$	b)	$\frac{25}{81}$	c)	$\frac{9}{25}$
d)	$\frac{49}{10}$	e)	$\frac{36}{81}$	f)	$\frac{4}{121}$

2.

a)	$\frac{16}{81}$	b)	$\frac{25}{49}$	c)	$12\frac{1}{4}$
d)	$5\frac{11}{49}$	e)	$\frac{196}{121}$	f)	$32\frac{1}{9}$

3.  $246\frac{46}{49}$

### Practice activity 6

1.	$\frac{50}{100}$	2.	$\frac{60}{100}$	3.	$\frac{80}{100}$	4.	$\frac{90}{100}$
5.	$\frac{70}{100}$	6.	$\frac{75}{100}$	7.	$\frac{56}{100}$	8.	$\frac{85}{100}$

### Practice activity 7

1.

a)	80%	b)	90%	c)	70%	d)	84%
e)	50%	f)	75%	g)	92%	h)	87.5%

2.

a)	$\frac{39}{50}$	b)	$\frac{3}{10}$	c)	$\frac{6}{25}$	d)	$\frac{24}{25}$
e)	$\frac{7}{10}$	f)	$\frac{13}{20}$	g)	$\frac{79}{100}$	h)	$\frac{9}{25}$

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

4. 60%

## 1.5 DECIMALS

### Practice activity 1

1. Place value chart

Number	tens	ones	Decimal point	tenths	hundredths	Thousandths	Ten thousandths
a) 7.635		7	.	6	3	5	
b) 93.0125	9	3	.	0	1	2	5
c) 5.9134		5	.	9	1	3	4

2. Assess the learners as shown in the following table.

Number	tens	ones	Decimal point	tenths	hundredths	Thousandths	Ten thousandths
a) 60.1578	6	0	.	1	5	7	8
b) 72.034	7	2	.	0	3	4	
c) 19.0005	1	9	.	0	0	0	5
d) 1.2636		1	.	2	6	3	6

3. a) 6 – hundredths  
 b) 7 – thousandths  
 c) 4 – ten thousandths  
 d) 9 – thousandths  
 e) 1 – ten thousandth  
 f) 1 – tenth  
 g) 8 – ten thousandths  
 h) 3 – thousandths
4. digit 6

### Practice activity 2

1. a) 2.8                      b) 11.2  
 c) 9.5                        d) 15.3
2. a) 0.27                     b) 2.98  
 c) 11.77                    d) 79.11
3. a) 11.263                 b) 43.988  
 c) 21.009                 d) 1.235
4. a) 3.72                     b) 34.2  
 c) 34.569                 d) 23.246
5. a) 0.224                    b) 4.957  
 c) 355.769                d) 76.908
6. a) 34.27                    b) 98.35  
 c) 56.00                    d) 34.50  
 e) 33.00

### Practice activity 3

1.

a)	$\frac{3}{25}$	b)	$\frac{9}{20}$	c)	$\frac{4}{5}$	d)	$\frac{12}{25}$
e)	$\frac{1}{25}$	f)	$\frac{11}{20}$	g)	$\frac{9}{100}$	h)	$3\frac{3}{4}$

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

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

4. a) 0.5                        b) 0.25  
 c) 0.28                      d) 0.82  
 e) 0.4                        f) 1.125  
 g) 3.25                      h) 0.625
5. 0.875

### Practice activity 4

1. a) 40%                      b) 60%                      c) 25%                      d) 50%  
 e) 75%                        f) 20%                      g) 150%                    h) 80%
2. 70%                        3. 55%

### Practice activity 5

- a) 0.4                      b) 0.25  
c) 0.005                    d) 0.3  
e) 0.1                        f) 0.78  
g) 0.35                      h) 0.06  
i) 0.5                        j) 0.6
- 0.80
- 0.45
- 0.08

### Practice activity 6

- a) 22.94                    b) 163.383  
c) 62.893                   d) 90.749  
e) 8.327                    f) 232.871
- a) 21.516                   b) 36.841  
c) 102.5744                d) 132.49
- 0.9857
- 199%
- Assess the relevant answers

### Practice activity 7

- a) 9.12                      b) 124.8719  
c) 17.801                    d) 13.17  
e) 29.1339                   f) 41.53
- a) 3.979                    b) 6.5768  
c) 18.677                    d) 3.551
- $\frac{7529}{10000}$
- 5.237
- 2.423
- 190.6
- Assess

## 1.6 INEQUALITY

### Practice activity 1

- a)  $3 < 5$   
b)  $8 > 7$   
c)  $16 > 15$   
d)  $13 < 16$
- a)  $543 > 456$   
b)  $421 < 763$   
c)  $1782 > 1760$   
d)  $8784 > 7971$
- Group A = 267  
Group B = 378  
 $267 < 378$
- a)  $10 > 9$   
b) a fortnight  $>$  a week  
c) A decade  $<$  A century  
d) 2 years  $>$  52 weeks
- Achapa's land  $<$  Tom's land
- Assess the relevant answer

### Practice activity 2

- a)  $x > 15$   
b)  $t < 8$   
c)  $4a < 64$   
d)  $b > 5$   
e)  $d < 6$   
f)  $18 > g$
- $2x > 33$
- a)  $96 > 12d$   
b)  $8 < y$   
c)  $10 > t$
- $g < 16$
- $4p > 225$
- $7w > 31$

### Practice activity 3

- a)  $x < 8$                       b)  $x > 7$   
c)  $x > 3$                       d)  $x > 0.25$
- $x > 620$
- $x < 45$
- $x > 8$

## 2.0 MEASUREMENT

### 2.1 LENGTH

#### Practice activity 1

- Assess all the objects measurement are about 1mm to 3mm
- a) 37mm or 3.7cm  
b) 56mm or 5.6 cm  
c) 47 mm or 4.7 cm  
d) 28mm or 2.8 cm
- Assess the learner's work.

#### Practice activity 2

- a) 6cm                        b) 4cm  
c) 3cm                        d) 9cm  
e) 2cm                        f) 10cm
- a) 5cm 9mm                b) 8cm 8mm  
c) 15cm 4mm                d) 72cm 6mm  
e) 63cm 8 mm
- 13cm
- 8cm 7mm
- 18cm 0mm

#### Practice activity 3

- a) 60mm                      b) 90mm  
c) 110mm                    d) 240mm  
e) 150mm                    f) 70mm  
g) 140mm                    h) 180mm
- a) 56mm                      b) 37mm  
c) 93mm                      d) 145mm  
e) 129mm                    f) 88mm  
g) 116mm                    h) 15mm
- 160mm
- 26mm

### Practice activity 4

- a) 8cm 9mm      b) 17cm 2mm  
c) 17cm 0mm    d) 30cm 6mm  
e) 62cm 8mm    f) 77cm 7mm
- 68cm 4mm
- 90cm 5mm
- 28cm 7mm
- 2cm 3mm

### Practice activity 5

- a) 16cm 1mm      b) 4cm 8mm  
c) 28 cm 1mm    d) 7cm 9mm  
e) 9cm 0mm      f) 4cm 0mm
- 2cm 3mm
- 6cm 4 mm
- 6cm 9mm

### Practice activity 6

- a) 47cm 0mm      b) 25cm 1mm  
c) 99cm 2mm      d) 63cm 6mm  
e) 124cm 0mm     f) 130cm 9mm
- 62 cm
- 79cm 2mm
- 82cm 8mm

### Practice activity 7

- a) 6cm 2mm      b) 4cm 1mm  
c) 5cm 4mm      d) 5cm 3mm  
e) 5cm 9mm      f) 6cm 2cm
- 12cm 3mm
- 10cm 7mm

### Practice activity 8

- Assess
- Assess
- Assess

### Practice activity 9

- a) 7cm              b) 13cm  
c) 28cm            d) 14cm  
e) 11cm            f) 33cm
- a) 16cm            b) 48cm  
c) 84 cm            d) 130mm  
e) 168cm           f) 176cm
- 70cm
- 70cm
- 3.142
- 4.5 cm
- 140 cm

## 2.2 AREA

### Practice activity 1

- a) 70cm<sup>2</sup>          b) 48cm<sup>2</sup>  
c) 150cm<sup>2</sup>        d) 67.5cm<sup>2</sup>
- a) 72cm<sup>2</sup>          b) 81cm<sup>2</sup>  
c) 400cm<sup>2</sup>

- 150cm<sup>2</sup>
- 75cm<sup>2</sup>
- 3000cm<sup>2</sup>
- 84cm<sup>2</sup>
- 408cm<sup>2</sup>

### Practice activity 2

- a) 18cm<sup>2</sup>          b) 30cm<sup>2</sup>  
c) 25cm<sup>2</sup>          d) 72cm<sup>2</sup>
- 116cm<sup>2</sup>
- a) 61cm<sup>2</sup>          b) 80cm<sup>2</sup>  
c) 144cm<sup>2</sup>        d) 70cm<sup>2</sup>
- 46cm<sup>2</sup>

### Practice activity 3

- Assess the learner's work.
- a) 11.5 Square units  
b) 24 square units  
c) 25 square units

## 2.3 CAPACITY

### Practice activity 1

- a) 1 litre            b) 1litre  
c) 2000ml          d) 3000cm<sup>3</sup> =3000ml
- 1000 cubic centimetres
- 1000ml

### Practice activity 2

- a) 4litres            b) 8litres  
c) 12lites
- conversion chart

Capacity in litres(l)	Capacity in millilitres(ml)
4	4000
7.5	7500
90	90000
95	95000

- 90 litres
- 50000ml
- 800000ml
- 160000ml
- 70litres
- Assess the conversion of units from millilitres to litres and vice versa.

## 2.4 MASS

### Practice activity 1

- Sand, sugarcane, cement, vehicles, timber etc
- tonnes – tractor, car, elephant, rhino, cargoboxes, truck, huge stone kilograms – table, a tuktuk, bicycle, motorcycle
- assess
- Assess the learner's work

### Practice activity 2

- 1 tonne = 1000kg
- a) 1000 kg      b) 2000 kg  
c) 5000 kg      d) 10000 kg
- Assess examples

### Practice activity 3

- a) 3 tonnes                      b) 7 tonnes  
c) 12 tonnes                      d) 26 tonnes
- a) 11000 kg                      b) 13000 kg  
c) 21000 kg                      d) 9400 kg  
e) 7500 kg                        f) 14250 kg  
g) 23500 kg                      h) 8750 kg
- 2000 kg
- 6000 kg = 6 tonnes

### Practice activity 4

- a) 54t 660 kg                      b) 22t 370 kg  
c) 40t 730kg                      d) 60t 550kg  
e) 29t 70kg                        f) 22t 500kg  
g) 37t 600kg                      h) 46t 908kg
- 300t 359kg
- 12t 300kg
- a) 3t 220kg                        b) 6t 850kg  
c) 13t 300kg                      d) 17t 970kg
- 1t 230kg
- 13t 870kg

### Practice activity 5

- a) 29tonnes                        b) 68t 110kg  
c) 69t 200kg                      d) 383t 200kg
- 50t 400kg
- 85t 750kg
- 9t 500kg
- a) 6t 200kg                        b) 9t 120kg  
c) 8t 800kg                        d) 5t 400kg  
e) 5t 430kg                        f) 4t 80kg
- 940kg

## 2.5 TIME

### Practice activity 1

- 1:20pm
- 5:30am
- 3:30am
- 11:30am
- 6:00 am
- 3:00am

### Practice activity 2

- a) 2:00am                        b) 5:00am  
c) 6:00am                        d) 10:00pm  
e) 10:00am                        f) 11:00am  
g) 8:00pm
- Yes, because the time is the same.

### Practice activity 3

- a) 5:40pm                        b) 7:00 am  
c) 9:40 am                        d) 11:00pm  
e) 6:30am                        f) 6:00pm
- a) 1900hours                      b) 2145hours  
c) 0800hours                      d) 0430hours  
e) 0105 hours                      f) 1415 hours
- a) 11:00pm                        b) 4:20pm  
c) 4:45pm                        d) 10:00am
- a) 6hours  
b) 6 hours 15 minutes  
c) 5 hours 15 minutes  
d) 8:00am  
e) 1415 hours  
f) 1500 hours

## 2.6 MONEY

### Practice activity 1

- Budget
- Sugar, salt, bread, sweet, book and pencil
- To avoid buying what we don't need.  
Not to waste money  
Not to forget what to buy  
Assess any relevant answer

### Practice activity 2

- a) profit of sh 100  
b) profit of sh 600  
c) loss of sh 100  
d) loss of sh 175
- sh 500                              3. sh 600
- sh 80                                5. sh 2300
- sh 7500                            7. sh 2600
- sh 5800                            9. sh 120000
- sh 12700

### Practice activity 3

- income tax – tax paid by teachers, police officers  
Value added tax – goods (bread, salt, sugar etc) and services (printing, etc)
- sh 3100                              3. sh 260
- sh 54500                            5. sh 21000
- Assess the answers
- a) sh 8700  
b) sh 478  
c) to carry out development of roads, hospitals, schools and provide essential services to citizens

### Practice activity 4

- sh 100
- sh 500
- sh 840
- assess the answers
- Assess on digital devices

### 3.0 GEOMETRY

#### 3.1 LINES

##### Practice activity 1

1. Assess the parallel lines.

##### Practice activity 2

Assess accurate drawing.

##### Practice activity 3

Assess accurate drawing

#### Angles

##### Practice activity 1

- Angle ABD =  $35^\circ$  and angle CBD =  $145^\circ$
  - angle NFE =  $115^\circ$  and angle GFN =  $65^\circ$
  - angle JKM =  $40^\circ$  and angle LKM =  $140^\circ$
  - angle QTP =  $60^\circ$  and angle QTR =  $60^\circ$  and angle STQ =  $120^\circ$
- $90^\circ$
  - $160^\circ$
  - $85^\circ$
  - $50^\circ$

##### Practice activity 2

- $61^\circ$
    - $42^\circ$
  - $39^\circ$
    - $33^\circ$
    - $66^\circ$
  - Angle ACB =  $57^\circ$
    - Angle ABC =  $48^\circ$
    - Angle BAC =  $70^\circ$
    - Angle BAC =  $46^\circ$
4. Assess the learner's work.

##### Practice activity 3

- All angles are  $90^\circ$
  - each angle is  $90^\circ$
- $360^\circ$
- Sum of angles in a rectangle is  $360^\circ$  while sum of angles in a triangle is  $180^\circ$

##### Practice activity 4

- PQR  $60^\circ$  and RPQ  $60^\circ$
- Angle RPQ  $65^\circ$  and QPR  $65^\circ$
- 10 cm
- Angle BAC =  $68^\circ$ , Angle ABC =  $56^\circ$  and angle ACB =  $56.24^\circ$
- Angles:  $50^\circ$ ,  $65^\circ$  and  $65^\circ$
  - Type: Isosceles triangle
- AB = 8 cm and angle BAC =  $60^\circ$

#### 3.2: 3-D OBJECTS

##### Practice activity 1

- cuboid
  - cube
  - square based pyramid
  - cylinder
  - triangular based pyramid
  - rectangular based prism
- Assess the objects showing any shape in number 1 above.

#### 3. Completed table

Shape	No. of faces	No. of edges	No. of vertices
a) Cube	6	12	8
b) cuboid	6	12	8
c) triangular based pyramid	4	6	4
d) square based pyramid	4	8	5
e) Rectangular based pyramid	4	8	5
f) cylinder	3		

##### Practice activity 2

- assess
- tent, hut, tank, van
- assess where 3-d are used
- assess

### 4.0 DATA HANDLING

#### 4.1 BAR GRAPHS

##### Practice activity 1

- 15
  - 6
  - 50
  - Assess the piles

##### 2. Table representing data

Trees	Tally marks	Number
Mango	///	3
Cedar	### ////	9
Cypress	### ///	8
Pine	###	5
Jakaranda	### ###	10
Pawpaw	### //	7

##### Practice activity 2

Assess the learner's work.

##### Practice activity 3

Assess the learner's work.

##### Practice activity 4

- June
  - February and May
  - 15
- 12 cars
  - 6
  - matatus
  - 46 vehicles
- Assess learner's work.

Day	Mon	Tue	Wed	Thurs	Fri	Sat
No. of patients	7	5	9	4	3	11

b) Assess the information on piles.

4. Assess learner's work.

### Practice activity 5

- Assess
    - 2 absent
    - 10
    - 30
    - 4
    - 3 boys
  - assess
    - 35°C
    - 33°C
  - 5 days
    - 3 days
    - 10 days
    - 5 days
  - 4 kids
    - 2 kids
    - Orange
    - 5 kids
    - Bananas
    - 10 kids
5. Assess on digital devices.

## ANSWERS TO MODEL ASSESSMENTS

### MODEL ASSESSMENT TASK 1

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

### MODEL ASSESSMENT TASK 2

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

### MODEL ASSESSMENT TASK 3

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

### MODEL ASSESSMENT TASK 4

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

### MODEL ASSESSMENT TASK 5

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

# ENGLISH ANSWERS

## Child Labour

### Activity 1:

2. The picture shows two school-going children working at a construction site instead of being in school. They are doing hard manual labour under the supervision of an adult supervisor.
3. Accept varied answers
4.
  - a) Child labour can be stopped by enforcing laws that protect children from working in dangerous places.
  - b) Parents and guardians should be educated on the importance of schooling.
  - c) The government and organisations should support poor families so that children do not work to earn money.
  - d) Communities should report cases of child labour to the relevant authorities.

### Activity 3:

1. The words from the story that have the “ia” sound are:
  - Miriam
  - Naliaka
  - familiar
  - materials
  - brilliant
  - ideas

### Activity 4:

1. **Underage** — below the legal age
2. **Orphanage** — a place where children whose parents are dead are taken care of
3. **Salary** — payment that a person gets regularly for the work done
4. **Employer** — a person who provides jobs to other people
5. **Chores** — routine work done at home
6. **Income** — money that an individual receives from work or business
7. **Servant** — a person employed by another person

## READING

### Activity 5:

1. The right to life and safety.
2. Adults.
3.
  - fright / night
  - lives / life
  - peace / ease / please / knees
4. A person who protects and takes care of a child.
5. Report the matter to a teacher or another trusted adult.
6. Children will lead and shape the world in the future.

### Activity 7:

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

## Revision Exercise 1

1. any
2. little
3. more
4. A few
5. enough
6. some

## Cultural and religious celebrations

### Activity 4:

1. The couple celebrated their fifth wedding **anniversary** last week.
2. We received a warm **reception** from the host.
3. The drama troupe took part in the drama **festival** yesterday.
4. The pupils entertained their parents with a very exciting **folk dance**.
5. My grandmother encouraged me to learn the **traditions** of our community.
6. There are many **ethnic** groups in our country.
7. The villagers waited eagerly for the **annual** cultural day.
8. The **guest** arrived earlier than expected.

### Activity 5:

1. **Who usually attends Ramogi Festival?**  
People from the Luo community, other communities, and nationalities including tourists.
2. **How often is the festival held?**  
It is held annually.
3. **What is the meaning of the phrases below?**
  - a. *The venue was already packed to capacity.* – The place was full with no space left.
  - b. *Excitement reigned supreme.* – Everyone was very excited.
4. **What did the Ramogi dancers and Dudu dancers have in common?**  
Both wore sisal skirts and performed traditional dances.
5. **What shows in the passage that the audience enjoyed the presentations by ohangla dancers?**  
The audience got on their feet, danced, and joined in the singing.
6. **According to the narrator’s story, why did Nyamgondho’s wife leave him?**  
Because Nyamgondho started mistreating her.
7. **What did most of the guests eat for lunch?**  
Fish, aliya (dried meat), and ugali.
8. **Name a simile used in the story.**  
“as happy as a lark”

### Activity 7:

**Concrete nouns** (things you can see or touch):

- seat
- sound
- window
- wound
- stairs
- guest
- leader

**Abstract nouns** (ideas, feelings, or qualities you cannot touch):

- strength
- hunger
- talent
- relaxation
- pain
- speed
- worry

## Revision Exercise 2

Fill in the blanks with the correct word in brackets.

1. They hoped to **arrive** at their destination before nightfall.
2. It is not **right** for anyone to disrespect the other citizens of this country.
3. Some birds **fly** very high in the sky.
4. A responsible club's **leader** must attend meetings punctually.
5. The little boy sat on a **rock** to enjoy the scenery.
6. They went to the forest to **collect** wild fruits.
7. The King wore a beautiful **crown** during the celebrations.

Underline the abstract nouns in the sentences.

1. The children had an exciting adventure in the expansive forest.
2. The headteacher and members of staff rewarded Emily for her bravery.
3. Children who read a lot of storybooks have more intelligence than those who rarely read.
4. The team managed to beat the opponents because of great determination.
5. Children need freedom to choose what they like without being forced.
6. Some gossip has been going round that the church was built on illegal land.
7. The government is trying everything possible to address the problem of unemployment.
8. The death of the old man made all the villagers sad.
9. He would have won a prize but pride worked against him.
10. There was confusion in the entire school when the bell rang at odd hours.

## Telephone etiquette

### Activity 2:2.

The polite words and expressions used in the telephone conversation are:

- Hello
- How can I help you?
- Is it possible...
- May I know...
- I am afraid...
- Don't worry
- Kindly
- Please
- Thank you
- You are most welcome
- Feel free to contact us
- You have been quite helpful
- We value you as our esteemed customer

### Activity 3;

1. The words in **Column A** (*turn, hurt, girl, first, burn*) have the /ɜ:/ sound. The letter **r** changes the vowel sound. The words in **Column B** (*cat, bat, hat, pat, band*) have the short /æ/ sound.
2. Words in Column A sound longer and are pronounced differently from the words in Column B.

### Activity 4;

1. **quetetite** — *etiquette*
2. **rousetouc** — *courteous*
3. **cieverre** — *receiver*
4. **norwet** — *network*
5. **nemachi** — *machine*
6. **sconditecn** — *connection*

### Activity 5;

1. **Why should a customer care operator have good communication skills?**  
Because answering phone calls is the main part of the job and they must communicate clearly with customers.
2. **What is the first guideline mentioned in the passage?**  
The operator should always be available and answer calls immediately.

3. **What should the telephone operator say as soon as he or she picks the call?**  
"Hello, this is [your first name] from [your company]. How can I help you?"
4. **Why is the telephone operator required to be alert?**  
To answer calls quickly and avoid keeping customers waiting.
5. **Why is it wrong to talk too fast on the phone?**  
Because the caller may miss some words.
6. **What should the telephone operator do if he or she cannot hear the caller well because of bad telephone service?**  
Politely ask to hang up and call back.
7. **What do the following words mean?**
  - **Audibly** – in a way that can be heard clearly.
  - **Upset** – unhappy or angry.
  - **Courteous** – polite and respectful.
8. **What should the telephone operator do if the caller appears rude?**  
Remain calm, positive, friendly, and polite.

## Activity 7;

1.
  - **Capt.** — Captain
  - **dept.** — Department
  - **Jr.** — Junior
  - **Ltd.** — Limited
  - **KPA** — Kenya Ports Authority
  - **Sgt.** — Sergeant
  - **UN** — United Nations
  - **WHO** — World Health Organisation
  - **USA** — United States of America
  - **11 kg** — Eleven kilograms

2.

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

## Revision Exercise 3

Fill in the blanks with the correct word

1. We saw a herd of **cattle** grazing.
2. I could not believe any **word** the man said.
3. He **leaned** against the wall and received the call.
4. George always takes a **bath** with cold water.
5. The performance of the team was rather **bad**.
6. The children visited the **farm** to learn about different types of dairy cattle.

Join the sentences using **neither...nor**

1. **Neither** Lucy **nor** Joan eats fish.
2. **Neither** dogs **nor** cats eat grass.
3. **Neither** my mother **nor** my father has a car.
4. There is **neither** food **nor** water in the house.
5. I like **neither** swimming **nor** riding a bicycle.
6. The teacher is **neither** in class **nor** in the staff room.

Complete the sentences with the correct word from the brackets

1. You can either visit them today **or** tomorrow.
2. The soil is neither red **nor** black.
3. Either Halima **or** Rashid wants to contest for the post of the class Governor.

- Neither the little girl **nor** her caretaker is in the house.
- Edwin can either read a storybook **or** watch a movie.
- Neither the class prefect **nor** the monitor knows where the teacher is.

### Emergency Rescue Services

#### Activity 1;

#### b) Name the situations in which the following things can be used to rescue people

- Fire engine – used during fires to put out flames and rescue trapped people.
- Ambulance – used to carry sick or injured people to the hospital
- Stretcher – used to carry injured people safely
- Ladders – used to rescue people from high places or collapsed buildings
- Floaters- used to float on water during water emergency services.
- First-aid kit – used to give immediate medical help

#### c) Emergencies common in our daily lives

- Fires
- Road accidents
- Floods
- Drowning
- Earthquakes
- Serious illnesses or injuries
- Building collapse

#### d) Discuss ways in which different emergencies are responded to and the various people involved

- Fire emergencies are handled by firefighters, who put out fires and rescue people
- Road accidents are responded to by police officers, ambulance drivers and doctors
- Floods are handled by rescue teams, Red Cross workers and community volunteers
- Medical emergencies are responded to by doctors, nurses and first-aid providers
- Natural disasters involve government agencies, NGOs, rescue teams and the community

#### Activity 2;

- They should call for help from adults or rescue teams and not jump into the hole.
- We should call an ambulance or take the boy to the hospital without moving him carelessly.
- The people should move away from the tanker and call the police and fire brigade.
- I should raise an alarm, call the fire brigade and help people move to safety.

#### Activity 3;

- The words perfect, extract and address have different meanings depending on where the stress is placed.
  - When stressed on the first syllable, they are usually nouns or adjectives.
  - When stressed on the second syllable, they are usually verbs.
- It helps us understand the correct meaning of a word.
  - It improves clear communication when speaking.
  - It helps listeners know whether a word is being used as a noun or a verb.

#### Activity 6;

- Everyone is expected to wear a **mask** to control the spread of COVID-19.
- The Red Cross team offered first **aid** to the victims of the accident.
- It is our duty to take **precautions** to avoid loss of life in case of accidents involving oil tankers.
- The flying **doctors** used a helicopter to take medication to the victims of the floods.

- The man became **unconscious** after he got run over by a speeding car.
- You should call 911 if there is an **emergency**.
- Good Samaritans tried to **rescue** the people who were trapped in a collapsed building.

#### Activity 7;

- They liked the field because it was large, covered with grass and safe for playing.
- It means to allow the opposing team to score a goal.
- They heard a loud explosion.
- They were curious to find out what was happening.
- Several people were killed and many others were seriously injured.
- He called the ambulance to help rescue and treat the injured people.
- Paramedics are trained medical workers who give emergency treatment to injured people.
- Deceased** – a person who has died.
  - Unconscious** – not awake or not able to respond.

#### Activity 9;

- Thomas is the boy **who** received the most awards at the festival.
- These are the children **whom** the headteacher asked to water the flowers.
- I would like to see the storybook **that** you were reading last week.
- This is the man **whose** house caught fire.
- These are the pencils **which** we found on the desk.

#### Revision exercise 4

#### A. Identify the word class of the words in brackets

- table** – Verb
- patient** – Adjective
- light** – Noun
- address** – Verb
- ring** – Noun
- fast** – Adjective
- bat** – Verb
- kind** – Adjective

#### B. Complete the sentences with the correct word

- Someone** was looking for you yesterday.
- Anyone** has promised to take part in the event.
- Did you see **anything** in the room?
- Each** pupil was ready to do the test.
- I got scared when I saw **somebody** walking outside my house at night.

#### Our tourist attractions

#### Activity 4;

- Some cruel people **poach** elephants because of their tusks.
- Tourism earns our country **foreign** exchange.
- Every term, our class goes on a **nature** walk in the forest.
- The tour **guide** explained to us how the wild animals got treated in case of illnesses.
- Everyone has an obligation to **protect** wild animals from poaching.
- We watched an exciting **video** about wildlife at the zoo.
- Game parks and other tourist attraction sites **attract** both local and foreign tourists.

#### Activity 5;

- It has many wild animals living freely in their natural habitat and a rich variety of flora and fauna.
- The Big Five are **lion, elephant, buffalo, leopard, and rhinoceros**.
- To ensure the safety of tourists while they are near wild animals.
- The Great Migration takes place **from July to the end of August**.
- Because the river is **infested with crocodiles** that attack animals during the crossing.

6. The best time is **at the break of dawn**.
7. Because they **move from place to place** instead of staying in one location.
8. a) **habitat** – the natural home of animals and plants  
 b) **flora and fauna** – plants and animals of a particular area  
 c) **annually** – happening **once every year**  
 d) **thrilling** – exciting or very enjoyable

### Activity 8;

#### Revision exercise 5

1. **Correct order of adjectives**
  - a) My sister is married to a/an **young, ambitious light-skinned American** man.
  - b) She was dressed in a **costly new tight red** dress.
  - c) Tom bought a/an **nice, large modern dining** table.
  - d) Mrs Otieno has a **beautiful Italian blue round** dress.
  - e) We travelled in a **comfortable, large, new green** bus.
2. **Fill in the blanks with the correct form of the word**
  - a) Lucy was praised for her **kindness**.
  - b) Thomas could not believe what he saw when he walked **farther** into the forest.
  - c) Lucy and Esther are neat but the latter is the **neater**.
  - d) Musa is **smarter** than all the children in his class.
  - e) Martha is the **proudest** pupil in her class.
  - f) My brother in Form One is **older** than I am.
  - g) The **tallest** boy in our class plays basketball.
  - h) Justine's **elder** brother is in the university.
  - i) George is **more careful** of the duo.
  - j) Who is **wiser**? Terry or Susan?

### Jobs and Occupation: Work Ethics

#### Activity 2;

2a. In which sentences does your voice fall when you read them?

- a) Their hard work has always paid off.
- c) Their hard work has finally paid off!

The voice falls because these are statements or exclamations showing completion or certainty.

2b. In which sentences does your voice rise when you read them?

- b) Has their hard work always paid off?

The voice rises because this is a question (yes/no question) expecting an answer.

#### Activity 5;

1. responsible
2. occupation
3. reward
4. lunchtime
5. teamwork
6. virtue
7. integrity
8. honest

#### Activity 6;

1. Because he wanted to get a job and could not afford to let himself down.
2. He lacked job experience.
3. He graduated with a First Class Honours Degree in Computer Science and had desirable qualities.
4. It means hardworking and diligent.
5. Because no organisation can attain its goals if its workers do not work together.
6. Collaboration or cooperation.
7. Because he had all the qualities the panellists were looking for, including diligence, honesty, integrity and the ability to work with others.
8. It means very happy or joyful.

### Revision exercise 6

1. Fill in the blanks with the correct word from the box:

- a) The man could not **believe** that he had passed the interview.
- b) The secretary usually **serves** the clients some coffee.
- c) You must **strive** to get good results.
- d) The government may **waive** some of the taxes.
- e) It was not anyone's **fault** that the company collapsed.
- f) We tried to convince him that we were innocent. However, all our efforts were in **vain**.

2. Complete the sentence with the correct alternative in brackets:

- a) There was **plenty of** food in the house.
- b) **Several** people attended the interview.
- c) There is **little** water in the house.
- d) Kindly add a **pinch** of salt into food.
- e) The boy needs **some** food to eat.
- f) The manager employed **a few** more workers.

### 7. Scientific Innovations

#### Activity 3;

Short o	Long o
pot	phone
clock	home
top	hope
bone	rope
box	coat
nose	road
shop	
stone	
hop	
dog	
rock	
stop	

#### Activity 4;

1. Engineer
2. Laboratory
3. Invent
4. Device
5. Computer
6. Robot
7. Tech
8. Research

#### Activity 5;

1. Technology has improved health care by helping invent machines like X-ray machines, advancing surgical practices, creating vaccines, storing patient information electronically, enabling virtual consultations, and developing life-saving machines for chronic diseases.
2. Vaccines are medicines that prevent people from getting certain diseases.
3. Computers can store information electronically.
4. **Significant** means important or very useful.
5. Patients in remote areas can communicate with doctors through virtual meetings, such as video calls or online consultations.
6. A prescription is a written instruction from a doctor that tells a patient what medicine to take and how to take it.
7. Examples of chronic diseases are:
  - a) Cancer
  - b) Diabetes
  - c) Asthma
  - d) Heart disease

- Doctors can access information about different health conditions online, which helps them provide better medical assistance to their patients.

#### Activity 9;

- The boy exclaimed, "What an interesting story that was!"
- Winnie asked, "Where is the wedding taking place?"
- The boy said, "My mother and I shall travel to Mombasa City on Friday."
- Moses said, "The pupils of Kapsabet Primary School went to the museum on Saturday."
- "What is your name?" the old man asked.

#### Revision exercise 7;

- Trevor **will be ironing** his clothes.
- Mary **will be taking** a photo of the wild animals.
- The children **will be playing** football.
- Felix **will be going** to the market by bus.
- The patient **will be taking** her medication.
- The surgeon **will be operating** on the patient.
- The lab technician **will be giving** us the results.
- The architect **will be designing** a beautiful structure.
- Scientists **will be getting** cures for more diseases.
- The principal **will be calling** for a virtual staff meeting for teachers.

### 8. The Farm - Animal Safety and Care

#### Activity 4;

- Kenya Wildlife Service is an organisation that strives to **protect** all wild animals.
- When we visited the museum, we saw two lions kept in a **cage**.
- It is inhuman to **overwork** donkeys.
- It is our duty to take **care** of domestic animals.
- Some endangered animals are kept under tight security in a **sanctuary**.
- Some people are very **cruel** to animals.
- Elephants are always in **danger** of being attacked by poachers.

#### Activity 5;

- The children went to the forest to fetch firewood.
- The forest was small, and dangerous animals like lions, elephants, leopards, cheetahs, and buffalo were not found there.
- When they heard the sounds, they were frightened but still decided to check the source of the sounds.
- They were relieved and surprised to find that the sounds were made by a dog and her two puppies.
- Martha carried the dogs home because they looked hungry and weak, and she sympathised with them.
- A veterinary doctor is a professional who takes care of animals' health and gives them medical treatment.
- A shelter for dogs is called a **kennel**.
- She fed them good food.
  - She asked her uncle to make a kennel for them.
  - She played with them, took them for walks, and treated them well.

#### Revision exercise 8;

- Complete the sentences with the correct word from the brackets:**
  - I may **wash** my clothes in the afternoon.
  - Mary did the **chores** her mother had left for her.
  - There was **sheer** joy when we won the festival.
  - Maurice **wishes** to visit his grandmother next weekend.
  - I washed the **dishes** before I went out to play with my friends.
  - The **ship** set sail for Malindi late in the evening.

#### 2. Write these sentences in passive voice:

- The door is being closed by the boy.
- The classroom is swept daily by the children.
- A letter was being written by Halima.
- I will be visited by George next week.
- Water has been drunk by Triza.
- They were helped by us to arrange seats in the hall.
- Bicycles were being ridden by Felix and Ben.

### 9. Lifestyle diseases

#### Activity 2;

- Things that look good outwardly may not be as valuable or good.
  - "All that glitters is not gold."
- People who do not know much tend to talk a lot.
  - "Empty vessels make the most noise."
- Relationships with family members are stronger than other relationships.
  - "Charity begins at home."
- Do not put all your efforts into a single investment or goal.
  - "Do not put all your eggs in one basket."
- Every bad or unpleasant situation can bring about something good.
  - "Every cloud has a silver lining."
- Getting less is more important than getting none at all.
  - "Half a loaf is better than none."

#### Activity 3;

ea	au	h
fear	sour	horse
tear	flour	
wear	coward	
fair	flower	

#### Activity 5;

- obese** → to be very fat in an unhealthy way
- stroke** → a sudden illness that makes a person unable to move or talk
- distress** → a feeling of great worry or unhappiness
- diet** → the food that you eat or drink regularly
- exercise** → physical activity you do to stay healthy
- allergy** → a medical condition that causes you to react badly when you eat or touch certain substances or food
- incurable** → cannot be cured

#### Activity 6;

- Because they cannot be spread from one person to another.
- They cause over 50 percent of deaths annually and affect both adults and children.
- Diabetes and obesity.
- Because they are tasty, attractive, and readily available.
- Technology has made people less active as they spend a lot of time on mobile phones, tablets, computers, and online games, reducing physical activity.
- Children spend too much time on electronic gadgets, eat unhealthy processed foods, and do not get enough physical exercise.
- They are nutritious, keep the body healthy, have low cholesterol, boost the immune system, and help fight diseases.
- Red meat has high cholesterol, which can lead to obesity and other lifestyle diseases.
- Children should engage in physical activities, play sports like football, basketball, volleyball, run around, or participate in organised games instead of just reading in class.

### Activity 7;

1. Words that show where, how, when, and how many times an action takes place:

Type	Word from sentences
Where	outside (sentence f), towards (sentence c)
How	fast (sentence c), loudly (sentence g)
When	when (sentence b, g)
How many times/frequency	often (sentence a), occasionally (sentence d)

2. These are called **adverbs**, and they describe the action. Examples include:
- how → quickly, slowly, loudly
  - when → yesterday, now, later
  - where → here, there, outside
  - how often → always, sometimes, never
- Adverbs give **more information about an action** and make your sentences more interesting and clear.

### Activity 8;

#### Using hyphens:

- We deserve to live in a **human-friendly** environment.
- There were some **beautiful-looking** flowers in the garden.
- A **well-known** actor visited our school last week.
- His **mother-in-law** paid him a visit last week.
- Judith has a **twenty-two-year-old** brother.
- I saw **thirty-five** textbooks on the shelf.

#### Using quotation marks:

- The man asked, "**Why did you make the environment dirty?**"
- Wambui said, "**My elder sister lives in Thika.**"
- "**Help me carry this sack,**" said the old man.
- The doctor said, "**Wash your hands and wear a mask.**"
- "**I would like to be a farmer when I grow up,**" said Derrick.
- The woman said, "**My friends and I go to the market every Saturday.**"

### Revision exercise 9

#### Complete the similes:

- As playful as a **kitten**.
- As fit as a **fiddle**.
- As light as a **feather**.
- As tall as a **tree**.
- As white as **snow**.
- As wise as an **owl**.

#### Put the adverbs in the correct column:

Time	Frequency	Place	Manner
now	never	backwards	hard
yesterday	always	inside	kindly
today	sometimes	nearby	excitedly
tonight	usually	upstairs	generously
then	hardly	anywhere	fast

### 10. Proper use of Leisure Time

#### Activity 3;

- pastime** → an activity done regularly for enjoyment
- picnic** → an occasion in which a packed meal is eaten outdoors during an outing
- bully** → a person who is cruel and mistreats others
- loiter** → to wait or remain in an area for a long time idly
- insult** → to speak or treat others with disrespect
- stroll** → to walk in a slow and relaxed way

- exercise** → physical activity done to become stronger and healthier
- misconduct** → unacceptable and improper behaviour

### Activity 4;

- Geoffrey takes part in the drama festival every year and wins trophies and other prizes for his school.
- A poet is someone who writes and presents poems. Geoffrey is the best poet in his school and the entire zone.
- Geoffrey helps his grandmother by cleaning her house and fetching water for her.
- He finishes his homework, washes his uniform, helps feed the chickens, cleans the house, and fetches water.
- He was chosen because he is obedient and likes teamwork.
- They were stealing money from their parents to gamble and abusing drugs.
- "**The class teacher had no inkling of what the children were up to**" – The teacher did not know what the children were doing.
  - "**Cock and bull stories**" – Lies or untrue stories told to escape punishment.
  - "**Behind the scenes**" – Secretly or without others noticing.
- The class teacher and the head teacher conducted the investigations.
- To prevent children from ruining their lives and to stop the spread of drug abuse.
- Geoffrey was rewarded for helping to fight gambling and drug abuse in the area.

### Activity 5;

- The boy arrived at school late **although** he previously had been warned against it.
  - Eddy did not take part in the match **because** he had a headache.
  - The ground was still muddy **yet** it had not rained in three days.
  - We helped the man to cross the road **since** he was blind.
  - They may not go on the trip **unless** they make the payment early enough.
  - Kassim likes **neither** football **nor** hockey.
  - The teacher called Fatuma **but** she pretended not to hear.
  - Raymond fell ill **for** he had eaten unwashed fruit.

### Revision exercise 10

- John's voice was like velvet during the competition.**
  - His voice was very smooth, soft, and pleasant to listen to.
- Mercy is a lion. She is not scared of anyone.**
  - Mercy is very brave and courageous.
- Maurice ran like wind towards the finish line.**
  - Maurice ran very fast.
- The city is now a furnace.**
  - The city is extremely hot.
- The wind was a raging bull.**
  - The wind was very strong and violent.
- The entire area was a lake after the heavy downpour.**
  - The area was flooded with water.
- My sister's temper was a volcano; ready to explode.**
  - My sister gets angry very easily and intensely.
- Her lovely voice was music to my ears.**
  - Her voice was very pleasant and enjoyable to listen to.

### 9. Kelvin is a walking dictionary.

- Kelvin knows a lot of words and is very knowledgeable.

### 10. Emily's brain is a computer.

- Emily is very intelligent and thinks quickly.

## 11. Sports - Indoor games

### Activity 1:

1. Basketball
  2. Hockey
  3. Rugby
  4. Volleyball
  5. Football
  6. Softball
- 2.
- a) A bird in hand is worth **two in the bush**.
  - b) A drowning man clutches **at straws**.
  - c) All that glitters is **not gold**.
  - d) Curiosity killed **the cat**.
  - e) Do not judge a book **by its cover**.
  - f) Every cloud has **a silver lining**.
  - g) Half a loaf is better **than none**.
  - h) Charity begins **at home**.
  - i) It is no use crying over **spilt milk**.
  - j) Let sleeping dogs **lie**.

### Activity 2:

1. The pigeons **cooed** excitedly as they fed.
2. We were unable to **pull** the boat into the river.
3. The old lorry emitted **soot** into the atmosphere.
4. The Member of Parliament **wooed** voters to give him another chance to serve them.
5. **Luke** may not take part in the match.
6. She is too **full** to eat any more food.

### Activity 3:

1. The match ended in a **draw**.
2. **Boxing** matches are usually held in a ring.
3. We hope to compete against our rivals in the **tournament**.
4. The **stadium** was packed to capacity.
5. **Olympic** games are held every four years.
6. A small **bat** is used to play table tennis.

### Activity 5:

1. **Why** are you not playing with your friends today?
2. **When** will they play their opponents?
3. **What** do you do for a living?
4. **Where** will the event be held?
5. **How** do you plan to spend your holiday?
6. **Which** team do you support in the Kenya Premier League?
7. **Who** scored the second goal of the match?

### Activity 6:

- 2.
- a) **questionnaire** → correct spelling: *questionnaire*
- b) **privilege** → correct spelling: *privilege*
- c) **jewelry** → in British English it is usually spelled *jewellery* (not incorrect in American English)
- d) All words are correctly spelled.
- e) **embarrassed** → correct spelling: *embarrassed*
- f) **pronunciation** → correct spelling: *pronunciation*
- g) **restrant** → correct spelling: *restaurant*

### Revision exercise 11

1. Sound /u/ as in put: book, foot, look, push, good, full
2. Sound /u/ as in pool: room, pool, school, food, spoon, cool
3. Proverb: A friend in need is a friend indeed.  
Simile: like busy bees  
Metaphor: their friendship became a garden full of joy  
Phrasal verb: turned over  
Idiom: turned over a new leaf

4. a) When  
b) Where  
c) Who  
d) What  
e) Why
5. a) small – tiny  
b) happy – glad  
c) beginning – start  
d) quick – fast  
e) tasty – delicious
6. Opposites  
a) tall – short  
b) early – late  
c) hot – cold  
d) kind – cruel  
e) clean – dirty

## 12. ENVIRONMENTAL CONSERVATION

### A. Listening and Speaking

#### Activity 1

- i) Assess
2. a) Necessity is the mother of invention.  
b) Prevention is better than cure.  
c) You never miss the water until the well runs dry.  
d) A picture is worth a thousand words.  
e) Cross the bridge when you get there.  
f) Do not bite the hand that feeds you.  
g) Every dog has its day.

### B. Sounds and Words

#### Activity 2

1. Great
2. Girl
3. Subject
4. Graph
5. Grill
6. Grapes

### B. Reading

#### Activity 4

1. Conservation is vital in saving and helping both animals and trees as we are dependent on one another for survival.
2. Trees are important because they help trap huge amounts of carbon dioxide hence keeping the environment clean.
3. Chemical fertilisers ruin the soil and also lead to water pollution.
4. We should re-use them.
5. We should use as little water as possible and collect rainwater whenever we can.
6. Use poems, songs and posters.

### C. Grammar in use

#### Activity 5

1. isn't it?
2. haven't we?
3. does she?
4. doesn't she?
5. mustn't we?
6. won't he?
7. aren't I?
8. will you?
9. shall we?
10. needn't you?

#### Revision Exercise 12

1. Comprehension
  - a) Purpose: To clean and improve the school environment.
  - b) When: Last Friday.
  - c) Who: The headteacher.
  - d) Promise: To water the new trees every day.
  - e) Why proud: Because of teamwork.
  - f) How: By avoiding littering and reusing materials.
2. Question tags
  - a) We should take care of our environment, shouldn't we?
  - b) The learners planted trees yesterday, didn't they?
  - c) The school compound looks clean, doesn't it?
  - d) You will join the environmental club, won't you?
  - e) The teachers didn't allow littering, did they?

3. Journal
  - a) Date: Tuesday, 15th July.
  - b) Activity: Cleaning the classroom and planting flowers.
  - c) Feeling: Happy.
  - d) Lesson: Keeping the school clean makes it better.
  - e) Components: Date, personal experience, lesson learnt.

### 13. MONEY-TRADE

#### A. Listening and Speaking

##### Activity 1

1. A fool and his money are soon parted.
2. Penny wise pound foolish.
3. A bad workman always quarrels with his tools.
4. A stitch in time saves nine.
5. Beggars must not be choosers.
6. Cut your coat according to your size.

#### Sounds and Words

##### Activity 2

- |             |              |
|-------------|--------------|
| 1. boutique | 2. tax       |
| 3. online   | 4. negotiate |
| 5. credit   | 6. Hawkers   |
| 7. export   |              |

#### Reading

##### Activity 3

1. He lacked work experience.
2. It means that he was not successful.
3. The amount of money intended to start a business.
4. They did not get jobs after college. He therefore discussed with his college mate on what to do.
5. They looked after their chicken well and fed them regularly apart from ensuring that the chickens were vaccinated.
6. It is their responsibility to pay taxes to the government.
7. They have achieved a lot through their chicken selling business; they sell poultry products locally and internationally and pay huge taxes to the government.

#### C. Grammar in use

##### Activity 4

i)

- |            |          |
|------------|----------|
| 1. Through | 2. Next  |
| 3. In      | 4. Under |
| 5. On      | 6. Into  |

ii)

- |       |         |
|-------|---------|
| 1. At | 2. In   |
| 3. On | 4. By   |
| 5. On | 6. At   |
| 7. At | 8. From |
| 9. Of | 10. In  |

#### E. Writing

##### Activity 5

- |                  |                  |
|------------------|------------------|
| 1. Mismanagement | 2. Un-ordinary   |
| 3. Illegitimate  | 4. Unfriendly    |
| 5. Unsafe        | 6. Disappeared   |
| 7. Irregular     | 8. Misunderstand |
| 9. Incomplete    | 10. Imperfect    |

i)

- |                 |                        |
|-----------------|------------------------|
| 1. Collision    | 2. Happiness           |
| 3. Painter      | 4. Humorous            |
| 5. Action       | 6. Decision            |
| 7. Popularity   | 8. Membership          |
| 9. Stronger     | 10. Greediness, greedy |
| 11. Measurement | 12. Disappearance      |

#### Revision exercise 13

1. Sounds
  - a) Sound /ua/: tour, pure, cure, secure
  - b) Sound /u/: put, book, cook, foot
  - c) Sound /ei/: gate, late, make, same

2. Prepositions
 

a) at	b) to
c) into	d) in
e) for	f) about
g) into	h) from
3. Word formation table
  - a) payment – pay – ment
  - b) careless – care – less
  - c) repaid – re–pay –
  - d) trader – trade – er
4. Prefixes and suffixes
 

a) careful	b) payment
c) unfair	d) repay
e) trader	

## ANSWERS TO MODEL PAPERS

### 1–5

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

### 6–9

6. B
7. A
8. C
9. B

### 10–12

10. B
11. C
12. B

### 13–15

13. A
14. B
15. B

### 16–20

16. C
17. A
18. B
19. A
20. B

### 21–30

21. A
22. B
23. B
24. C
25. A
26. B
27. A
28. C
29. A
30. B

### MODEL TEST PAPER 2 – ANSWERS

#### 1–5

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

#### 6–9

6. B
7. A
8. B
9. B

#### 10–12

10. C
11. B
12. B

**13–15**

- 13. B
- 14. B
- 15. C

**16–20**

- 16. A
- 17. C
- 18. D
- 19. A
- 20. C

**21–25**

- 21. B
- 22. C
- 23. A
- 24. B
- 25. D

**26–30 (Idioms)**

- 26. D
- 27. C
- 28. D
- 29. A
- 30. D

**MODEL TEST PAPER 3 – ANSWERS****1–5**

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

**6–9**

- 6. B
- 7. C
- 8. C
- 9. A

**10–12**

- 10. A
- 11. C
- 12. A

**13–15**

- 13. B
- 14. C
- 15. A

**16–20**

- 16. B
- 17. C
- 18. B
- 19. C
- 20. B

**21–30**

- 21. A
- 22. A
- 23. B
- 24. A
- 25. B
- 26. C
- 27. A
- 28. C
- 29. D
- 30. B

**MODEL TEST PAPER 4 – ANSWERS****1–5**

- 1. B
- 2. B
- 3. B
- 4. C
- 5. B

**6–13**

- 6. A
- 7. B

- 8. A
- 9. D
- 10. A
- 11. C
- 12. B
- 13. A

**13–20**

- 13. C
- 14. B
- 15. A
- 16. D
- 17. D
- 18. B
- 19. C
- 20. A

**21–23 (Adjectives order)**

- 21. A
- 22. C
- 23. B

**24–26 (Punctuation)**

- 24. A
- 25. C
- 26. A

**27–30**

- 27. A
- 28. A
- 29. A
- 30. B

**MODEL TEST PAPER 5 – ANSWERS****1–5**

- 1. B
- 2. B
- 3. B
- 4. B
- 5. B

**6–15**

- 6. B
- 7. A
- 8. C
- 9. B
- 10. C
- 11. D
- 12. A
- 13. C
- 14. A
- 15. C

**15–20**

- 15. B
- 16. A
- 17. B
- 18. A
- 19. B
- 20. A

**21–23 (Adverbs)**

- 21. A
- 22. A
- 23. C

**24–28 (Meanings)**

- 24. C
- 25. B
- 26. C
- 27. A
- 28. C

**29–30 (Phrasal verbs)**

- 29. A
- 30. A



- Uzuri wake
  - Umuhimu wake
  - Yale anayopenda
  - Yale anayochukia
2. Zingatia muundo, maudhui na mtindo wa insha ya wasifu
  3. Soma insha hiyo ukizingatia matamshi bora. Sikiliza maoni yao. Tumia maoni hayo kujiboresha

#### D. Sarufi

##### 1. Vivumishi vya sifa

##### Shughuli ya pili

1. a) bora, kichafu                      b) refu, nyeupe  
c) hodari                                  d) werevu  
e) shujaa
2. a) nzuri, wapole, karimu, machafu, hatari, mwembamba, mrefu, wazembe, safi, salamameupe, wazuri, wafupi,

#### Zoezi 4

1. Vivumishi vya sifa hufafanua au hueleza sifa za nomino.
2. a) nzuri                      b) safi                      c) vipya  
d) machafu                      e) ndefu
3. Zingatia upatanisho wa kisaru na sarufi kwa jumla.

##### 2. Vivumishi viashiria

##### Shughuli ya kwanza

2. huyu, huyo, yule
3. Vivumishi viashiria (vya kuonyesha)
4. Vivumishi viashiria huonyesha nomino inyorejelewa.

##### Shughuli ya pili

1. huyu, hivyo, ule, huo, hiyo, hilo, hao, ile
2. a) yule                      b) pale                      c) kule, hii  
d) hao                      e) hivi

#### Zoezi 5

1. Vivumishi viashiria ni maneno yanyoonyesha nomino. Yanafafanua au kueleza nomino kwa kuonyesha.
2. Vivumishi vionyeshi
3. a) yule                      b) huo                      c) hawa  
d) hicho                      e) hayo
4. Zingatia upatanisho wa kisaru na sarufi.

##### 3. Vivumishi vimilikishi

##### Shughuli ya pili

1. zenu, langu, yake, vyetu, wako, mwao
2. a) wao                      b) yangu                      c) yetu  
d) wako                      e) wako                      f) wake

#### Zoezi 6

1. Vivumishi vimilikishi ni maneno yanayoonyesha anayemiliki nomino inayorejelewa katika sentensi.
2. Zingatia upatanisho wa kisaru na sarufi.

##### Majibu ya maswali ya marudio

1. a) doa    ndoa                      b) choka    shoka  
c) kuja    kunja                      d) kiga    kinga
2. a) Figo husafisha damu  
b) Moyo husambaza damu mwilini.
3. Kibofu
4. wangu, yetu
5. zingatia sarufi
6. a) kivumishi kiashiria                      b) vivumishi vya sifa
7. a) Vivumishi vya sifa hueleza sifa za nomino.  
b) Vivumishi viashiria huonyesha nomino inayorejelewa kwenye sentensi  
c) Vivumishi vimilikishi hueleza nomino inamilikiwa.
8. Vitabu hivi vizuri ni vyetu.
9. Zingatia upatanisho wa kisaru na sarufi.
10. Zingatia: muundo wa insha ya wasifu, mtindo na maudhui.

## SURA 2: MICHEZO

### A. Kusikiliza na kuzungumza

#### 1. Maamkuzi

##### Shughuli ya kwanza

1. a) Soka / kabumbu / futiboli  
b) Netiboli
4. Umuhimu wa maamkuzi  
Tafuta umuhimu wa maamkuzi katika jamii yako kwa kuuliza wazazi au walezi wako.

##### Shughuli ya pili

1. Hujambo, Sabalheri, Chewa, Shikamoo na Umeshindaje

#### Zoezi 1

1.

	Maamkuzi	Majibu
a)	Chewa.	Chewa.
b)	Shikamoo.	Marahaba.
c)	Masalkheri.	Aheri.
d)	Habari za safari.	Nzuri / Njema.
e)	Salaam aleikum.	Aleikum salaam.
f)	Umeshindaje?	Vyema.

- a) Chewa. – wakati wowote
- b) Shikamoo. – asubuhi
- c) Masalkheri. – jioni
- d) Habari za safari. – mtu akitoka safari
- e) Salaam aleikum - asubuhi

f) Umeshindaje? – Jioni

## 2. Maagano

### Shughuli ya pili

1. Mchana mwema, Kwaheri, Alamsiki, Safari njema, Lala unono
2. a) Mchana mwema. - Nawe pia.  
b) Kwaheri. - Kwaheri ya kuonana.  
c) Alamsiki - Binuru.  
d) Safari njema. - Nawe pia.  
e) Lala unono. - Nawe pia.

### Zoezi 2

	Maamkuzi	Majibu	Wakati au hali
1.	Buriani.	Buriani dawa.	Kuagana bila kutarajia kuonana tena.
2.	Kwaheri.	Kwaheri ya kuonana.	Kuagana
3.	Alamsiki.	Binuru.	Usiku
4.	Ndoto njema.	Yenye mafanikio.	Usiku
5.	Mchana mwema.	Nawe pia.	Asubuhi
6.	Lala unono.	Nawe pia.	Usiku

## B. Kusoma

### Shughuli ya kwanza

1. Mchezo wa kuvuta kamba wa timu kila upande.
2. jugwe
3. I-I
4. Nomino

### Shughuli ya tatu

1. Geli  
a) Ngeli ya I-I  
b) Nomino  
c) Mchezo wa watoto wa kurusha kijiti na kukipiga na kijiti kingine.
2. Soka  
a) Ngeli ya I-ZI  
b) Nomino  
c) Mchezo wa mpira wa miguu
3. Njumu  
a) Ngeli ya I-ZI  
b) Nomino  
c) Viatu vya michezo vyenye misumari
4. Netiboli  
a) Ngeli ya I-ZI  
b) Nomino  
c) Mchezo wa mpira wa mikono uchezwa na wanawake kwenye kiwanja ambacho magoli yake ni milingotimirefu yenye

pete na nyavu

5. Uga  
a) Ngeli ya U-ZI  
b) Nomino  
c) Uwanja / kiwanja / eneo la fani ya kitaaluma
6. Mwereka  
a) Ngeli ya U-I  
b) Nomino  
c) Mchezo wa kushikana na kuvamiana kwa watu wawili kwa lengo la kuangushana
7. Naga  
a) Ngeli ya I-ZI  
b) Nomino  
c) Gori / mchezo kama kandanda ambao wachezaji huruhusiwa kukamata mpira na kukimbia nao
8. Jezi  
a) Ngeli ya I-ZI  
b) Nomino  
c) Fulana inayovaliwa na wanamichezo
9. Tenisi  
a) Ngeli ya I-I  
b) Nomino  
c) Mchezo wa watu wawili au wane wanaocheza kwa wakati mmoja katika kiwanja kido kilichofungwa wavu katikati na wachezajihutumia aina ya vibao maalumu vilivyotandwa nyuzi na huvitumia kwa kupigiana mpira mdogo / mpira wa kuchezea mchezo wa tenisi

### Zoezi 3

Tumia kamusi kueleza maana.

## C. Kuandika

### Shughuli ya kwanza

1. Insha ya masimulizi
2. a) Mada ni Michezo ya riadha (Au mada nyingine faafu).  
b) Muundo wa insha hiyo ni: utangulizi, mwili na hitimisho
3. Funzo liegemee muundo na vipengele vya insha ya masimulizi

### Zoezi 4

1. a) Kichwa  
b) Utangulizi  
c) Mwili  
d) Hitimisho  
e) Hati nzuri  
f) Kuzingatia sarufi  
g) Kuzingatia mnyambuliko wa vitenzi,

matumizi ya vivumishi na vielezi

h) Kutumia lugha ya ubunifu kama vile sitiari, tashbihi, methali na vitendawili

2. Zingatia muundo, mtindo na vipengele vya insha ya masimulizi

#### D. Sarufi

1. Vivumishi vya idadi

#### Shughuli ya kwanza

1. Mmoja
2. Watano
3. Wawili
4. Wengi
5. Vivumishi vya idadi

#### Shughuli ya pili

1. a) Sita  
b) Ishirini  
c) Michache  
d) Kimoja  
e) Nyingi
2. Vivumishi vya idadi ni maneno yanayoeleza idadi ya nomino.

#### Zoezi 5

1. Sentensi zizingatie sarufi
2. a) sita  
b) mengi  
c) kumi na moja  
d) chache  
e) mingi

#### 2. Vivumishi viulizi

#### Shughuli ya kwanza

1. Wangapi, wangapi, wangapi, gani, gani, ipi, gani, gani,
2. Vivumishi viulizi
3. Vivumishi viulizi ni maneno yanayouliza nomizo inayotajwa kwenye sentensi.

#### Shughuli ya pili

1. Mingapi, yupi, gani, wangapi, yapi, kipi
2. Sentensi zizingatie sarufi

#### Zoezi 6

1. a) yupi  
b) ngapi  
c) upi  
d) gani  
e) kipi
2. Sentensi zizingatie sarufi

#### 3. Kivumishi kirejeshi (amba-)

#### Shughuli ya kwanza

1. ambayo, ambacho, amba, ambaye, ambalo, ambayo, ambapo, ambamo
2. Kivumishi kirejeshi 'amba-' hutumiwa kurejelea nomino iliyotajwa kwenye sentensi.
3. Kivumishi kirejeshi 'amba-' hufafanua nomino inayorejelewa katika sentensi.

#### Shughuli ya pili

1. a) amba  
b) ambayo  
c) ambazo  
d) ambaye  
e) ambayo
2. a) ambamo  
b) amba  
c) ambalo  
d) ambako  
e) ambazo

#### Zoezi 7

1. a) amba  
b) amba  
c) ambavyo  
d) ambayo  
e) ambazo
2. Sentensi zizingatie sarufi

#### Maswali ya marudio

1. a) Vyema.  
b) Sina la kuamba / Naamba uambalo.
2. a) Binuru.  
b) Kwaheri ya kuonana.
3. a) Asubuhi  
b) Wakati wowote
4. Buriani.
5. Mchezaji, mchezo, mwereka, mpira
6. a) chesi / mchezo unaofanana na drafti unaochezwa na wachezaji wawili.  
b) Ngeli I-ZI  
c) Nomino
7. Sentensi zizingatie sarufi.
8. Vivumishi vya idadi ni maneno yanayoeleza idadi ya nomino zinazorejelewa kwenye sentensi.
9. ambayo
10. Insha izingatie muundo na mtindo wa insha ya masimulizi.

### 3. MAHUSIANO

#### A. Kusikiliza na kuzungumza

##### Shughuli ya kwanza

- Chungu cha udongo hakipasuki kikianguka – mjusi.
- Cha ndani hakitoki nje na cha nje hakiingii ndani – nyama.
- Chakula kikuu cha mtoto – usingizi.
- Ndugu wawili wanafanana sana lakini hawatembeleani – macho
- Njoo hapa ni je hapo – kiraka kwa nguo.

##### Shughuli ya pili

- Kutambua sauti zinazokanganya kutamka
  - Shughi la Bi Mkubwa lawaka moto.
  - Mama nieleke.
  - Ndege wengi baharini.
  - Ubwabwa wa mwana ni mtamu.
  - Gunda lake halime chochote tena.
  - Huku ng’o na kule ng’o.
  - Ingekuwa si kaka ningekuwa tajiri.
- Kutegua vitendawili.
  - Shughi la Bi Mkubwa lawaka moto - sima.
  - Mama nieleke- kitanda.
  - Ndege wengi baharini - meno.
  - Ubwabwa wa mwana ni mtamu - usingizi.
  - Gunda lake halime chochote tena - upara.
  - Huku ng’o na kule ng’o - giza.
  - Ingekuwa si kaka ningekuwa tajiri – jua na theluji

##### Zoezi 1

- Jua na theluji
  - nyama
  - Kiraka
  - Upara
  - Radi
- Tamka maneno hayo kwa usahihi.

#### B. Kusoma

##### Shughuli ya kwanza

Tathmini usomaji wa mwanafunzi

#### C. Kuandika

##### Shughuli ya kwanza

- ndugu, jirani, marafiki
- managu, githeri
- ushirikiano, mshikamano, mahusiano

##### Shughuli ya pili

- B**

- I
- U

##### Zoezi 2

- Zingatia sarufi.
- Zingatia sehemu za tarakilishi zinazotumika katika uchapaji
- Alama zote ziko kwenye dirisha la programu
- Lazima utume kupitia baruapepe zao.

#### D. Sarufi

##### 1. Viwakilishi vya nafsi

##### Shughuli ya kwanza

- Mimi, ni, sisi, wao, tu, wewe, nyinyi,
- Viwakilishi vya nafsi ni maneno yanayotumika badala ya majina ya watenda.
- Rejelea jibu la swali 2

##### Zoezi 3

- mimi, wewe
  - yeye
  - wewe
  - wao
  - nyinyi
- yeye
  - wao
  - wewe
  - mimi
  - nyinyi
  - sisi
- Zingatia kanuni za sarufi
- Zingatia upatanisho wa kisarufi

##### 2. Viwakilishi viashiria

##### Shughuli ya kwanza

- hiki, hao, zile, humu, huko
- Viwakilishi viashiria ni maneno yanayotumika kuonyesha badala ya nomino yenyewe.

##### Shughuli ya pili

- huyu, yule
  - hii, ile
  - lile
  - hapa
  - huyo
- Zingatieni upatanisho wa kisarufi.

##### Zoezi 4

- Mifano: huyo, hao, hivyo, vile, hayo, wale,
- Viwakilishi viashiria ni maneno ya kuonyesha yanayotumika badala ya nomino yenyewe.

3. a) Hayo  
b) Zile  
c) Huko  
Wale / hawa / hao
4. Zingatia upatanisho wa kisarufi.
5. Zingatia upatanisho wa kisarufi.

### 3. Viwakilishi vya idadi

#### Shughuli ya kwanza

1. Wawili, wengi, kadhaa, machache wane,
2. Viwakilishi vya idadi ni maneno ya idadi yanayotumika badala ya nomino. Mifano ni majibu kwenye nambari ya kwanza.
3. Zingatieni upatanisho wa kisarufi.

#### Shughuli ya pili

1. a) wengi  
b) wawili  
c) wachache, kumi na watano  
d) vitatu  
e) kumi
2. Viwakilishi vya idadi ni maneno ya idadi yanayotumiwa badala ya nomino.

### Zoezi 5

1. Mmoja, vitatu. Kadhaa, wengi, wachache, ishirini, thelathini, saba
2. Wengi, mengi, kadhaa, mingi, miwili
3. Zingatia upatanisho wa kisarufi

### 4. Uakifishi

#### Shughuli ya kwanza

1. (!) Kihisishi, (') king'ong'o / ritifaa, (:)  
koloni / nukta pacha
2. Rejelea matini andishi na kidijitali kutafiti matumizi ya alama hizo za kuakifisha

#### Shughuli ya pili

1. a) !                      b) '                      c) :  
d) !                      e) '                      :
2. Zingatia sarufi

### Zoezi 6

1. a) ! Kihisishi  
b) ' King'ong'o / ritifaa  
c) : koloni / nukta pacha
2. a) !                      b) :                      c) !                      d) '                      e) :
3. Zingatia sarufi

### Maswali ya marudio

1. Nyama
2. Jirani, mwandani, mwenzu,
3. a) Viwakilishi vya nafsi  
b) Viwakilishi vya idadi

- c) Viwakilishi vya viashiria
4. Zingatia sarufi
5. Maneno ya kuonyesha yanayotumika badala ya nomino.
6. a) Ritifaa (')                      b) koloni (:)  
c) hisi (!)
7. Zingatia sarufi
8. a) **B**                      c) **I**                      c) **U**
9. Kipanya
10. **Mama:** Salala! Ng'ombe hawajapewa maji hadi wakati huu.  
**Juma:** Maskini! Nimechelewa kutoka shuleni. Mama, hukumbuki nilikwambia tutakuwa na washauri nasaha.

## 4. MISIMU

### A. Kusikiliza na kuzungumza

#### Shughuli ya kwanza

1. a) Imamu                      b) Mtawa
2. Imamu
3. Mtawa

#### Shughuli ya pili

1. Mwadhini, mheshimiwa, shehe, rais, kasisi, mtawa, jasusi, baba, mzalendo, mchungaji, padre, mtume, nyanya
2. Zingatia sarufi
3. Sikiliza maoni ya mzazi na uyatumie kujiboresha

### Zoezi 1

1. a) Shehe – Mtu mwenye elimu ya dini ya Uislamu aghalabu huwafundisha kwa wengine  
b) Kasisi – Kiongozi wa kidini katika madhehebu ya Kikatoliki na Kiangilikana  
c) Mtawa – Mtu mcha Mungu ambaye amejitenga na mambo ya ulimwenu  
d) Mwadhini – Mtu anayewaita Waislamu kwa sauti kubwa au kupitia kipazasauti ili wajiandae kwenda kuswali.  
e) Rais – Kiongozi mkuu kabisa wan chi ambayo ni jamhuri.
2. Uliza mzazi au mlezi wako majina ya heshima katika jamii yako.

### B. Kusoma

#### Shughuli ya kwanza

1. a) rununu  
b) kipakatalishi  
c) Tarakilishi
2. Huunganishwa na intaneti kisha kusakura mtandaoni.

3. a) Matumizi ya nywila  
b) Kutambua jina la faili unayosakura.  
c) Kutowasiliana na watu usiowajua  
d) Kutotazama filamu chafu.
4. a) Kutoka kwenye mtandao baada ya kusakura.  
b) Kutofungua faili nyingi.  
c) Kushughulikia faili unaitafuta pekee.  
d) Kuzima baada ya kutumia
5. Ili kupata ushauri kutoka kwa mzazi au mlezi kuhusu ujumbe huo.

### Shughuli ya pili

2. Kutambua jina la faili yenye matini mnayohitaji
5. Kutambua jinsi ya kufunga na kufungua faili
6. Kutambua mtandao salama wenye matini unayohitaji
8. Kuwajibika unaposakura matini mtandaoni
9. Kutowasiliana na mtu usiyemjua
10. Kutoa habari kwa mzazi, mlezi au mwalimu unapopata ujumbe kutoka kwa mtu usiyemjua

### Zoezi 2

Zingatia maagizo.

### C. Kuandika

#### Shughuli ya kwanza

1. Barua rasmi  
Sababu
  - a) Ina anwani mbili : mwandishi na mwandikiwa
  - b) Ina kichwa
  - c) Ina sahihi ya mwandishi
  - d) Huitimishwa kwa wako mwaminifu
  - e) Huwa haina salamu.
2. Kuomba kazi au msamaha

#### Shughuli ya pili

Rejelea matini andishi nay a kidijitali kuelewa vipengele vya barua rasmi.

### Zoezi 3

1. Fafanua vipengele hivi:
  - a) Anwani ya mwandishi
  - b) Tarehe
  - c) Anwani ya mwandikiwa
  - d) Mtajo
  - e) Mada
  - f) Utangulizi
  - g) Mwili
  - h) Hitimisho
  - i) Sahihi ya mwandishi

2. Zingatia muundo na mtindo were barua rasmi
3. Hakikisha umewatumia kupitia anwani za baruapepe zao

### D. Sarufi

#### Ngeli ya YA-YA

#### Shughuli ya kwanza

1. Zingatia matamshi bora
2. Silabi za upatanisho wa kisarufi au viambishi vya ngeli ya YA-YA
3. a) Mazingira yamenadhifishwa na wafanyakazi.  
b) Maisha haya yanapendeza.
4. a) ya- b) ya-

#### Shughuli ya pili

1. Kupigia mistari viambishi vya ngeli ya YA-YA
  - a) Maskani yako yamepandwa mti.
  - b) Maisha ya Mkenya huyo yanafurahisha.
  - c) Makao ya ng'ombe yule yameoshwa.
  - d) Mazingira yaliyo na jalala ni safi.
  - e) Maziwa ya mtoto yamechemshwa.
2. Kuandika sentensi katika wingi
  - a) Maskani yenu yamepandwa miti.
  - b) Maisha ya Wakenya hao yanafurahisha.
  - c) Makao ya ng'ombe wale yameoshwa.
  - d) Mazingira yaliyo na majalala ni safi.
  - e) Maziwa ya watoto yamechemshwa.

### Zoezi 4

1. Kupigia mistari viambishi vya ngeli ya YA-YA  
Mawazo yangu yanapokumbuka mateso yaliyowapata mashujaa wa uhuru, machozi hunidondoka sana. Watu hao waliishi maisha yasiyopendeza hata kidogo. Walijificha katika misitu, katika mazingira yaliyojaa wanyama hatari, wadudu na uchafu. Hakuna magari yaliyowasafirisha ila tu kutembea kwa miguu. Pengine walikunywa maji yaliyokuwa machafu na kujipata katika hatari ya kuambukizwa magonjwa yanayoambukizwa kutokana na uchafu. Haja yao haikuwa kufurahia maziwa yaliyokuwa baridi bali kuona nchi yetu ikiwa huru kutokana na mateso ya wakoloni. Mashujaa hao wanastahili heshima na taadhima kuu. Kongole kwao.

#### Shughuli ya tatu

1. a) maji b) maziwa
2. a) maji b) maziwa
3. YA-YA



- Unga ulioletwa jana ni wa mtoto.
  - Uji wa mgonjwa umewekwa maziwa.
  - Udongo wenye rutuba una mmea ulionawiri.
  - Ushuru uliolipwa umetumika vizuri.
  - Uwajibikaji wako unajulikana mjini kote.
- Unga ulioletwa jana ni wa watoto.
  - Uji wa wagonjwa umewekwa maziwa.
  - Udongo wenye rutuba una mimea iliyonawiri.
  - Ushuru uliolipwa umetumika vizuri.
  - Uwajibikaji wenu unajulikana mijini kote.

### Shughuli ya pili

- Zingatia upatanisho wa kisarufi.
- Ugali ule mtamu umeisha.
  - Wali uliopelekewa akina mama ulikuwa na nyama.
  - Uaminifu wenu utawaletea sifa.
  - Ukulima wa mboga uliwaletae faida.
  - Ukarimu wa majirani kwa vijana wale uliwavutia wageni.

### Zoezi 4

- u
  - u
  - u
  - u, u
  - u
- Zingatia upatanisho wa kisarufi
- Zingatia upatanisho wa kisarufi

### Shughuli ya tatu

- unga
  - mchanga
  - uyoga
  - ugali
- unga
  - mchanga
  - uyoga
  - ugali
- Hazibadiliki katika wingi
- Ngeli ya U-U

### Shughuli ya nne

- Ushuru, unga, umoja, ugali, ushirikiano, uyoga, uji, ujirani, uangalifu
- Ushuru, unga, umoja, ugali, ushirikiano, uyoga, uji, ujirani, uangalifu

### Zoezi 5

- Uji, uyoga, unga, ugali
- usafi - usafi
  - uji - uji
  - uyoga - uyoga
  - ugali - ugali
  - unga - unga
- Udongo ubatili uli maji.
  - Wali wetu umeiva.
  - Uyoga ule unavutia.
  - Ugali wenu unanukia.

- Uji wao umepoa.

### Maswali ya marudio

- Kidole kimoja hakivunji chawa.
- Kinga nyingi ndizo husababisha moto.
- Uji, uyoga, unga, ugali
- u
- Kipande cha kwanza cha mshororo
- Kipande cha pili cha mshororo
- Uimbaji wa vijana wale uliwavutia watazamaji.
- tathnia – mishororo miwili
  - tathlitha – mishororo mitatu
  - Tarbia – mishororo minne
- Zingatia upatanisho wa kisarufi
- Zingatia muundo na mtindo wa insha ya maelezo.

## 6. USAWA WA KIJINSIA

### A. Kusikiliza na kuzungumza

#### Shughuli ya kwanza

- kaka, dada, katuunda, kike, kiume, watoto, sawa, usawa, heshima, maadili, maisha, umoja, shule

#### Zoezi 1

- Kupelekwa shuleni, kukuza vipawa, wapewe mahitaji, wacheze pamoja
- Watoto wote ni sawa.
- Ubaguzi
- jinsia – masuala yanayoambatana na mambo yanayohusu mwanamume na mwanamke; uana
  - ubaguzi – hali ya kutoa vitu au huduma kwa upendeleo
  - kiume – kama afanyavyo mwanamume; kwa tabia za mwanamume
- Zingatia upatanisho wa kisarufi
- Watoto wote ni sawa

### B. Kusoma

#### Shughuli ya kwanza

Jibu maswali kulingana na makala ambayo umewahi kusoma.

#### Shughuli ya pili

Jibu maswali kulingana na makala ambayo umewahi kusoma.

#### Zoezi 2

Jibu maswali kulingana na makala uliyosoma.

### C. Kuandika Shughuli ya kwanza

1. Muundo na mtindo wa insha ya wasifu
2. Huzuia ubaguzi na kuzingatia usawa
3. a) Kichwa  
b) Utangulizi  
c) Mwili  
d) Hitimisho
4. Tangulia kutambua vipengele hivyo kwenye insha kisha usome huku ukichunguza umuhimu wake.

### Shughuli ya pili Zingatia maagizo

#### Zoezi 3

1. Vipengele vya kimuundo na kintindo ambavyo ni:
  - a) **Kichwa au anwani**
    - i. huandikwa kwa herufi kubwa na kupigiwa mstari.
    - ii. hutumia maneno machache.
    - iii. huwa wazi na kueleweka upesi.
    - iv. huangazia kile kinachozungumziwa katika insha.
  - b) **Mwili wa insha**
    - i. hupangwa kwa aya kuanzia utangulizi hadi mwisho.
    - ii. hutumia sentensi zinazoeleweka kwa urahisi.
    - iii. huandikwa kwa hati nadhifu na kuakifishwa kwa usahihi.
    - vi. hutumia lugha bunifu yenye tashbihi, nahau, methali na sitiari.
  - c) **Hitimisho**
    - i. huja mwishoni mwa insha.
    - ii. huwa na maneno ya kumaliza sifa.
    - iii. hutoa maoni ya mwisho ya kusifia.
  - d) Mpangilio mzuri wa mawazo katika aya
  - e) Hati safi
  - f) Kanuni za kisarufi kama vile uafikishaji mwafaka na tahajia
  - g) Lugha ya kiubunifu inayojumuisha methali, tashbihi na nahau
  - h) Hitimisho
2. Zingatia vipengele vya insha ya wasifu

### D. Sarufi Ngeli ya I-I Shughuli ya kwanza Zingatia maagizo.

### Shughuli ya pili

1. a) Chumvi iliyowekwa katika chakula ilikuwa ya kutosha.  
b) Mvua iliyonyesha ilisababisha mafuriko.  
c) Furaha ilimfanya acheze vizuri sana.  
d) Miraa ilitupwa mbali na mtoto.  
e) Mikogo yake ilimfanya aanguke.
2. Kuandika katika wingi.
  - a) Chumvi iliyowekwa katika vyakula ilikuwa ya kutosha.
  - b) Mvua iliyonyesha ilisababisha mafuriko.
  - c) Furaha iliwapanya wacheze vizuri sana.
  - d) Miraa ilitupwa mbali na watoto.
  - e) Mikogo yao iliwapanya waanguke.
3. Zingatia upatanisho wa kisarufi.

#### Zoezi 4

1. i, i, i, i, i,
2. Zingatia upatanisho wa kisarufi.

### Shughuli ya tatu

1. a) sukari                      b) chumvi  
c) miwani                      d) kahawa
2. a) sukari                      b) chumvi  
c) miwani                      d) kahawa
3. Hayabadiliki katika wingi
4. I-I

### Shughuli ya nne

1. chai, kahawa, mirathi, sharubati, mvua
2. a) sukari                      b) chumvi                      c) furaha  
d) huzuni                      e) mvua
3. a) Mvua inanyesha.  
b) Soda imenunuliwa.  
c) Chumvi mpya imeletwa sokoni.  
d) Sukari nyingi inaharibu meno.  
e) Miwani mipya itawafaa.

#### Zoezi 5

1. miwani, miraa, sukari, chumvi, mvua
2. miwani, miraa, sukari, chumvi, mvua
3. Zingatia upatanisho wa kisarufi

### Maswali ya marudio

1. Zingatia usawa wa kijinsia
2. Usawa wa kijinsia
3. a) vitabu, majarida na magazeti
4. Kunawezesha msomaji kujua msamiati mwingi na mafunzo mengi.
5. Mada na aina ya makala
6. sukari, chai
7. Zingatia upatanisho wa kisarufi

8. Asali ya akina mama imewekwa ndani ya chupa.
9. Samli iliyonunuliwa ni nzuri.
10. a) Kichwa au anwani  
b) Mwili wa insha  
c) Hitimisho  
d) Mpangilio mzuri wa mawazo katika aya  
e) Hati safi  
f) Kanuni za kisarufi kama vile uafikishaji mwafaka na tahajia  
g) Lugha ya kiubunifu inayojumuisha methali, tashbihi na nahau
11. Zingatia muundo na mtindo wa insha ya wasifu.

## 7. MAJANGA NA JINSIYA KUYAZUIA

### A. Kusikiliza na kuzungumza

#### Shughuli ya kwanza

1. Chapa kazi, change bia, kaza kamba
2. Sema kwa sauti moja, fanya itifaki, toka jasho, shikana bega kwa bega, toka jasho
3. Tumieni kamusi ya nahau kuandika nyingine na maana zake.

#### Shughuli ya pili

1. Chapa kazi, kunja jamvi, change bia, sema kwa sauti moja, fanya itifaki
2. Tumieni kamusi ya nahau
3. Zingatieni maana ya nahau na upatanisho wa kisarufi

#### Zoezi 1

1. a) Chapa kazi – fanya kazi kwa bidii, fanya kazi kwa uwezo wako wote  
b) Kunja jamvi – maliza shughuli  
c) Kuwa na mlahaka mwema – patina vyema na watu  
d) Changa bia – shirikiana katika kufanya jambo fulani  
e) Sema kwa sauti moja – kubaliana katika jambo, afikiana  
f) Kaza kamba – zidi kutia juhudi, kutokata tamaa
2. Zingatia maana za nahau na upatanisho wa kisarufi

### B. Kusoma

#### Shughuli ya kwanza

1. a) kitabu                      b) jarida                      c) gazeti
2. Tajeni matini mumewahi kusoma.
3. Jibu yale mmesoma

### Shughuli ya pili

Fanyeni shughuli hiyo kwa makini.

#### Zoezi 2

Fuata maagizo.

### C. Kuandika

#### Shughuli ya kwanza

1. Insha ya maelezo
2. JINSIYA KUZUIA MMOMONYOKO WA UDONGO
3. Kuwa vipengele vya insha ya masimulizi ni vifuatavyo:
  - a) Kichwa au anwani
  - b) Mwili wa insha
  - c) Hitimisho
  - d) Mpangilio mzuri wa mawazo katika aya
  - e) Hati safi
  - f) Kanuni za kisarufi kama vile uafikishaji mwafaka na tahajia
  - g) Lugha ya kiubunifu inayojumuisha methali, tashbihi na nahau

#### Shughuli ya pili

Zingatieni maagizo.

#### Zoezi 3

Zingatieni yafuatayo:

- a) Kichwa au anwani
- b) Mwili wa insha
- c) Hitimisho
- d) Mpangilio mzuri wa mawazo katika aya
- e) Hati safi
- f) Kanuni za kisarufi kama vile uafikishaji mwafaka na tahajia
- g) Lugha ya kiubunifu inayojumuisha methali, tashbihi na nahau

### D. Sarufi

#### Zoezi 4

1. Tathmini sentensi za mwanafunzi
2. a) pa, ku, mu  
b) pa, ku, mu  
c) ku  
d) pa  
e) pa, ku, mu

#### Zoezi 5

1. Shuleni, nyumbani, shambani, mjini, ofisini, majilisini
2. a) uwanjani                      b) nyumbani  
c) kituoni                      d) sokoni  
e) mezani

## Maswali ya marudio

1. Kaza kamba, mkono mmoja, change bia
2. Kufanya kazi sana
3. Zingatia upatanisho wa kisarufi
4. Zingatia maagizo
5. m-
6. kituoni, chumbani, jikoni
7. Sokoni kulikosafishwa kunapendeza
8. Zingatia upatanisho wa kisarufi.
9. Shambani pa mzee pamepandwa mti.
10. Zingatia muundo na vipengele vya insha ya maelezo.

## 8. WANYAMA WA MAJINI

### A. Kusikiliza na kuzungumza

#### Shughuli ya kwanza

1. a) njenje, pesa, ngwenje, ndarama, dinari, mbuda, ghawazi  
b) nyumbani, chengoni, manzilini, baitini, makanini
2. a) msichana  
b) mvulana  
c) gude  
d) bundi (na kadhalika)
3. Rejelea kamusi

#### Shughuli ya pili

1. Rejelea kamusi
2. Rejelea kamusi

#### Zoezi 1

1. a) kadhongo (n.k.)  
b) fukara (n.k.)  
c) kusudi (n.k.)  
d) pesa (n.k.)  
e) sahibu
2. Tumia kamusi

### B. Kusoma

#### Shughuli ya kwanza

1. a) wahusika, maagizo, mazungumzo
2. Wahusika ni: Mwelekezi, Wanafunzi, Waridi, Ojwang, Wanjeri, Kaparo, Marko  
Mazungumzo ni maneno wanayoyasema wahusika  
Maelekezo ni maagizo kwenye mabano.
3. Msamiati wa wanyama: mamba, kiboko, kasa, kobe, mkizi, pweza,
4. Mchezo wa kuigiza ni tamthilia.

#### Zoezi 2

1. Tumia kamusi kuelewa mnyama uliyemtaja.
2. a) tusitupe takataka majini  
b) tusitupe kemikali majini
3. Kupata chakula

4. Hasira ni hasara.
5. Chakula na kuvutia watalii
6. Tutunze na kulinda wanyama
7. Zingatia kutaja wanyama wa majini, sifa zao, jinsi ya kuwatunza, umuhimu wao na funzo unalokusudia kujifunza.

### C. Kuandika

#### Shughuli ya kwanza

1. Mtiririko wa hoja ni mfuatano mzuri wa matukio kutoka la kwanza hadi la mwisho.
2. Muundo ni: kichwa, utangulizi, mwili kisha hitimisho
3. Insha nzuri ya masimulizi huzingatia muundo na vipengele vya uandishi wa insha ya masimulizi.

#### Shughuli ya pili

Zingatieni muundo na vipengele vya insha ya masimulizi.

#### Zoezi 3

Andika insha hiyo ukizingatia muundo na vipengele vya insha ya masimulizi.

### D. Sarufi

#### 1. Kauli ya kutendeana

#### Shughuli ya kwanza

1. Pigiana mpira
2. Kutendeana
3. andikiana, chezeana, angaliana, semezana, someana

#### Shughuli ya pili

1. Bebeana, andikiana, pelekeana, chukuliana, tengenezeana
2. a) andikiana  
c) chaguana  
e) tunzana  
b) pelekeana  
d) someana

#### Zoezi 4

1. a) walibebeana  
b) hupigiana, kujuliana  
c) waliambiana  
d) waliimbiana  
e) walinunuliana
2. a) walisomeana  
b) walisalimiana  
c) wanatembeleana  
d) wanauziana  
e) wakirushiana

#### 2. Kauli ya kutendesha

#### Shughuli ya kwanza

1. Anamnavya
2. Kutendesha
3. Fundisha, bebesha, chezesh, somesha, limisha

### Shughuli ya pili

1. Kuwalisha, aliendesha, kuwazungusha, aliwanavya, akimkimbiza, huogofya,
2. Zingatia upatanisho wa kisarufi

### Zoezi 5

1. a) andikisha      b) julisha  
c) imbisha      d) tokosa  
e) ogofya      f) ingiza
2. a) Mwalimu aliwaimbisha wanafunzi wimbo wa Taifa.  
b) Mama alimlisha mtoto chakula.  
c) Familia ya Mzee Kaziiliambatana nayekumtembeza kandokando ya bahari.  
d) Dawa alizomeza zilimponyesha.  
e) Maria aliwanavya wageni mikono.

### 3. Kauli ya kutendua

#### Shughuli ya kwanza

1. a) anika      b) anua
2. a) pakia – pakua  
b) choma – chomoa  
c) fumba – fumbua  
d) ezeka - ezekua
3. a) funga - fungua  
b) pakia – pakua  
c) anika – anua  
d) tega – tegua  
e) fukia - fukua

### Shughuli ya pili

1. pakua, fungua, anua, zibua, fumbua
2. Zingatia upatanisho wa kisarufi

### Zoezi 6

1. imefungua
2. ataanua
3. ametegua
4. ukifumbua
5. usifukue

### Maswali ya marudio

1. a) hongo –rushwa, chai, chauchau, chirimiri, mlungula, kadhongo, chichiri, mvugulio, kiinikizo, kilemba  
b) maskini – fukara, mkata, mtule, dhalili, dhilifu, kibapara, fakiri
2. Zingatia upatanisho wa kisarufi kwa

kutumia aidha ya maneno yafuatayo:

- a) Dudumizi – gude, tipitipi, shundi
- b) Rafiki – sahibu, mwandani, bui, mwenzi, msiri, somo, mbasi
3. Zingatia maagizo
4. a) Ngisi      b) Pweza
5. Zingatia upatanisho wa kisarufi wa ngeli ya A-WA
6. a) fumua – kutendua  
b) someana – kutendeanana  
c) kimbiza – kutendesha
7. a) andika – andikiana  
b) oa – oza  
c) funga – fungua
8. Zingatia maagizo na upatanisho wa kisarufi
9. a) aliwaingiza  
b) wameutegua  
c) walibebeana
10. Zingatia muundo na vipengele vya insha masimulizi

## 9. AFYA YA AKILI

### A. Kusikiliza na kuzungumza

#### Zoezi 1

1. Kuchagua miktadha rasmi  
c) Mazungumzo kwenye gwaride  
e) Mazungumzo majilisini  
g) Mazungumzo katika mahakama  
h) Mazungumzo katika bunge  
j) Daktari anapozungumza na mgonjwa
2. Mazungumzo rasmi hutokea katika miktadha rasmi ilhali mazungumzo yasiyo rasmi hutokea katika mazingira yasiyo rasmi

### B. Kusoma

#### Zoezi 2

Zingatia maagizo

### C. Kuandika

#### Zoezi 3

1. Kuwa vipengele vya insha ya masimulizi ni vifuatavyo:  
a) Kichwa au anwani  
b) Mwili wa insha  
c) Hitimisho  
d) Mpangilio mzuri wa mawazo katika aya  
e) Hati safi  
f) Kanuni za kisarufi kama vile uafikishaji mwafaka na tahajia  
g) Lugha ya kiubunifu inayojumuisha methali, tashbihi na nahau
2. -Kufanya mazoezi ya viungo

- Kula lishe bora
  - Kunywa maji safi glassi nane kwa siku
  - Kulala usingizi wa kutosha
  - Kuzungumza na watu
  - Kupumzika vya kutosha
  - Kufanya kazi
  - Kuvaa mnguo safi
  - Kushiriki katika michezo
3. Zingatia maagizo
  4. Zingatia maagizo

#### D. Sarufi

##### Vinyume vya vivumishi

##### Shughuli ya kwanza

1. a) mrefu - b) mfupi
2. c) nyeupe - d) nyeusi
3. Vinyume vya vivumishi
4. Zingatieni maagizo hayo.

##### Shughuli ya pili

- a) Zuri – baya
- b) Safi – chafu
- c) Kali – tamu
- d) Karimu – mchoyo
- e) Tajiri - maskini

##### Zoezi 4

Zingatia maagizo

##### Maswali ya marudio

1. Kuchagua miktadha rasmi
  - a) watu wakiwa mahakamani, d) viongozi wakiwa bungeni, e) daktari akiwa na mgonjwa hospitalini
2. Mifano mitano ya miktadha rasmi kama vile:
  - a) chifu akizungumza na raia afisini,
  - b) rais akiwahutubia wananchi,
  - c) walimu na wanafunzi gwarideni,
  - d) kesi ikiendelea mahakamani,
  - e) daktari na mgonjwa hospitalini,
  - f) mwalimu na mwanafunzi majilisini,
  - g) mjadala ukifanyika bungeni na mingineyo.
3. a) isiyo rasmi
- b) rasmi
- c) rasmi
- d) isiyo rasmi
4. Zingatia maagizo
5. Zingatia maagizo
6. Zingatia maagizo
7. a) mfupi
- b) karimu
8. Zingatia maagizo

9. Mama aliuza jogoo mdogo.
10. Hakiki insha ya mwanafunzi ukizingatia vipengele muhimu kama vile urefu na kanuni zingine za insha za maelezo.

## 10. KUKABILIANA NA UGAIDI

### A. Kusikiliza na kuzungumza

#### Shughuli ya kwanza

1. a) mlahi b) mjanwenye
- c) maringo d) mkali
2. A ni tashbihi. B ni sitiari.
3. Kulinganisha viumbe wawili bila kutumia maneno ya kufananisha kama vile, kama, mfano wa, mithili ya na kadhalika.

#### Shughuli ya pili

1. a) Mimi ni mchwa.
- b) Maria ni mlingoti.
- c) Baba yake ni samba.
- e) Marko ni njiwa.
- f) Mzee huyo ni kobe.
- h) Wao ni chanda na pete.
2. Rejeleeni sifa za wanyama wanaorejelewa.
3. Rejelea kamusi ya sitiari na mifano kwenye mazingira yenu.

#### Zoezi 1

1. Rejelea kamusi ya sitiari
2. Ni ulinganisho wa viumbe wawili wenye sifa sawa.
3. Zingatia upatanisho wa kisarufi.

### B. Kusoma

#### Shughuli ya kwanza

1. **Tabuleti, tarakilishi, rununu**
2. Kuandika hatua za kiusalama za kuzingatia
  - a) kutumia mitandao salama pekee
  - b) kutowasiliana na watu wasiojulikana
  - c) kuweka nywila katika vifaa vya kidijitali
  - d) kupiga ripoti unapochkozwa mtandaoni
  - e) kutotumia vifaa vya kidijitali kila wakati
  - f) kuomba idhini kutoka kwa mzazi au mlezi kabla ya kutumia vifaa vya kidijitali
  - g) kutotoa habari za kibinafsi kwa watu wengine
3. Kuandika hatua za kufuata ili kutumia vyombo vya kidijitali kwa urahisi
  - a) kufungua kifaa cha kidijitali kinachotumika
  - b) kufungua tovuti salama
  - c) kutambua jina la faili ambayo ina matini ya kusomwa
  - d) kusoma matini iliyo kwenye kifaa cha

- kidijitali
- e) kuzingatia hatua za kiusalama wakati wa kutumia kifaa cha kidijitali
- f) kufunga faili na mtandao
- g) kufunga kifaa cha kidijitali kilichotumiwa

### Shughuli ya pili

1. Kuandika hatua za kiusalama za kuzingatiwa
  - a) kutumia mitandao salama pekee
  - b) kutowasiliana na watu wasiojulikana
  - c) kuweka nywila katika vifaa vya kidijitali
  - d) kupiga ripoti unapochkozwa mtandaoni
  - e) kutotumia vifaa vya kidijitali kila wakati
  - f) kuomba idhini kutoka kwa mzazi au mlezi kabla ya kutumia vifaa vya kidijitali
  - g) kutotoa habari za kibinafsi kwa watu wengine
2. Kuandika hatua za kufuata ili kutumia vyombo vya kidijitali kwa urahisi
  - a) kufungua kifaa cha kidijitali kinachotumika
  - b) kufungua tovuti salama
  - c) kutambua jina la faili ambayo ina matini ya kusomwa
  - d) kusoma matini iliyo kwenye kifaa cha kidijitali
  - e) kuzingatia hatua za kiusalama wakati wa kutumia kifaa cha kidijitali
  - f) kufunga faili na mtandao
  - g) kufunga kifaa cha kidijitali kilichotumiwa

### Zoezi 2

Zingatia maagizo.

### C. Kuandika

#### Shughuli ya kwanza

1. Insha ya masimulizi
2. SIKU ZA MWIZI NI ARUBAINI
3. a) Muundo: Kichwa, utangulizi, mwili na hitimisho
  - b) Mtindo ni vipengele vilivyotumika katika uandishi huo. Navyo ni:
    - i. Kichwa au anwani
    - ii. Mwili wa insha
    - iii. Hitimisho
    - iv. Mpangilio mzuri wa mawazo katika aya
    - v. Hati safi
    - vi. Kanuni za kisarufi kama vile uafikishaji mwafaka na tahajia
    - vii. Lugha ya kiubunifu inayojumuisha methali, tashbihi na nahau
  - c) Maudhui ni ujumbe

Kila aya ina maudhui yake. Maudhui ni ujumbe katika kila aya.

### Zoezi 3

Zingatia muundo na vipengele vya insha ya masimulizi.

### D. Sarufi

#### Shughuli ya kwanza

2. a) angeendesha, angezuia  
b) wanalipanda, ingalinyesha
3. a) angeendesha, angezuia  
b) wanalipanda, ingalinyesha

### Zoezi 4

1. a) akishtakiwa  
b) Ningalisoma.  
c) Mngesoma.  
d) Akifungwa.  
e) Wangeshikwa.  
f) Tungalijuana.
2. Zingatia sarufi.
3. Zingatia sarufi.
4. Zingatia sarufi.

### Maswali ya marudio

1. Ni mlinganisho wa viumbe wawili wanaofanana tabia.
2. Mifano ya sitiari za tabia
  - a) Juma ni sungura
  - b) Rehema ni fisi
  - c) Mwanaisha ni chiriku
  - d) Mwalimu mkuu ni simba
  - e) Yaya ni njiwa
3. a) Musa ana maneno mengi kama chiriku  
b) Yeye anatembea polepole kama kobe.
4. Kutunga sentensi kwa kutumia sitiari za tabia:
  - a) Mimi ni mchwa kazini.
  - b) Yeye ni samba shuleni.
5. Kuandika hatua za kiusalama za kuzingatiwa
  - a) kutumia mitandao salama pekee
  - b) kutowasiliana na watu wasiojulikana
  - c) kuweka nywila katika vifaa vya kidijitali
  - d) kupiga ripoti unapochkozwa mtandaoni
  - e) kutotumia vifaa vya kidijitali kila wakati
  - f) kuomba idhini kutoka kwa mzazi au mlezi kabla ya kutumia vifaa vya kidijitali
  - g) kutotoa habari za kibinafsi kwa watu wengine
6. Hatua tatu za kiusalama zinazofaa kuzingatiwa kama vile
  - a) kutumia mitandao salama pekee

- b) kutowasiliana na watu wasiojulikana
  - c) kuweka nywila katika vifaa vya kidijitali
  - d) kupiga ripoti unapochkozwa mtandaoni
  - e) kutotumia vifaa vya kidijitali kila wakati
  - f) kuomba idhini kutoka kwa mzazi au mlezi kabla ya kutumia vifaa vya kidijitali
  - g) kutotoa habari za kibinafsi kwa watu wengine
7. Kujitahadharisha na hatari mtandaoni
  8. Kupigia mistari viambishi vya masharti.
    - a) Tukikabiliana na ukaidi tutaishi kwa amani.
    - b) Wangezingatia usawa wa kijinsia watoto wote wangeelimika.
    - c) Mngalikata miti mngaliathiriwa na ukame.
  9. Zingatia sarufi
  10. Zingatia maagizo.

## 11. USHURU

### A. Kusikiliza na kuzungumza

#### Shughuli ya kwanza

1. a) Uongozi wa nchi
  - b) Sherehe za kitaifa
  - c) Bajeti ya nchi
  - d) Ununuzi wa bidhaa
2. a) Uongozi wa nchi
  - b) Sherehe za kitaifa
  - c) Bajeti ya nchi
  - d) Ununuzi wa bidhaa

#### Zoezi 1

1. Fuatilia uhakikishe kuwa masimulizi yalifanyika na iwapo maswala ya uwekezaji yalikusishwa.
2. Fuatilia uhakikishe kuwa simulizi lilifanyika huku ishara za mwili kama vile ishara za uso, mabega na mikono zilitumika kuimarisha simulizi.
3. Zingatia maagizo
4. Fuata maagizo. Zingatia upendo unapojibu maswali.

### B. Kusoma

#### Shughuli ya kwanza

Tathmini usomaji wa mwanafunzi

### C. Kuandika

#### Zoezi 2

1. Hakiki baruapepe iliyoandikwa ukizingatia kanuni za kuandika baruapepe.
2. Hakiki baruapepe iliyoandikwa ukizingatia

kanuni za kuandika baruapepe.

### D. Sarufi

#### 1. Ukanushaji wa maneno

##### Shughuli ya kwanza

1. a) Wakazi wangelipa ushuru barabara ingekarabatiwa.
  - b) Miti mingi ikipandwa mvua itanyesha tena.
2. a) Barabara haikukarabatiwa kwa sababu wakazi hawakulipa ushuru.
  - b) Mvua hainyeshi kwa sababu hakuna miti.
3. a) Wakazi wangelipa ushuru barabara ingekarabatiwa.
  - b) Miti mingi ikipandwa mvua itanyesha tena.

#### Shughuli ya pili

1. a) Mkiishi kwa amani mtapiga hatua kimaendeleo.
  - b) Wangelima shamba kubwa wangepata mavuno mengi.
  - c) Mngalitoa nambari za siri kwenye mitandao mngalifichua siri za familia zenu.
  - d) Nikiendesha gari polepole nitafika salama.
  - e) Ungefuata maagizo ungeishi bila majuto.
2. a) Msipoishi kwa amani hamtapiga hatua kimaendeleo.
  - b) Wasingelima shamba kubwa wasingepata mavuno mengi.
  - c) Msingalitoa nambari za siri kwenye mtandao salama msingalifichua siri za familia zenu.
  - d) Nisipoendehsa gari polepole sitafika salama.
  - e) Usingefuata maagizo usingeishi bila majuto.

#### Zoezi 3

1. a) Mngemtunza ng'ombe huyo mngepata maziwa mengi.
  - b) Ningedumisha usafi ningekuwa na afya bora.
  - c) Akilipwa mshahara atalipa ushuru.
  - d) Ugaidi ungepungua biashara zingemarika.
  - e) Mwizi Yule angetiwa mbaroni

angerekebisha tabia.

2. **Ukubwa na udogo wa nomino:**  
nomino zinazoanza kwa ki-

## 2. Ukubwa na udogo wa nomino

### Shughuli ya kwanza

1. a) kikombe      b) kiti              c) kitabu  
    d) kitanda      e) kioo            f) kipepeo
2. ki-
3. kijiko, iwavi, kiroboto, kisu

### Shughuli ya pili

1. kitabu, kiota, kiti, kikombe, kitambulisho
2. kijitabu - jitabu, kijiota - kijiota, kijiti - jiti, kijikombe - jikombe, kijitambulisho - jitambulisho

## Zoezi 4

1. Kujaza jedwali

Wastani	Ukubwa	Udogo
a) Kiti	Jiti	Kijiti
b) Kitabu	jitabu	Kijitabu
c) Kitanda	Jitanda	Kijitanda
d) Kioo	Jioo	Kijioo
e) Kilemba	Jilemba	kijilemba

2. Zingatia maagizo na sarufi.
3. Zingatia sarufi

## 3. Ukubwa na udogo wa nomino

### Shughuli ya kwanza

1. a) Jiwe      b) jiko      c) jani      d) jino
2. ji-
3. jirafu, jiko, jimbo

### Shughuli ya pili

1. jifya, jiwe, jino, jirafu, jiko
2. kijijifya - jijifya, kijijiwe – jijiwe, kijijino – jijino, kijijirafu- jijirafu, kijijiko - jijiko

## Zoezi 5

1. Kujaza jedwali

Wastani	Ukubwa	Udogo
a) Jiwe	Jijiwe	Kijijiwe
b) Jino	Jijino	Kijijino
c) Jifya	Jijifya	Kijijifya
d) Kijiko	Jijiko	Kijijiko
e) jirafu	jijirafu	kijijirafu

2. Zingatia sarufi
3. Zingatia sarufi.

## Maswali ya marudio

1. Ishara za mwili kama vili ishara za uso, za mabega na za mikono
2. Maana ya msamiati wa ushuru  
a) Ushuru wa forodhani – ushuru unaolipiwa bidhaa kabla ya kuingizwa nchini.  
b) Shirika la Ukusanyaji Ushuru – ni shirika la serikali linalokusanya ushuru kwa niaba ya serikali.  
c) Ukwepaji wa ushuru – ni hali ya raia kukwepa kulipa ushuru.
3. Zingatia upatanisho wa kisarufi
4. Viambishi vya hali ya masharti  
a) wakitembea                      b) ningejua  
c) mngalimsaidia
5. Kukanusha.  
a) Usipomaliza kazi usimfungue punda huyo apumzike.  
b) Asingepusha na dawa za kulevya asingekuwa na afya bora.  
c) Wasingaliwaheshimu wazazi wasingalibarikiwa.
6. Kikombe, kijiko, kioo, kiroboto n.k.
7. a) kiti – jiti – kijijiti  
    b) kitabu – jitabu - kijitabu
8. Zingatia sarufi
9. Jiwe, jino, jirafu,
10. a) jicho – jijicho – kijijicho  
    b) jiriwa – jijiriwa - kijijiriwa
11. Zingatia sarufi
12. Hakikisha umezingatia sehemu tano za baruapepe zifuatazo:  
a) anwanipepe ya mwandishi  
b) anwanipepe ya mpokeaji  
c) mada  
d) mtajo  
e) mwili  
f) hitimisho  
g) jina la mwandishi

## MAJARIBIO YA MITIHANI

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

# Grade 5

## Science and Technology

### Answers

## ANSWERS TO ASSESSMENT EXERCISES AND MODEL TEST PAPERS

### ANSWERS TO ASSESSMENT EXERCISE 1.1

- Refrigeration:** Store perishable foods in the refrigerator to slow down fungal growth. Molds grow more slowly at lower temperatures.

**Sealing and Covering:** Use airtight containers or plastic wraps to limit the exposure of food to air, as moisture and oxygen encourage fungal growth.

**Freezing:** For long-term storage, freezing leftovers is an effective way to prevent fungal contamination.

**Proper Portioning:** Store leftovers in smaller portions so that you only need to reheat what you're going to consume, reducing the chances of leftover food being exposed to room temperature for extended periods.

**Cleaning Containers:** Ensure that food containers are properly cleaned before reusing them.
- Yeast (*Saccharomyces cerevisiae*)**  
**Use:** Used in baking and brewing. Yeast is a microorganism that ferments sugars to produce carbon dioxide, causing dough to rise in bread making and producing alcohol in brewing.

**Penicillium (*Penicillium chrysogenum*)**  
**Use:** Penicillium is used in the production of the antibiotic penicillin, which is used to treat bacterial infections.
- (a) What is the name of the fungi growing on the tomatoes**  
The fungi most likely growing on the tomatoes is **Penicillium** or **Aspergillus** (common molds). These molds are often found on fruits like tomatoes when they are stored improperly or are overripe.

**(b) Outline the safety measures Purity should observe while disposing of the tomatoes.**  
**Wear gloves:** To avoid direct contact with mold, wear gloves while handling moldy tomatoes.  
**Avoid inhaling mold spores:** Mold spores can cause respiratory problems, so it's important not to inhale the spores when handling the affected tomatoes.  
**Dispose in a sealed bag:** Place the moldy tomatoes in a sealed plastic bag and dispose of them in a trash bin.  
**Clean the area:** After disposal, clean the counter or any area the tomatoes were stored in with warm soapy water or disinfectant.  
**Wash hands thoroughly:** After handling moldy tomatoes and cleaning the area, wash hands thoroughly with soap and water.
- (a) Identify the fungi used in the product.**  
The fungi used in baking products is **Saccharomyces cerevisiae**, commonly known as **baker's yeast**.

**(b) Baker's yeast is used in baking to ferment sugars in dough.** This fermentation process produces carbon dioxide gas, which causes the dough to rise and become fluffy. It also contributes to the development of flavors in the baked product.

**(c) Write down examples of food that are made using these fungi.**

  - **Bread** (especially leavened bread)
  - **Pizza dough**
  - **Pastries** (such as croissants)
  - **Cakes** (like sponge cakes)
  - **Beer** (through fermentation in brewing)
  - **Wine** (also produced via fermentation)
- Wear protective gear:** Wear gloves, masks, and sometimes goggles when handling moldy substances or working in environments with high mold growth.

  - **Work in a well-ventilated area:** Mold spores can be airborne, so it's essential to work in a well-ventilated area to avoid inhaling them.
  - **Avoid direct contact:** Do not touch moldy substances with bare skin to prevent irritation or infection.
  - **Dispose of contaminated items properly:** Seal moldy food or materials in a bag before disposing of them to prevent spores from spreading.
  - **Clean thoroughly:** After exposure to fungi, clean surfaces, tools, or containers with disinfectant or soap and water.
  - **Monitor health:** If exposed to large amounts of fungi or mold, watch for allergic reactions or respiratory symptoms and seek medical advice if necessary.
- Decomposing organic matter:** Fungi break down dead plants, animals, and other organic matter, recycling nutrients back into the ecosystem. Without fungi, nutrients like carbon, nitrogen, and phosphorus would not be readily available to plants and other organisms.

**Symbiotic relationships:** Many fungi form symbiotic relationships with plants, such as **mycorrhizal fungi**, which help plants absorb nutrients from the soil, especially phosphorus.

**Food production:** Fungi are used in the production of foods (like mushrooms and cheese), beverages (like beer and wine), and even in medicine (such as antibiotics).

**Supporting biodiversity:** Fungi create habitats for other organisms, contributing to biodiversity. For example, they provide food for insects, birds, and small animals.

**Medicine production:** Fungi, like the *Penicillium* species, have been vital in the development of antibiotics, and other fungi have medicinal uses in immunosuppressive drugs and cancer treatments.

## ANSWERS TO ASSESMENT EXERCISE 1.2

- Three examples of invertebrates are:
  - Earthworms
  - Butterflies
  - Octopuses
- The invertebrate could be a **Crab**, which is a common coastal invertebrate.
  - Outline two characteristics of this invertebrate.**
    - Exoskeleton (Carapace):** Crabs have a hard outer shell or exoskeleton that provides protection.
    - Jointed Legs:** Crabs have ten jointed legs (five pairs) that allow them to move efficiently, especially sideways.
  - State the economic importance of the invertebrate you have identified in (a) above.**
    - Crabs are a source of food** for humans, especially in coastal regions. They are rich in protein and are widely consumed in various cuisines around the world.
    - Crabs are also important in tourism**, as people often participate in activities like crab fishing or visiting aquariums to learn more about marine life.
- The invertebrate with these characteristics is a **Snail**. Snails have no legs and move by gliding using a muscular foot and mucous secretion.
  - Snails are used as a food source** in many countries, especially in Europe and Africa, where they are considered a delicacy (escargot is a famous French dish made from snails).
- Examples:
    - Ants**
    - Bees**
    - Grasshoppers**
  - Examples:
    - Insects** (such as ants, bees, and butterflies) have three body parts: head, thorax, and abdomen.
    - Dragonflies**
    - Flies**
  - Examples:
    - Moths**
    - Cicadas**
    - Termites**
- Invertebrates play a significant role in various industries and ecosystems. Their economic importance includes:
  - Pollination:** Insects like bees, butterflies, and moths pollinate plants, which are essential for agricultural production, including fruits, vegetables and flowers.
  - Food Source:** Many invertebrates, such as crustaceans (crabs, lobsters), mollusks (snails, clams) and insects (grasshoppers, ants), are consumed as food by humans.
  - Soil Aeration and Fertility:** Earthworms and other soil invertebrates help aerate the

soil and break down organic matter, enriching the soil with nutrients, which benefits agriculture.

- Medicinal Uses:** Some invertebrates, like certain species of marine mollusks and insects, produce compounds that are used in medicine (antibiotics from ants and venom from bees used for pain relief).

## ANSWERS TO ASSESMENT EXERCISE 1.3

- The main artery is the **aorta**. The main vein is the **vena cava**
- Arteries** – Carry oxygenated blood away from the heart to the body (except the pulmonary artery, which carries deoxygenated blood to the lungs).  
**Veins** – Carry deoxygenated blood back to the heart (except the pulmonary vein, which carries oxygenated blood from the lungs to the heart).  
**Capillaries** – Tiny blood vessels that connect arteries and veins, where the exchange of oxygen, carbon dioxide, and nutrients occurs between the blood and body tissues.
- The component of the blood that contains **hemoglobin** is the **red blood cells (erythrocytes)**. Hemoglobin is a protein in red blood cells that binds to oxygen, allowing for the transport of oxygen throughout the body.
- The component of blood that helped to stop the bleeding is **platelets** (they help in blood clotting).
- The structure shown is a **red blood cell**.  
(This is the most common blood component shown in such questions.)
- Its function in the human circulatory system is to **transport oxygen** (and some carbon dioxide) around the body.
- The set that contains blood components is: **(d) Platelets, plasma, white blood cells, red blood cells.**
- Ways of maintaining a healthy circulatory system include:
  - Eating a balanced diet
  - Exercising regularly
  - Avoiding smoking and excessive alcohol
  - Maintaining a healthy body weight
  - Drinking enough water
  - Reducing stress
  - Going for regular medical check-ups
- The part where blood flows to the lungs is the **pulmonary artery**.
  - Oxygenated blood flows to the heart through the **pulmonary vein**.
  - Blood is pumped to all parts of the body through the **aorta**.
  - Blood from all parts of the body flows into the heart through the **vena cava**.

### ANSWERS TO ASSESMENT EXERCISE 2.1

1. Solid  
Liquid  
Gas
2. a) **Sublimation**  
The process by which a **solid changes directly into a gas** without passing through the liquid state.  
b) **Evaporation**  
The process by which a **liquid changes into a gas** at temperatures below its boiling point.  
c) **Condensation**  
The process by which a **gas changes into a liquid** when cooled.  
d) **Deposition**  
The process by which a **gas changes directly into a solid** without passing through the liquid state.  
e) **Melting**  
The process by which a **solid changes into a liquid** when heated.  
f) **Freezing**  
The process by which a **liquid changes into a solid** when cooled.
3. • **Sublimation:** Solid → Gas  
• **Deposition:** Gas → Solid
4. • Camphor  
• Naphthalene (mothballs)  
• Iodine  
• Dry ice (solid carbon dioxide)
5. Frozen water (ice) **melts into liquid water**, and with continued heating, the liquid water **evaporates or boils into water vapour (gas)**.
6. By **heating the water** until it evaporates or boils.
7. When a liquid turns into a solid, the process is called *freezing*.
8. • **Refrigeration and freezing** preserve food.  
• **Evaporation** is used to dry clothes.  
• **Condensation** is used in water collection and distillation.  
• **Melting** is used in moulding metals and making candles.  
• **Boiling** is used in cooking food.  
• **Sublimation** is used in air fresheners and moth repellents.

### ANSWERS TO ASSESMENT EXERCISE 2.2

1. a) **Air pollution**  
Air pollution is the **contamination of air by harmful substances** that can cause damage to living things and the environment.  
b) **Air pollutant**  
An air pollutant is **any harmful substance released into the air** that causes air pollution.
2. Smoke  
Dust  
Harmful gases ( carbon monoxide, sulphur dioxide)

3. Smoke from vehicles
  - Smoke from factories
  - Burning of rubbish
  - Dust from roads
  - Smoke from cooking fuels (charcoal, firewood)
4. Mulee should sprinkle water on the ground before cleaning to reduce dust and air pollution.
5. The leaves are covered with dust/soot and appear unhealthy or discoloured.  
(b) Dust or soot (smoke particles).  
(c) It blocks sunlight and air, reducing photosynthesis and causing poor growth or death of the plant.
6. • Clean air prevents respiratory diseases.  
• It allows plants to grow well.  
• It improves overall human health.  
• It ensures good visibility.  
• It supports healthy animals and ecosystems.
7. (a) **Plants**
  - Reduced photosynthesis
  - Poor growth or wilting
  - Yellowing and falling of leaves
  - Death of plants(b) **Animals**
  - Breathing problems
  - Eye and skin irritation
  - Diseases and poor health
  - Death in severe cases
8. It causes air pollution by releasing smoke and harmful gases into the air.
9. Face masks, gas masks, goggles and Nose masks /respirators
10. Planting more trees  
Avoiding burning of rubbish  
Using clean energy and well-maintained vehicles
11. (a) **Poor visibility of drivers**  
Smoke and dust **block clear vision**, making it hard to see the road.  
(b) **Breathing difficulties**  
Polluted air contains **harmful particles and gases** that affect the lungs.  
(c) **Choking and sneezing**  
Dust and smoke **irritate the nose and throat**.  
(d) **Poor health of plants**  
Pollutants **block sunlight and damage leaves**, reducing photosynthesis

### ANSWERS TO ASSESMENT EXERCISE 3.1

1. Reflection of light is the bouncing back of light when it hits a surface.
2. Wood, metal and stone
3. Seeing ourselves in a mirror
  - Using periscopes to see over obstacles
  - Rear-view mirrors in vehicles
  - Reflectors on roads and bicycles (*any three*)
4. A rainbow is formed when sunlight passes through raindrops, where it is refracted, reflected inside the drop, and then dispersed into different colours.

5. (Diagram assumed as provided in the question.)
6. A mirror (plane mirror) is at position A.
7. We are able to see the candle flame through the straight pipe because light travels in straight lines.
8. (a) Transparent materials  
Allow most light to pass through so objects can be seen clearly.  
*Examples:* Clear glass, clean water, air.
- (b) Translucent materials  
Allow some light to pass through, but objects cannot be seen clearly.  
*Examples:* Frosted glass, oiled paper, thin plastic.
- (c) Opaque materials  
Do not allow light to pass through.  
*Examples:* Wood, metal, stone.
9. A lunar eclipse occurs when the Earth comes between the Sun and the Moon, blocking sunlight from reaching the Moon.
10. (a) Mirrors
  - Used to see images (dressing mirrors)
  - Used in vehicles as rear-view mirrors
  - Used in periscopes
 (b) Hand lens
  - Used to magnify small objects
  - Used by scientists, students, and watch repairers
 (c) Lenses
  - Used in spectacles to correct eyesight
  - Used in cameras to form images
  - Used in microscopes and telescopes
11. The image is formed behind the mirror
  - The image is:
    - Upright
    - Same size as the object
    - At the same distance behind the mirror as the object is in front

### ANSWERS TO ASSESMENT EXERCISE 3.2

1.
  - Ramps for wheelchairs
  - Staircases
  - Sloping roads or hills
  - Slides in playgrounds
2. (Learners are expected to draw. Examples to draw include:)
  - A ramp
  - Stairs
  - A playground slide
3.
  - Hospitals (wheelchair ramps)
  - Schools (ramps and stairs)
  - Homes (stairs and ramps)
  - Roads (sloping roads and bridges)
  - Playgrounds (slides)
  - Construction sites (loading ramps)
4. (a) Identify the slope likely to be found in a hospital.  
The gentle slope (ramp) is likely to be found in a hospital.
- (b) Explain the importance of these slopes.
  - They make work easier by reducing effort.

- They allow wheelchairs and stretchers to move easily.
  - They help in pushing loads up or down safely.
  - They save time and energy.
5. The load is easier to lift on the picture showing a gentle slope or longer ramp because it requires less force.

## ANSWERS TO MODEL TEST PAPERS

### MODEL TEST PAPER 1

1. The component of blood that transports carbon (IV) oxide is red blood cells.
2. A – Melting  
B – Freezing  
C – Evaporation / Boiling  
D – Condensation  
E – Sublimation  
F – Deposition
3. (a) The method of separation is sublimation.  
(b) Examples: camphor, iodine, naphthalene, dry ice.
4. Nose
  - Trachea (windpipe)
  - Bronchi
  - Lungs
  - Diaphragm
5. Chest cavity expands
  - Ribs move upwards and outwards
  - Diaphragm contracts and flattens
  - Air enters the lungs
6.
  - Oxygen
  - Carbon (IV) oxide
  - Water vapour
  - Dust particles
7. Carbon (IV) oxide
8. (a) Gas used by patients with breathing problems – **Oxygen**  
(b) Gas used in light bulbs – **Argon**  
(c) Percentage of nitrogen in air – **78%**  
(d) Gas used by leguminous plants – **Nitrogen**
9. Carbon (IV) oxide
10. White blood cells
11. (a) Miscible liquids: water and alcohol; water and vinegar  
(b) Immiscible liquids: oil and water; kerosene and water
12. (a) He was investigating separation of mixtures.
13. (a) • F – Residue  
• X – Filtrate  
(b) Method: Filtration
14. Smoke, gases, fumes, dust particles
15. Oxygen + haemoglobin
16. • Plasma
  - Red blood cells
  - White blood cells
  - Platelets
17. About 72 beats per minute
18. To prevent backflow of blood.

19. Arteries
  - Veins
  - Capillaries
20. Gloves
  - Face mask
  - Gumboots
21. Refrigerate food
  - Dry food properly
  - Cover food
  - Store in clean, airtight containers
22. Yeast – baking and brewing
  - Penicillium – making antibiotics
23. Wear protective clothing (bee suit).
24. Sleep under treated mosquito nets
  - Drain stagnant water
25. Wash hands thoroughly with soap and water.
26. They live in water (the sea/ocean).
27. No backbone
  - Live in water
  - Some have shells
  - Cold-blooded
28. Breathe using gills or body surface
  - Some move using fins or tentacles
29. The heart
30. Plasma
31. (a) Arteries: Carry blood away from the heart  
 (b) Veins: Carry blood towards the heart  
 (c) Capillaries: Allow exchange of gases and nutrients

### MODEL TEST PAPER 2

1.

Solid	Liquid	Gas
Rocks	Water	Air we breathe
Ice	Milk	
Fork	Orange juice	

2. (a) Component of blood that stopped the bleeding: **Platelets**  
 (b) Name of the process: **Blood clotting**
3. (a) The bronchus is: **Bronchus**  
 (b) Part that separates the abdomen and chest cavity: **Diaphragm**  
 (c) Warming, cleaning and moistening of air is done in the **nose (nasal cavity)**  
 (d) C-shaped rings of cartilage are found in the **trachea (windpipe)**
4. Breathing problems
  - Eye and skin irritation
  - Diseases
  - Poor visibility
  - Damage to plants and animals
5. Plant trees
  - Avoid burning rubbish
  - Use clean fuels
  - Service vehicles regularly
6. A. Air is only made of nitrogen and oxygen – **False**  
 B. Air has a smell – **False**

- C. Plants use carbon (IV) oxide for photosynthesis – **True**
7. **Veins (except pulmonary vein)**
8. (a) **They transport blood to the heart**
9. **Sublimation**
10. (a) Gas that supports combustion: **Oxygen**  
 (b) Gas used by plants in photosynthesis: **Carbon (IV) oxide**  
 (c) Removal of water from plants as vapour: **Transpiration**
11. • **A** – Bell jar (chest cavity)  
 • **B** – Balloons (lungs)  
 • **C** – Rubber sheet (diaphragm)  
 • **D** – Y-tube (trachea and bronchi)
12. **An insect**
13. High blood pressure
  - Anaemia
  - Heart disease
14. i) Solid → Liquid: **Melting**  
 ii) Liquid → Solid: **Freezing**  
 iii) Liquid → Gas: **Evaporation / Boiling**  
 iv) Gas → Liquid: **Condensation**  
 v) Solid → Gas: **Sublimation**  
 vi) Gas → Solid: **Deposition**
15. Mushrooms
  - Yeast
  - Moulds
16. (a) **Aim: To show that plants need carbon (IV) oxide for photosynthesis**  
 (b) At the end, the leaf **does not turn blue-black**, showing no starch was formed.
17. Heat water gently; **bubbles form**, showing air dissolved in water escapes.
18. Respiratory diseases
  - Poor visibility
  - Death of plants
  - Global warming
19. **Mycology**
20. **Uses of reflection of light**
  - Seeing images in mirrors
  - Rear-view mirrors in vehicles
  - Periscopes
21. **Conditions for change of state**
  - **Heating** causes melting and evaporation
  - **Cooling** causes freezing and condensation
22. The process by which matter **changes from one state to another** due to heating or cooling.
23. **Safety measures when heating**
  - Use gloves
  - Do not touch hot objects
  - Use proper containers
  - Keep away from naked flames
24. **It melts into a liquid**
25. **Effects of air pollution on living things**
  - Plants: poor growth, yellow leaves
  - Animals/humans: breathing problems
26. **Other effects of air pollution**
  - Acid rain
  - Climate change

- Damage to buildings
- 27. Simple machines**  
**(a)** Objects shown: (e.g. knife, axe, bottle opener, ramp)  
**(b)** Common feature: They are simple machines  
**(c)** **They** reduce effort and make work easier
- 28. Examples of air pollutants**
- Smoke
  - Dust
  - Harmful gases
- 29. Sources of air pollution**
- Vehicles
  - Factories
  - Burning rubbish
  - Dusty roads
- 30. Mulee should sprinkle water on the ground before cleaning.**

### MODEL TEST PAPER 3

- Air is considered a mixture because it contains different gases (like nitrogen, oxygen, carbon dioxide, and others) physically combined but not chemically bonded.
- Snail
- Nitrogen – 78%
  - Oxygen – 21%
  - Carbon dioxide – 0.03%
  - Other gases (argon, neon, etc.) – 0.97%
- Because the amount of oxygen in the air decreases at high altitudes or underwater, so they carry oxygen to breathe safely.
- Pollutants: Sulphur dioxide, nitrogen oxides
  - Prevention: Reduce burning of fossil fuels, plant trees, use cleaner fuels
- (a)** Likely organism: Insect  
**(b)** Examples: Housefly, honeybee
- Smoke from chimneys
  - Dust from raw materials
  - Exhaust fumes from vehicles
  - Release of harmful gases
- (a)** Features: Antennae, wings, three body parts, six legs  
**(b)** Organism: Insect (bee)
- Wear gloves
  - Avoid poisonous organisms
  - Handle carefully
  - Wash hands afterward**(b) Examples:**
  - Earthworms
  - Snails
  - Ants
- (a)** Inhaled air: Oxygen (~21%)  
**(b)** Exhaled air: Carbon dioxide (~4–5%)
- Nitrogen (78%)
- Transport oxygen and nutrients
  - Remove waste (like carbon dioxide)
  - Distribute hormones
  - Protect the body (immune system)
- Open circulatory system
  - Closed circulatory system

- 14. (e)** It has no role in water cycle → Not true
- 15. Heart**
- Blood
  - Blood vessels
- 16. (a)** Disease: **Varicose veins**  
**(b)** Prevention: Avoid standing for long periods, exercise regularly, maintain healthy weight
- 17. •** Smoke/dust
- Carbon monoxide
  - Sulphur dioxide
  - Nitrogen oxides
- 18. Correct observation: (i)** Bubbles of air came out of the bottle
- 19. •** Plasma
- Red blood cells
  - White blood cells
  - Platelets
- 20.**

Vessel	Function	Wall	Blood type
Arteries	Carry blood away from heart	Thick, elastic	Usually oxygenated
Veins	Carry blood to heart	Thin, have valves	Usually deoxygenated
Capillaries	Exchange of substances with tissues	Very thin (one cell thick)	Both

- 21.** Water changes from liquid to gas (steam)
- 22.** Steam (water vapour)
- 23.** Evaporation / Boiling
- 24.** Use gloves
- Handle hot containers carefully
  - Keep a safe distance from fire
- 25.** Kerosene
- Cooking oil
  - Milk
- 26.** Reflection of light is the bouncing back of light when it strikes a surface.
- 27.** Wood
- Metal
  - Stone
- 28.** Mirrors for seeing images
- Rear-view mirrors in vehicles
  - Periscopes
- 29.** Brick
- Aluminum sheet
  - Cardboard
- 30.** Dressing mirrors
- Periscopes in submarines
  - Road safety reflectors

### MODEL TEST PAPER 4

1. Transports oxygen and nutrients to all body parts.
  - Removes waste products like carbon dioxide from the body.
2. Liquids take the shape of the container they are in but have a fixed volume.
3. Evaporation / Boiling
4. The heart
5. (a) Organism: Earthworm  
(b) Economic importance:
  - Improves soil fertility by aerating and enriching soil
  - Helps in decomposition of organic matter
6. Use a magnet to remove iron filings.
  - Dissolve salt in water and filter out sand.
  - Evaporate the water to obtain salt.
7. Let the water settle so impurities sink.
  - Pour off clear water carefully.
  - Filter through a clean cloth or sand filter.
8. Production of antibiotics (Penicillin)
  - Production of alcohol and yeast for baking
  - Making enzymes used in industries
9. Acid rain
10. Leg → Veins → Right atrium → Right ventricle → Pulmonary artery → Lungs → *Pulmonary vein* → Left atrium → Left ventricle → Aorta → Rest of the body
11. Difficulty breathing
  - Wheezing
  - Coughing
  - Chest tightness
12. Object that changes from liquid to solid: Cup of water (freezes into ice)
13. Light a candle and cover it with a jar → flame goes out after using up oxygen.
14. Decantation
15. Intercostal muscles: Move ribs during breathing
  - Diaphragm: Contracts and relaxes to allow inhalation and exhalation
16. Ice cube (it is solid)
17. Heart
  - Blood vessels
  - Blood
18. Carbon (IV) oxide
19. Nitrogen (78%)
  - Oxygen (21%)
  - Other gases (1%) including carbon dioxide, argon, etc.
20. Hospitals (ramps)
  - Schools (stairs and ramps)
  - Roads (hilly areas)
  - Playgrounds (slides)
  - Loading docks / construction sites (ramps)
21. Refrigerate or freeze
  - Cover and store in clean, airtight containers
  - Dry food properly if storing for a long time
22. Yeast: Baking and brewing
  - Penicillium: Production of antibiotics (Penicillin)

23. Wear gloves
  - Avoid touching harmful organisms
  - Wash hands after handling
  - Handle carefully to avoid bites or stings
24. Mosquitoes: Spread malaria and other diseases
  - Ticks: Spread tick-borne diseases
  - Bees: Can sting
25. The heart
26. Plasma
27. Blood vessels (Arteries, veins, capillaries)
28. Camphor
  - Naphthalene (mothballs)
  - Iodine
  - Dry ice
29. Ice (solid) melts into liquid water, and with continued heating, water evaporates into water vapour (gas)
30. Heat water until it boils
  - Water evaporates into water vapour (gas)

### MODEL TEST PAPER 5

1. Heart
  - Blood
  - Blood vessels
2. Arteries: Carry blood away from the heart  
Veins: Carry blood towards the heart
3. Veins contain valves  
Purpose: To prevent backflow of blood
4. (a) Parts:
  - 1 – Plasma
  - 2 – Red blood cells
  - 3 – White blood cells
  - 4 – Platelets(b) 1 (Plasma): Transports nutrients, hormones, and waste
  - 1 (Red blood cells): Transport oxygen
  - 2 (White blood cells): Fight disease
5. (a) • A – Artery
  - B – Vein
  - C – Capillary(b) 1 – Lumen
  - 2 – Wall (muscular layer)
  - 3 – Elastic layer
  - 4 – Endothelium
6. (a) Parts 1–6:
  - 1 – Right atrium
  - 2 – Right ventricle
  - 3 – Left atrium
  - 4 – Left ventricle
  - 5 – Pulmonary artery
  - 6 – Aorta(b) 1 (Right atrium) – Deoxygenated blood
  - 2 (Right ventricle) – Deoxygenated blood
7. B. Chlorine
8. Volcanic eruptions
  - Forest fires
  - Dust storms
  - Pollen
9. C. Oxygen (Gas)

10. Nitrogen (78%)
- Oxygen (21%)
  - Carbon dioxide (~0.03%)
  - Other gases (Argon, Neon, etc.)
11. Used by plants in photosynthesis to make food
- Helps maintain temperature of the earth (greenhouse effect)
12. **Melting:** Ice to water for drinking
- Evaporation: Drying clothes
  - Condensation: Water collection from air
  - Freezing: Preservation of food
13. A. An animal without a backbone
14. Help in pollination (bees, butterflies)
- Decompose organic matter (worms, fungi)
  - Serve as food for other animals
15. C. Four
16. A. Circulation
17. B. Sublimation
18. (a) **Stages 1–6 (general):**
- 1 – Melting (solid → liquid)
  - 2 – Freezing (liquid → solid)
  - 3 – Evaporation (liquid → gas)
  - 4 – Condensation (gas → liquid)
  - 5 – Sublimation (solid → gas)
  - 6 – Deposition (gas → solid)
- (b) Iodine
- Camphor
19. Reflection of light is the bouncing back of light when it strikes a surface.
20. **Fulcrum:** Pivot point
- **Effort:** Force applied
  - **Load:** Object to be moved
21. Decompose organic matter
- Recycle nutrients into the soil
  - Food source for humans and animals
22. Production of antibiotics
- Brewing alcohol
  - Baking (yeast)
23. Used to make bread, cheese, alcohol
- Fermentation of food products
24. (a) **Processes:**
- Solid → Liquid: Melting
  - Liquid → Solid: Freezing
  - Liquid → Gas: Evaporation/Boiling
  - Gas → Liquid: Condensation
  - Solid → Gas: Sublimation
  - Gas → Solid: Deposition
- (b) **Substances undergoing sublimation (E):**
- Camphor
  - Naphthalene
25. Evaporation removes water, drying clothes and grains
- Prevents spoilage by fungi and bacteria
26. Carbon (IV) oxide
27. White blood cells (WBCs)
28. (a) Miscible liquids: Water + alcohol, water + vinegar
- (b) Immiscible liquids: Oil + water, kerosene + water

29. (a) Inhaled air: Oxygen  
(b) Exhaled air: Carbon (IV) oxide
30. Nitrogen (78%)

# GRADE 6 AGRICULTURE ANSWERS

## ANSWERS TO ASSESSMENT

### EXERCISE 1.1

1. Rill erosion, splash erosion, gully erosion and sheet erosion.
2. Sheet erosion is formed when water flows over a flat or gently sloping land in a thin, uniform layer carrying away the top layer of fertile soil. It is often not easily noticed because it removes soil evenly.
3. a) A : Rill erosion, B: Sheet erosion  
b) Rill erosion is formed when heavy rainfall or runoff water concentrates into small, fast flowing streams that cut distinct, narrow channels into the soil. It looks like many small, visible lines or trenches running down a slope.  
Sheet erosion is formed when a thin, uniform layer of water flows over a wide area of flat or gently sloping land carrying away the topsoil evenly.
4. Mulching, planting cover crops and contour farming.
5. Sheet erosion and rill erosion.
6. a) Mulching covers the soil surface with materials like dry grass or straw. This protects the soil from the direct impact of raindrops and slows down the flow of water, reducing its ability to carry soil away.  
b) Splash erosion and sheet erosion.
7. a) It helps to maintain soil fertility by keeping the nutrient-rich topsoil in place.  
b) It ensures better crop growth, leading to good harvests and food security.  
c) It keeps land usable for farming for a long time.  
d) It helps the soil retain moisture, which is important for plant growth.  
e) It protects the environment by preventing land degradation and loss of habitats.

## ANSWERS TO ASSESSMENT

### EXERCISE 1.2

1. Sunken seedbed and shallow pit seedbed.
2. a) Sunken seedbed  
b) A sunken seedbed is made lower than the surrounding ground level.
3. It is constructed lower than the surrounding ground. This shape collects

- and traps rainwater or irrigation water in the depression, allowing it to soak into the soil slowly. It also protects the soil from direct sun and wind, which reduces evaporation.
4. a) i. Identify a suitable place on the farm.  
ii. Dig pits about 20–30 centimetres deep.  
iii. Place the dugout topsoil on one side and the subsoil on the other side.  
iv. Mix the topsoil with organic manure.  
v. Fill all the pits with the mixture of topsoil and organic manure.  
b) i. Handle tools (jembe, panga) properly to avoid injuries.  
ii. Wear protective gear like gloves, masks, and boots.  
iii. Wash hands with soap after finishing the work.
  5. i. Mark out a rectangular area.  
ii. Remove and set aside the topsoil.  
iii. Dig out and remove the subsoil (do not return it).  
iv. Mix the topsoil with organic manure.  
v. Return the mixture into the marked area, creating a depression about 10 cm deep.  
vi. Level the surface inside the sunken bed.
  6. i. It retains soil water for longer periods, reducing the need for frequent watering.  
ii. It leads to higher crop yields as plants have enough water.  
iii. It enables crops to survive during dry seasons or droughts.  
iv. It helps conserve water in the garden.
  7. a) Sunken seedbed.  
b) It is constructed lower than the surrounding ground. This shape collects and traps rainwater or irrigation water in the depression, allowing it to soak into the soil slowly.  
c) A sunken seedbed is important in dry areas because it traps and collects any rainwater or irrigation water in its depression. This maximizes water availability to the plant roots, reduces water loss through evaporation and helps crops survive long dry periods.

## ANSWERS TO ASSESSMENT

### EXERCISE 1.3

1. Physical deterrents are physical objects or barriers that are used to keep wild animals away from farms and homes without harming or killing them. They stop animals from reaching crops or domestic animals.
2. Monkeys, zebras, antelopes, rats / mice, eagles and rabbits.
3. Mesh fences, thorny fences, safe traps, innovative lights, deflectors and innovative sounds.
4.
  - a) Wire mesh fence
  - b)
    - i) Plan and mark the fence line around the farm using pegs and string.
    - ii) Dig holes for the fence posts along the marked line.
    - iii) Set the posts firmly into the holes and fill with concrete or packed soil to make them stable.
    - iv) Unroll the mesh wire and attach it securely to the posts using strong wire or staples.
    - v) Stretch the mesh tight to prevent animals from pushing through.
    - vi) Secure the bottom of the mesh to the ground or bury it slightly to stop animals from digging under it.
    - vii) Install a gate for farm access and ensure it latches securely.
  - c) Monkeys, antelopes and buffaloes.
5.
  - i. They ensure the safety of crops and domestic animals from destruction.
  - ii. They protect wild animals by keeping them away without harming or killing them.
  - iii. They help people and wild animals live peacefully together.
  - iv. They help conserve wildlife, which can attract tourists to an area.
  - v. They are safe for both people and animals when established correctly.

### ANSWERS TO END OF STRAND 1 ASSESSMENT

1.
  - a) Splash erosion is caused by raindrops hitting bare soil breaking it into small particles that splash away.  
Gulley erosion is caused by heavy runoff

- b) Splash erosion: Found on bare soil surfaces, especially on flat or gently sloping cultivated land without cover.  
Gulley erosion: Found on steep slopes or areas where water concentrates and flows quickly, often along paths or natural drainage lines.
2. a) A – Rill erosion, B – Gulley erosion, C – Splash erosion, D – Sheet erosion.
  - b)
  - c) A (Rill erosion): Contour farming, mulching, building check dams.  
B (Gulley erosion): Building gabions/check dams, planting grass/trees in gullies.  
C (Splash erosion): Mulching, planting cover crops.  
D (Sheet erosion): Cover crops, mulching, contour farming.
3.
  - a) Sheet erosion
  - b) It is formed when rainwater flows over a wide, flat or gently sloping area in a thin, even layer carrying away the topsoil uniformly without creating visible channels.
  - c) Planting cover crops, mulching and contour farming.
4. C . Burning vegetation.
5.
  - i. Maintains soil fertility by keeping the topsoil.
  - ii. Ensures better crop growth and good yields.
  - iii. Keeps land usable for farming.
  - iv. Helps soil retain moisture.
6.
  - a) Contour farming
  - b) It involves planting crops across the slope following contour lines which slows down the flow of water, reduces its ability to carry soil away and allows more water to soak into the ground.
  - c) Sheet erosion and rill erosion.
7. A
8. Sunken seedbed and shallow pit seedbed.
9.
  - a) They conserve soil moisture, reduce water use, control soil erosion and improve crop survival during dry seasons.
  - b) It improves soil fertility, helps retain moisture and provides nutrients for better seed germination and crop growth.

10.
  - i. Dig out the soil.
  - ii. Mix topsoil with manure.
  - iii. Return the mixture of topsoil and manure.
  - iv. Leave a small depression of about 10 cm.
11. C. Working barefoot
12.
  - i) Mesh fences- Works by creating a strong physical barrier that animals cannot break through or cross.
  - ii) Innovative lights- Works by reflecting light (for example from CDs) to create sudden flashes that scare animals away.
13. C. Hunting
14. Planted thorny fence (living plants like bougainvillea) and constructed thorny fence (using cut thorny branches).
15. Thorny plants or branches, jembe (hoe), panga (machete), string, posts, gloves and boots for protection.
16.
  - a)
    - i. Identify and clear the boundary line.
    - ii. Dig holes at regular intervals.
    - iii. Mix soil with compost manure.
    - iv. Plant thorny seedlings and firm soil around them.
    - v. Water and mulch the plants.
  - b)
    - i. Wear gloves, boots, and protective clothing.
    - ii. Handle tools (jembe, panga) carefully.
    - iii. Wash hands after work.
17. D. Cattle
18. A
  - a) Deflectors
  - b) They move in the wind and look like predators scaring animals away from the farm.
19.
  - i. Clean the surfaces of the compact discs
  - ii. Cut pieces of string
  - iii. Put the string through the hole in the disc
  - iv. Tie the string to a pole
20. C. They help kill wild animals quickly.

### ANSWERS TO ASSESSMENT EXERCISE 2.1

1. Routine practices are activities carried out on small domestic animals to help them grow well and stay healthy.
2. Rabbits, ducks, turkeys, chickens, guinea

fowl and guinea pigs.

3.
  - a) A: Watering, B: Feeding
  - b) Housing, sanitation and parasite control.
4. Housing, sanitation, parasite control, feeding and watering.
5.
  - i. Good ventilation to allow fresh air in and remove odors.
  - ii. Adequate space to prevent overcrowding.
  - iii. Ease of cleaning for sanitation.
  - iv. Durability and safety of materials.
  - v. Proper drainage to keep the house dry.
6. Proper sanitation prevents the spread of diseases, reduces parasites and keeps the animals in a clean and healthy environment.
7.
  - i. They are a source of food such as meat and eggs.
  - ii. They produce manure for improving soil fertility.
  - iii. They can be sold to earn income.
  - iv. They help control pests. For example chicken eat insects.

### ANSWERS TO ASSESSMENT EXERCISE 2.2

1. Fruits: Apples, mangoes, bananas.  
Vegetables: Spinach, cabbage, tomatoes, onions and peppers.
2. Sun-drying uses heat from the sun to remove moisture from fruits and vegetables. Without moisture, moulds and bacteria cannot grow hence the produce does not spoil quickly.
3.
  - a) Fruits: Apples, mangoes, bananas.  
Vegetables: Spinach, cabbage, tomatoes.
  - b)
    - i. Prevents spoilage by removing moisture.
    - ii. Extends shelf life without losing nutrients.
    - iii. Reduces food wastage.
    - iv. Saves money because preserved food can be stored and used later.
  - c)
    - i. Wash hands before handling produce.
    - ii. Use clean equipment and drying surfaces.
    - iii. Cover the drying rack with a net or wire mesh to prevent contamination.
    - iv. Handle sharp tools (e.g., knives) with care.
    - v. Sun-dry only fresh fruits and vegetables.
4.
  - a)

- i. Wash hands thoroughly.
  - ii. Wash the apples with clean water.
  - iii. Peel the apples and cut them into small, uniform pieces.
  - iv. Clean the drying surface (rack/tray).
  - v. Place the drying surface in direct sunlight and arrange the apple pieces on it.
  - vi. Cover the drying surface with a net or wire mesh.
  - vii. Turn the apple pieces frequently for even drying.
  - viii. Dry until the pieces are wrinkled and have no moisture.
  - ix. Store the dried apples in a clean, airtight container in a cool, dry place.
- b)
- i. Use clean hands and clean equipment.
  - ii. Handle the knife carefully when cutting apples.
  - iii. Cover the drying rack to keep off dust and insects.
  - iv. Use only fresh apples.
5. Covering the drying rack with a net or wire mesh prevents dust, insects and other contaminants from settling on the produce keeping it clean and safe to eat.
- 6.
- i. Preserved food lasts longer, so less food is thrown away.
  - ii. Families can save money because they do not have to buy fresh produce as often.
  - iii. Nutrients are retained, so people still get health benefits from the preserved food.
  - iv. Even when fruits and vegetables are out of season, preserved ones are still available.

## ANSWERS TO ASSESSMENT

### EXERCISE 2.3

1. Stewing is a method of cooking food slowly in a small amount of liquid over low heat.  
Baking (rubbing-in method) is a method of cooking food using dry heat in an oven, often involving rubbing fat into flour with fingertips.
2.
  - a) A – Baking, B – Stewing
  - b) Foods cooked by stewing: Meat, beans, vegetables, potatoes, chicken and fish.
  - c) Foods cooked by baking: Bread, cakes, biscuits, cookies, chapati, and pies.
3.
  - a) Stewing – Fish, meat, chicken  
Baking – Cakes, bread and chapatti

- b) Stewing: Sufuria (pot) and spoon.  
Baking: Frying pan and oven
4.
  - a) Onions, tomatoes, carrots, oil, water, salt and spices.
  - b) Butter/margarine), sugar, eggs, baking powder, milk and flavour like vanilla.
5.
  - i. Cook in a well ventilated area.
  - ii. Turn off the cooking equipment after use.
  - iii. Do not leave food unattended while cooking.
  - iv. Use holders to handle hot pots, pans or trays.
  - v. Handle sharp tools carefully.
6.
  - i) Stewing: Makes food tender, preserves nutrients and allows flavors to blend well.
  - ii) Baking: Produces a variety of tasty foods such as cakes and breads, uses dry heat so food doesn't lose too much moisture and can be used to cook many items at once.

## ANSWERS TO END OF STRAND 2 ASSESSMENT

1. C. Mouse
2. D. Removal of diseases
3.
  - a) Housing
  - b) To protect animals from harsh weather, predators and provide a safe living environment.
4. Regularly
5. B. To help in proper digestion of food.
6. Spraying with approved chemicals and deworming.
7. C. Type of feeds.
8. C. Small domestic animals are source of food.
9. B. Robert
10. A. Sun-drying
11. C. Withered and bruised vegetables and fruits can be preserved using sun-drying method.
12.
  - a) Sun-drying
  - b) Spinach, cabbage, tomatoes, onions and peppers.
  - c) Removes moisture to prevent growth of moulds and bacteria, extending shelf life and reducing waste.
13.
  - a) To prevent contamination and keep the food safe.

- b) Protects fruits and vegetables from dust, insects and other contaminants during drying.
- 14. D. Storing dried fruits in a warm place.
- 15. B. i, ii
- 16. A. Ugali
- 17. D. Meat
- 18.
  - a) Baking
  - b) Bread, cakes, biscuits, cookies, chapati, mandazi and pies.
- 19. D. Cooking stick
- 20. C. Baking food retains nutrients and flavour in the food.

### ANSWERS TO ASSESSMENT EXERCISE 3.1

1.
  - i. Bathing regularly with soap and water.
  - ii. Washing the face to manage acne and pimples.
  - iii. Managing sweat by using deodorant and wearing clean clothes.
  - iv. Trimming and washing pubic hair.
  - v. Practising menstrual hygiene by changing sanitary pads and washing genitals.
2.
  - i. Wash the face regularly with soap and clean water.
  - ii. Dry the face with a clean towel.
  - iii. Avoid squeezing or touching the pimples to prevent infection.
3.
  - i. Use clean sanitary pads or other sanitary products.
  - ii. Change sanitary pads daily or more often as needed.
  - iii. Wash the genital area carefully with soap and water during menstruation.
  - iv. Wash hands with soap after handling sanitary pads.
  - v. Wear comfortable and clean underwear.
4.
  - i. Trim excess pubic hair regularly.
  - ii. Wash the pubic area with soap and clean water daily.
  - iii. Wear clean pants/underwear.
  - iv. Keep the area dry to prevent irritation.
5.
  - i. Bathing or showering regularly with soap and water.
  - ii. Use of deodorant.

- iii. Wearing clean clothes.
- 6.
  - i. It prevents body odour and keeps the skin healthy.
  - ii. It reduces the spread of germs that cause diseases.
  - iii. It helps prevent infections (e.g., from acne, in the pubic area, or during menstruation).
  - iv. It promotes overall good health and confidence.

### ANSWERS TO ASSESSMENT EXERCISE 3.2

1. Shirts, trousers, uniforms, dresses, sheets, pillowcases, towels, curtains and cushions.
2.
  - a) A: Blood stain, B: Grass stain
  - b) Blood stain: Soak in cold salty water then launder.  
Grass stain: Treat with detergent, vinegar or methylated spirit while the stain is fresh then wash.
3.
  - a) A: Basin, B: Salt
  - b) Detergent, vinegar, methylated spirit, cold water and washing brush.
4.
  - a) Grass stain
  - b) Apply detergent or vinegar to the stain, scrub gently, then wash with water.
  - c) Detergent, vinegar, cold water, basin and washing brush.
5. Cold water, salt, basin, detergent, vinegar or methylated spirit (optional for stubborn stains).
6.
  - i. Maintains the clean appearance of clothes and household items.
  - ii. Prevents the spread of germs and infections (especially from blood stains).
  - iii. Helps clothes last longer by preventing permanent discolouration.
  - iv. Promotes good personal hygiene and a neat appearance.

### ANSWERS TO END OF STRAND 3 ASSESSMENT

1. C. Growth of bones.
2. C. Removal of unhealthy teeth.
3. A. i, ii
4.
  - i. Wash his face regularly with soap and clean water.

- ii. Avoid touching or squeezing the pimples to prevent infection.
5.
    - a) Care of pubic parts is an hygiene practice for maintaining cleanliness in the pubic area. It involves trimm excess pubic hair, washing the pubic area daily with soap and clean water and wearing clean underwear.
    - b) Menstrual hygiene is the maintenance of cleanliness for girls during menstrual periods. It involves use of clean sanitary pads, changing pads regularly and disposing of used pads properly.
    - c) Managing sweat involves bathing regularly with soap and water, use of deodorant wearing clean clothes.
    - d) Managing acne and pimples is an hygiene practice that involves washing the face with soap and clean water twice daily and using clean towel to dry the face.
  6. C. Reusing old sanitary pads.
  7.
    - i. Trimming or shaving excess hair.
    - ii. Washing the area daily with soap and water.
    - iii. Keeping the area dry and wearing clean underwear.
  8. To prevent the spread of germs and infections from menstrual blood.
  9. D. It increases sweat production.
  10.
    - a) Blood stain.
    - b) Caused by blood from a cut or injury.
    - c) Soak the stained shirt in cold salt water and laundering with detergent.
  11.
    - a)
      - i) Grass stain: Green discoloration from grass.
      - ii) Blood stain: Is a discolouration caused by blood.
    - b)
      - i) Grass stain: Remove by applying detergent or vinegar while fresh and then washing.
      - ii) Blood stain: Remove by soaking in cold salt water then laundering.
  12. D. Charcoal
  13.
    - i. Collect the materials.
    - ii. Mix cold water with salt.
    - iii. Soak the stained cloth.
    - iv. Launder the cloth.
  - 14.

- a)
    - i. Treat the stain while fresh.
    - ii. Apply detergent, vinegar, or methylated spirit.
    - iii. Gently scrub the stained area.
    - iv. Rinse with cold water.
    - v. Wash as usual.
  - b) Detergent, vinegar/methylated spirit, cold water, basin and washing brush.
15. D. i, ii

## ANSWERS TO ASSESSMENT EXERCISE 4.1

1. Crocheting is a method of making fabric by using a hook to loop yarn into stitches.
2. Single crochet and double crochet.
3.
  - a) A: Single crochet stitches, B: Double crochet stitches
  - b) Single crochet stitches are closer together, making a tighter, denser fabric. Double crochet stitches are taller and spaced farther apart, making a looser, more open fabric.
4.
  - i. Make a slip knot on the hook.
  - ii. Crochet a foundation chain of desired length.
  - iii. Insert the hook into the second chain from the hook.
  - iv. Yarn over and pull through the chain (two loops on hook).
  - v. Yarn over again and pull through both loops on the hook (one single crochet stitch made).
  - vi. Repeat across the row.
  - vii. At the end of the row, chain one, turn the work, and continue.
5. Mats, blankets, socks, surface wipers, rugs, pot holders and table runners.
6.
  - i. Allows reuse of old materials (like yarn from old clothes), reducing waste.
  - ii. Saves money because you can make items instead of buying them.
  - iii. Lets you customize articles in your preferred colour, size, and shape.
  - iv. Creates useful and decorative items for the home.

## ANSWERS TO ASSESSMENT EXERCISE 4.2

1. A moist bed garden is a type of garden

where the soil is kept consistently wet to help seeds and plants grow well.

2.
  - a) Sunken moist bed
  - b) Polythene paper, stones, dry grass, organic waste (vegetable peels, dry leaves), topsoil, manure, water, digging tools (hoe, shovel) and measuring tape.
  - c) Pumpkins, beetroots and arrowroots.
3.
  - a)
    - i. Choose a sunny, level spot.
    - ii. Measure and mark the garden area.
    - iii. Place a polythene sheet on the ground (to prevent water loss).
    - iv. Put a layer of stones at the bottom (for drainage).
    - v. Add a layer of dry grass on the stones.
    - vi. Add organic waste (kitchen scraps, dry leaves).
    - vii. Fill with a mixture of topsoil and manure.
    - viii. Water the bed thoroughly and let it settle before planting.
  - b) Cabbage, carrots, spinach, kale and lettuce.
  - c) Vegetable peels, fruit scraps, dry leaves, grass clippings and shredded paper.
4. To allow the layers to settle properly and ensure moisture is evenly distributed before planting.
5.
  - i. Choose a suitable location.
  - ii. 2. Measure and mark the area.
  - iii. 3. Dig out the soil to make a shallow pit.
  - iv. 4. Line the bottom and sides with polythene paper.
  - v. Place stones on top of the polythene.
  - vi. Add a layer of dry grass over the stones.
  - vii. Add organic waste materials (e.g., vegetable peels, dry leaves).
  - viii. Return topsoil mixed with manure into the sunken bed and spread evenly.
  - ix. Water the garden bed to settle the layers.
  - x. Leave it for one day before planting.
6.
  - a. Watering: To keep the soil consistently moist.
  - b. Weeding: Removing weeds regularly to avoid competition for nutrients.
  - c. Mulching: Covering the soil with dry grass or leaves to retain moisture.
  - d. Pest and disease control: Monitoring plants and use safe methods to control

pests/diseases.

- e. Adding organic matter: Adding compost or manure to maintain soil fertility.
7.
  - i. Conserves soil moisture reducing the times of watering.
  - ii. Improves crop yields by providing a fertile well-structured growing soil.
  - iii. Reduces soil erosion because the beds protect the soil.
  - iv. Allows growing of crops in areas with poor soil or limited water.
  - v. Recycles organic waste thus improving soil health.

#### ANSWERS TO END OF STRAND 4 ASSESSMENT

1.
  - a) Single crochet stitches are shorter, closer together and create a tighter denser fabric.  
Double crochet stitches are taller, spaced farther apart and create a looser open fabric.
  - b) Mats, surface wipers, blankets, socks, rugs, pot holders and table runners.
2. Crochet hook, yarn, scissors, yarn needle (tapestry needle).
3.
  - i. Find a straight, dry stick.
  - ii. 2. Measure and mark the desired hook length.
  - iii. Cut the stick to the marked length.
  - iv. At one end, mark about 2 cm from the tip.
  - v. Carefully carve that section into a slanting hook shape.
  - vi. Smooth the entire stick and hook to remove rough edges.
4.
  - a) Crochet hook, yarn, scissors, yarn needle (tapestry needle).
  - b)
    - i. Make a slip knot on the hook.
    - ii. Crochet a foundation chain to the desired width.
    - iii. Work double crochet stitches into each chain across the row.
    - iv. Chain 3 at the end of the row, turn and work double crochet into each stitch of the previous row.
    - v. Repeat until the rug reaches the desired length.
    - vi. Cut the yarn, pull the end through the

last loop and weave in the loose ends with a yarn needle.

5. C. Plastic bin
6.
  - i. Allows reuse of old materials (e.g., yarn from old clothes), reducing waste.
  - ii. Saves money because you can make items instead of buying them.
  - iii. Lets one customize articles in preferred colours, sizes and shapes.
7. A moist bed garden is a type of garden where the soil is kept consistently wet to help seeds and plants grow well.
8.
  - a) Raised moist bed garden: Constructed by raising the soil above ground level. It holds moisture but drains excess water.
  - b) Sunken moist bed garden: Constructed by digging the soil below ground level to collect and retains more water.
9. C. Arrowroots
10. Vegetable peels, fruit scraps, dry leaves, grass clippings and manure.
11.
  - i. Make a slip knot and place it on the hook.
  - ii. Yarn over and pull through both loops.
  - iii. Crochet one chain to start the next row.
  - iv. Repeat rows until the item reaches desired size.
12. A. Sowing
13.
  - i. Dig out the soil.
  - ii. Line the bottom with polythene paper
  - iii. Place stones on top of polythene.
  - iv. Water the garden bed.
14.
  - a) Helps with drainage and prevents waterlogging.
  - b) Acts as a filter preventing soil from washing into the stone layer and helps retain moisture.
15. C. They increase the amount of water lost from the soil.

## ANSWERS TO MODEL TEST PAPERS MODEL PAPER 1

1. Loss of fertile topsoil, poor crop growth, reduced crop yield and deposition of soil in water bodies.
2. Shallow pits and sunken seedbed.

3.
  - a) Elephant
  - b) Rabbits and antelopes
  - c) Domestic animals
  - d) Physical deterrents such as thorny fence and innovative lights.
4. Rabbits, duck, turkey and guinea fowl.
5.
  - a) Mat, tray and wire mesh.
  - b) Removes moisture, preventing growth of bacteria and mould preserving food for longer time.
6.
  - a) Baking
  - b) Baking is a method where food is cooked using dry heat inside an enclosed space such as an oven. The heat surrounds the food and cooks it evenly.
7.
  - a) Washing daily with clean water and soap
  - b) Wearing clean underwear
  - c) Trimming excess hair.
8.
  - a) A – Grass stain, B – Blood stain
  - b) A (blood stain): It is caused by blood when it comes to contact with clothes, B (Grass stain): It is caused by grass.
9. Scarfs, mats, blankets and socks.
10.
  - a) Dry leaves, dry grass and vegetable peelings.
  - b) Improves water drainage, improves soil fertility and support the growth of beneficial small microorganisms.
11.
  - a) Seedbed conserves water in the soil.
  - b) Seedbed reduces soil erosion.
  - c) Seedbed improves crop growth and yields.
12.
  - a) Prevent growth of algae and bacteria build-up.
  - b) Prevent spread of diseases.
13.
  - a) Dusting or spraying
  - b) Deworming
14.
  - a) A – Deflector, B – Mesh fence
  - b) Protects crops and domestic animals without harming the wild animals.
15.
  - a) Prevents soil erosion.
  - b) Maintains soil fertility
  - c) Promotes good crop growth
  - d) Makes the land more productive.

## MODEL PAPER 2

1. Gully erosion, sheet erosion, splash erosion and rill erosion.
2.
  - a) A – Sunken seedbed, B – Shallow pits
  - b) A (Sunken seedbed): Sunken seedbed is

made by digging out the soil below the ground level to create a depression. It helps to retain moisture especially in dry areas.

- B: (Shallow pit): Shallow pits are small shallow holes dug on the ground to trap irrigation water or rainwater. They are suitable for areas with little rainfall because they collect water.
- a) Damage of crops. b) Harming of domestic animals.
  - a) A: Feeding, B: Watering, C: Housing.
  - b) A (Feeding) – Feeding contributes to growth and good health.
- B (Watering) – Watering maintains hydration, aids digestion and overall health.
- C (Housing) – Proper housing for animals protects them in different weather conditions.
- a) Stewing
  - Stewing is a method of cooking food that involves immersing them in liquid that is cooked and served with it.
  - a) Changing sanitary pads regularly.  
b) Wearing comfortable underwear during menstruation.  
c) Properly washing the genital area during menstruation.
  - Blood stains are caused when blood sticks into the fibres of the clothing.  
Grass stains are caused when clothes come into contact with grass.
  - Single crochet stitch and double crochet stitch.
  - A moist bed garden is a type of garden where soil is kept constantly moist to help seeds and plants grow healthy.
  - i) Crocheting household articles helps in saving money that could have been used to buy new items, ii) Crocheting makes use of old items to make new items.
  - a) Thorny fence  
b) Dried thorny branches, poles and posts, hammer, gloves and a panga.  
c) i) Wear gloves to protect hands from thorns  
ii) Handle tools like pangas and hammers carefully.
  - a) Turning vegetables frequently ensures even drying for all parts lose moisture uniformly.  
b) A cool and dry place prevents spoilage caused by heat and moisture.
  - i) Conserving moisture leads to high crop yields.

- ii) Conserving moisture helps retain soil water for crops for a longer time.
  - iii) Conserving moisture enables crops to survive during dry season.
- i) Small domestic animals are source of manure for our farms.
  - ii) Small domestic animals are source of food such as eggs and meat.

### MODEL PAPER 3

- A – Splash erosion, B – Rill erosion, C – Sheet erosion, D – Gully erosion.
- i) A – Splash erosion is caused when raindrops hit bare soil with force dislodging soil particles.  
ii) B – Rill erosion is formed when small channels are created as water runs off the surface.  
iii) C – Sheet erosion occurs when a thin layer of topsoil is removed over a large area by runoff.  
iv) D - Gully erosion - Developed when water concentrates in an area forming large channels.
- Clear the area by removing weeds and stones.
  - Measure and mark where each pit will be dug.
  - Dig small pits using a hoe to the required depth (shallow).
  - Loosen the soil at the bottom of the pit to improve drainage.
  - Mix the topsoil with manure to add nutrients.
  - Return the soil mixed with manure into the pit.
- a) Safe trap  
b) Rabbits, mouse and squirrel  
c) Animals captured using safe traps should be returned to the wild without being harmed or killed.
- i) The number of animals should be considered to avoid congestion.  
ii) The housing space should be enough for small domestic animals.  
iii) The house should have proper ventilation.
- Fruits should be covered to prevent contamination from pests and dust.
  - Only fresh fruits should be sun-dried as bruised or overripe cause growth of

- moulds.
- iii) Hands and sun-drying materials should be clean to avoid contamination.
  6. Stewing method – Meat, fish and chicken, Baking (rubbing-in ) method – Scones, cakes and bread.
  7. i) Washing the body regularly  
ii) Using recommended deodorant  
iii) Wearing clean clothes after taking shower.
  8. Table salt, mild detergent and vinegar.
  9. a) A - single crochet stitches, B - Double crochet stitches.  
b) Single crochet is a type of crocheting that has its stitches closer to each other.  
Double crochet is a type of crocheting that has its stitches far apart from each other.
  10. Raised moist bed garden and sunken moist bed garden.
  11. To remove grass stains from clothes, first rinse the stained area with cold water. Then rub some soap or detergent on the stain and let it soak for a little while if it is strong. After that, wash the clothes and check to make sure the stain is gone before drying them.
  12. i) Combing hair regularly.  
ii) Taking shower regularly.  
iii) Trimming long nails.  
iv) Brushing teeth regularly.
  13. Weeding, mulching and watering.
  14. i) Stewing and baking food make food more delicious.  
ii) Stewing softens food making it easier to digest.  
iii) Baked foods are healthy to the body as they are low in fats.  
iv) Stewed and baked food can be preserved for later use reducing food wastage.
  15. i) Preserving vegetables and fruits makes them stay for long time.  
ii) Preserving vegetables and fruits helps them from getting spoiled.  
iii) Preserving vegetables and fruits save money because it reduces the need to buy fresh produce.

#### MODEL PAPER 4

1. a) Gulley erosion – Construction of terraces, check dams or gabions to slow water flow and fill gullies.  
b) Rill erosion - Use contour farming reduce runoff and planting cover crops to slow water flow.

- c) Splash erosion - Mulching the soil or planting cover crops to reduce the impact of raindrops.
- d) Sheet erosion – Planting cover crops and applying mulch to prevent soil from hitting the ground directly.
2. a) Mixing topsoil with manure adds nutrients which help plants grow healthy and strong.  
b) Subsoil is usually less fertile and harder, so returning it would reduce soil quality and make it harder for seeds to grow.
3. Safe traps, mesh fences, thorny fences and innovative lights.
4. a) Parasite control.  
b) Allows animals to grow healthy.
5.
  - i. Wash and rinse the mangoes.
  - ii. Peel and slice the mangoes.
  - iii. Place pieces of mangoes on the drying surface in sunlight.
  - iv. Turn pieces frequently to ensure even drying.
  - v. Store dried mangoes in a dry container.
6.
  - a) A – Sufuria, B – Lid, C – Cooking stick, D – Gloves
  - b)
    - A – Sufuria: Used for cooking fish over a fire.
    - B – Lid: Used to cover a sufuria when cooking fish and prevent food from spilling.
    - C – Cooking stick: Used for stirring fish while cooking.
    - D – Gloves: Used to protect hands from heat when handling hot utensils or food.
7. i) Washing the face twice a day using soap and water to remove dirt and excess oil.  
ii) Avoid touching or squeezing pimples to prevent infection.
8. Mild detergent, white vinegar and methylated spirit.
9. a) A – Yarn, B – Tape measure, C – Crochet hook, D – Tapestry needle.  
b)
  - A (Yarn) – Use to create the crocheted fabric.
  - B (Tape measure) -
  - C (Crochet hook) – Used to loop and pull yarn through stitches.
  - D (Tapestry needle) – Used to weave in loose

ends.

10. a) A – Sunken moist bed garden, B – Raised moist bed garden

b)

A – Sunken moist bed garden is constructed by digging the soil below the normal ground level.

B – Raised moist bed garden is constructed by raising the soil above the ground level.

11. a) Mixing bowl, wooden spoon or whisk, sieve, measuring cups, baking tin, oven or charcoal jiko.

b) i) Use clean piece of cloth when removing cake from the oven to avoid contamination.

ii) Wear apron to protect yourself from spills.

12. a)

A: Mulching reduces the speed of rainwater, prevents raindrops from hitting soil surface and prevents the soil from being washed away.

B: Cover crops protect the soil from direct rain impact from raindrops while their roots hold the soil firmly in place.

C: Gabions slow down running water and trap soil that is being carried away.

D: Contour lines slow down water flow on slopes.

b)

A (Mulching): Controls sheet erosion and splash erosion.

B (Planting cover crops) – controls sheet erosion and wind erosion.

C (Building gabions) – controls gully erosion.

D (Contour farming) – controls sheet erosion and rill erosion.

13. i) Development of acnes and pimples.

ii) Growth of pubic hair.

iii) Increase in sweating.

14.

a) Gully erosion.

b) Wire mesh or strong wire, stones, wooden or metal stakes for support, grass or tree seedlings.

c) Gabions slow down running water and trap the soil that the water is carrying away. This helps to stop the gully from growing bigger.

15.

a) Stain removal keeps clothes and household items clean.

b) Stain removal prevents bad smell from clothes and household items.

c) Stain removal helps in maintaining the colour and appearance of the clothes and household items.

### MODEL PAPER 5

1. Mulching, planting cover crops, practicing contour farming and building gabions or check dams.

2. i) Handling tools like hoe and spade properly to avoid injuries. ii) Washing hands with soap and water after preparing the seedbed.

3.

i. Collect compact disks and clean their surfaces by wiping.

ii. Cut pieces of string to the required lengths.

iii. Pass each string through the centre hole of the compact disk and tie a knot to secure it.

iv. Tie the other end of the string onto a pole or any support.

v. Gently blow or move the string to check that the compact disk can swing freely.

4. a)

i) Feeding: Providing the appropriate type and amount of food that contribute to good health, growth and productivity.

ii) Watering: This is constantly supplying of clean and fresh water for hydration to the domestic animals.

iii) Sanitation: This is cleaning the animal's feeders, waterers and living area to prevent pests, infections and odours.

b) i) Feeding – Regularly

ii) Watering – regularly

iii) Sanitation – Daily.

5. a) Sun-drying is a method of preserving food by exposing them direct sunlight that expels the moisture content.

b) Kales, spinach, oranges and apples.

6. i) Always use a pot with a secure lid to prevent splattering of hot liquid.

ii) Handle hot cooking equipment with oven mitts or a thick cloth to avoid burns.

7. i) It prevents the spread of germs and diseases.

ii) It maintains a pleasant body odour and

- boosts self-esteem. iii) It protects the skin by preventing acne and skin rashes.
8. a) Rats and rabbits.
  - b) Use of safe traps.
9.
    - i. Collect a straight and dry stick suitable for making a hook.
    - ii. Measure the desired length of the crocheting hook on the stick.
    - iii. Mark the measured length using a marker pen.
    - iv. Cut the stick along the marked point to obtain the required length.
    - v. At one end of the stick, measure and mark about 2 cm from the tip.
    - vi. Carefully carve the marked 2 cm section to form a slanting hook shape.
    - vii. Smoothen the entire stick and the hook to remove rough edges.
  10. a) A – Onions, B – Kales (Sukuma wiki), C – Cassava, D – Pumpkin.
  - b) i) A – Onions and B – Cassava ii) C – Cassava and D – Pumpkin.
  11. a) Cutting fruits into small pieces increases the surface area allowing the fruit to lose moisture faster and ensuring uniform drying.
  - b) Covering the drying surface protects the fruits from dust, dirt, insects and birds, ensuring a hygienic and safe product.
  12. Watering, mulching and weeding.
  13. a) Soaking blood stained clothes in salty water helps in dissolving the stain.
  - b) It is easier to remove grass stain when they are still fresh.
  14.
    - i. Choose a suitable place for constructing the raised moist bed garden.
    - ii. Measure and mark the area for the garden.
    - iii. Clear the site of weeds, stones and debris.
    - iv. Construct the borders using wood planks or bricks to form the sides of the raised bed.
    - v. Loosen the soil within the bed using a hoe or fork.
    - vi. Mix the topsoil with manure or compost to improve fertility and water retention.
    - vii. Return the enriched soil into the raised

- bed and spread it evenly.
- viii. Add a layer of dry grass or mulch on top of the soil to conserve moisture.
- ix. Water the garden bed to allow the layers to settle properly.
- x. Leave it for a day before planting crops.

## GRADE 6 SOCIAL STUDIES ANSWERS

### Formative assessment 1.1

1. Sudan, South Sudan, Kenya, Uganda, Rwanda, Burundi and Tanzania
2. South Sudan
3. Sudan
4. South Sudan
5. Burundi, Ethiopia, Rwanda, Tanzania
6. 586, 646 km<sup>2</sup>
7. 5, 966 027 km<sup>2</sup>

### Formative assessment 1.2

1. Longitudes
2. Longitudes are imaginary lines on a map that run from north to south. Latitudes are imaginary lines on a map that run from west to east.
3. Equator
4. Kenya, Uganda and Somalia
5. The Eastern Africa lies between latitudes 23°N and 12°S and longitudes 22°E and 52°E.
6. Assess the map that the learner has drawn.
7. To promote the quality of life of people through trade and cooperation.
8. Assess the East African Community Anthem learner has written. Assess the learner's ability to sing the anthem.

### Formative assessment 1.3

1. a) Tanzania: Usambara and Pare  
b) Uganda: Ruwenzori  
c) Kenya: Mau Ranges and Aberdare Ranges
2. Formed when molten rocks are forced out through a weak point beneath the earth's surface.

### Formative assessment 1.4

1. Western Rift Valley, Eastern Rift Valley and Great Rift Valley
2. Faults
3. Kenya, Tanzania
4. Faulting
5. Assess the map the learner has drawn.
6. Tensional forces
7. Lake Tanganyika, Natron, Malawi, Naivasha. Nakuru, Albert, Eyasi.

### Formative assessment 1.5

1. Lake Catherine and Speke on Mt Ruwenzori, Lake Teleki
2. N- Meander, M- Oxbow lake
3. a) Depression lakes- Lake Victoria and Lake Kyoga  
b) Lava dammed lakes- Ethiopia: Lake Tana, Tanzania: Lake Kivu, Uganda: Mutandu, Rwanda: Ruhondo
4. Crater lakes are formed when water settles in the depression formed on top of the mountain.
5. Lake Albert is an example of Rift Valley lakes. The part that sinks deep to form a depression during Rift Valley formation is filled with water to form a lake.

### Formative assessment 1.6

1. A plain is a low lying area that is fairly flat.
2. Serengeti plains in Tanzania, Maasai plains in Tanzania, Mudug plains in Somalia, Northern plainlands in Kenya, Coastal plains in Kenya
3. a) Flood plains are formed when it rains heavily in the highlands. Rivers carry eroded materials which are deposited to the river banks.  
b) Rivers carry eroded materials into the ocean and deposit them on the shores. The materials pile up over a long period of time on the shores to form coastal plains.
4. Yatta plateau is found in Kenya. It extends from Tsavo to north of Nairobi.

### Formative assessment 1.7

1. Pastoralism, tourism and irrigation farming
2. It promotes dairy farming and crops growing. It encourages human settlement.
3. Cool and wet climate encourages dairy farming. It is favourable to growth of crops. Forests grow better in high rainfall areas.
4. Mountain climate is experienced on high mountains. Modified equatorial climate is hot and wet. It experiences high rainfall and high temperatures throughout the year.

### Formative assessment 1.8

1. Savannah vegetation
2. Equatorial vegetation

3. Miombo woodlands in Tanzania and Shimba Hills in Kenya
4. Mountain vegetation
5. Swamp vegetation

### Formative assessment 1.9

1. Historic built environment are structures or buildings that have historic value to us.
2. A monument is a structure, building or a statue set up to remember a great person.
3. An artifact is an item of cultural or historic importance that is preserved in a museum.
4. They attract tourists and earn our country foreign exchange. They are built to honour important people and events.
5. Kenya: Gedi ruins, Uganda-Independence monument, Tanzania: Bagamoyo slave rehabilitation centre

### Formative assessment 2.1

1. A language group is group of people that speak related languages.
2. Agikuyu
3. **Story of Maasai**  
The Maasai believe that their ancestors were dropped from the sky on a ladder by God.  
**The story of Ababukusu**  
The Ababukusu believe that their God known as Wele Khakaba resided on Mt Elgon. That is where Wele Khakaba created Mwambu and Sela. Their descendants grew to form the current Bukusu population.
4. Hutu and Tutsi

### Formative assessment 2.2

1. Congo forest
2. Natural calamities such as diseases search of fertile areas to grow crops, to look for new areas of settlement due to population increase.
3. To search for fertile areas to grow crops.
4. Semites
5. Congo forest
6. Luo, Nandi, Turkana
7. Akamba, Agikuyu, Aembu, Ameru, Mbeere

### Formative assessment 2.3

1. Bahr el Ghazal
2. Due to attacks by the Zulu of South

Africa.

3. Swahili
4. Abaluhya, Abasuba, Abagusii, Abakuria
5. The Akamba
6. Akamba, Agikuyu, Aembu, Ameru, Mbeere
7. The Luo, Acholi, Nuer, Anuak, Japadhola
8. Assess the map the learner has drawn.

### Formative assessment 2.4

1. New languages developed due to interactions.  
Population increased, conflicts among communities emerged, emergence of trade between communities.
2. Living peacefully, exchange of positive cultural interactions
3. Increased trade activities, peace and stability in the region
4. Dorobo
5. Trade activities among the Bantus, Nilotes and Cushites promote growth of our economy.

### Formative assessment 2.5

1. Population distribution refers to how people are spread out in the area.
2. Densely populated areas
3. Insecurity, pests and diseases
4. Assess the answers of learners.
5. Good transport network, presence of industries, availability of job opportunities
6. Congestion and overcrowding, lack of jobs, shortage of food, rise in crime rates
7. Assess the poem on population distribution in Eastern Africa.

### Formative assessment 2.6

1. Age group is a group of people born or initiated almost at the same time.
2. An age set
3. Clan owned land on behalf of families, members of clan assist others in times of need, clan teach the youth the customs, clan settles dispute
4. Mode of dressing, food, houses and beliefs
5. They are a sense of our pride and belonging.
6. Indigenous food, dressing, positive cultural practices, respect for elders.
7. Marriage, initiation, music, games and sports

### Formative assessment 2.7

1. Employing members of the community, donating land to school, access to school facilities by community members
2. Music festivals help in preserving the culture of the community, skills learnt in school help in improving the quality of life in the community, learners grow into law abiding citizens
3. Obeying the laws, paying taxes, being hardworking
4. Through participating in drama and music festivals.
5. Assess the song the learner has composed.
6. Guide the learner to carry out the project and assess.

### Formative assessment 3.1

1. Large scale is carrying out agriculture on large tracts of land.
2. Sisal, maize, tea, coffee
3. Use of machines to carry out farm work, use of modern methods of farming, produce is largely for sale, require large capital
4. The produce exported earns foreign exchange to the economy of the country, earning income to the farmers, offering jobs, providing raw materials to the industries.

Large scale farming	Small scale farming
a) Requires large capital.	e) Requires small capital.
b) Requires large tracts of land.	f) Requires a small of land.
c) It requires heavy machines and human labour	g) It does not require heavy machines and human labour.
d) Produce is largely for sale.	h) Produce is largely for consumption.

Assess the map the learner has drawn.

7. Assess the messages on importance of large scale farming the learner has created.

### Formative assessment 3.3

1. Beef farming is rearing cattle for meat purposes.
2. Availability of adequate rainfall, veterinary services, availability of capital
3. Assess the map of the learner on locating

areas where beef is practiced in Eastern Africa.

4. Source of food, source of employment, source of raw materials, development of infrastructure
5. Attack by pests and diseases, inadequate capital, prolonged drought, inadequate market of beef products.
6. Sinking boreholes in dry areas, improved means of transport, improving security, storing of fodder to be used in fry season
7. Promotion of trade activities, earns foreign exchange, job creation

### Formative assessment 3.2

1.

Inland fishing grounds	Marine fishing grounds
a) Kenya i) Rivers: Yala, Tana, Nyando and Nzoia. ii) Lakes: Victoria, Naivasha, Turkana and Baringo. iii) Fish farms in Sagana, Bamburi and Homa Bay.	a) Kenya Indian Ocean: Mombasa, Lamu, Shimoni, Vanga and Malindi.
b) Tanzania i) Rivers: Rufiji, Ruvuma, Mara, Rungwa and Gombe. ii) Lakes: Victoria, Malawi, Tanganyika and Rukwa.	b) Tanzania Indian Ocean: Mtwara, Dar es Salaam, Tanga and Lindi.
c) Uganda i) Rivers: Kagera, Nile and Katonga. ii) Lakes: Victoria, Albert, George, Kyoga and Edward.	c) Somalia Indian Ocean: Mogadishu.

2. Overfishing, pollution of water bodies, accidents due to capsizing boats, destruction of corals

3. Match

Challenges facing fishing	Solutions to the problems
a) Overfishing	Regulate fishing in the sea.
b) Inadequate capital	Provide capital for the purchase of fish.
c) Pollution	Discourage pollution.
d) Lack of modern landing piers	Investing in modern piers.

4. Mullet, kingfish, barracuda, sailfish

- Increasing funding to local fishermen, avoiding polluting water, use of correct standards of fishing nets
- Lakes: Lake Victoria, Lake Tanganyika, Lake Albert  
Rivers: River Tana, Nile, Ruvuma  
Swamps: Malagarasi swamp along River Malagarasi
- Tilapia, dagaa, Nile perch, Tuna

#### Formative assessment 3.4

- Wildlife refers to animals that are not domesticated.
- Tourism refers to the activity of people travelling to different places for pleasure.
- High hotel charges, stiff competition from other countries, pollution of parks and natural habitats, poor means of transport
- Educating people on importance of tourism, conserve the environment, reducing accommodation charges, improving security and transport networks
- Improving security in the region, improving transport and communication networks, promoting local tourism
- Rungwa, Maasai Mara, Bokora,
- Assess the map the learner has drawn.

#### Formative assessment 3.5

- Road
- Trans African Highway, Great North Road
- Connecting countries, linking up towns, transporting goods to different destinations
- Poor management of transport networks, insecurity, inadequate to fund transport networks, accidents
- Creating awareness on safe use of roads, proper maintenance of transport networks, observing traffic rules, promoting security in the region, constructing by-pass roads to reduce congestion
- Wadi Halfa, Atbara, Khartoum, Asmara, Addis Ababa, Moyale, Nairobi, Arusha, Dodoma, Tunduma
- Kisoro, Lira, Kampala, Eldoret, Nairobi, Voi, Mombasa
- Assess the learner has composed on appreciating the Eastern African governments for developing transport network for economic development.
- Assess the map the learner has drawn on transport networks in Eastern Africa.

#### Formative assessment 3.6

- Mobile phone, newspapers, radio, television, Internet, brochures, posters
- Means of communication

Electronic media	Print media
Radio	Posters
Television	Newspapers
Internet	Brochures
Mobile phone	Books

- Lack of modern equipment of communication networks, poor electricity connection to the rural areas.
- Power blackout, poor Internet connection, poor network, bad weather, lack of knowledge on technology, high maintenance of communication networks
- Investing in developing communication networks, improving state of roads, connecting rural areas to electricity
- Assess the use of the following points in the learner's report.
  - People get information in real time from all corners of the world.
  - Increased market and business opportunities.
  - Governments earn income from communication businesses through taxation.
  - Promotion of local and international trade.

#### Formative assessment 3.7

- Soda ash, gold, limestone
- Complete the table.

Mineral	Country	Place mined
Soda ash	Kenya	Lake Magadi
Copper	Uganda	Kilembe
Gold	Tanzania	Mwanza, Tanga, Rukwa
Flouspar	Kenya	Kimwarer in Kerio Valley
Limestone	Uganda	Hima
Diatomite	Kenya	Kariandusi

- Gold-open shaft
  - soda ash-dredging
  - diatomite-open cast
- Destruction of natural environment and pollution, accidents around open pits
- Filling up the open with soil and plant trees.
- Gold-Making medals, ornaments and

- jewelries b) Soda ash- making glass, soap, paper and chemicals c) Limestone-making cement, fertilizers and paints
7. a) Flouspar-Kerio Valley b) Copper – Kilembe c) Diatomite- Kariandusi d) Marble-Tororo, Hima

#### Formative assessment 4.1

1. The Nyamwezi and Buganda were ruled by the hereditary leaders.
2. Strong army, rule of law, transparency and accountability, equal participation, promoting discipline
3. Buganda
4. Kikoma
5. Centralised
6. Lukiiko
7. Assess the learner's answers.
8. Wanyikulu was the information officer who passed news in the chiefdom.

#### Formative assessment 4.2

1. Lack of trust among member states, poor means of transport and communication, lack of common currency to promote trade
2. Improving means of transport, promoting local industries to promote trade, reducing tariffs, promoting security in the region, use of common currency
3. Free movement of people and goods in the region.
4. East African Legislative Assembly (EALA)
5. Production of similar goods that promote stiff competition
6. Assess the EAC anthem the learner has written.

#### Formative assessment 4.3

1. Citizenship refers to rightfully belonging to a country either by birth or registration.
2. Right to live, right to shelter, right to education, right to education, right to food, right to security
3. Paying taxes, conserving the environment, respecting the constitution, obeying laws, observing government measures to protect citizens
4. Respectful, truthful, responsible, patriotic, dutiful, just, hardworking
5. Respect court orders, pay taxes, taking care of the environment, obeying traffic rules

#### Formative assessment 4.4

1. To promote children rights.
2. Child labour
3. They should not employ her. They should advise the relative to take her to school.
4. Assess the learner's answers.
5. Right to education, right to food, right to clean water, freedom of worship, right to healthcare

#### Formative assessment 4.5

1. Litigation
2. People who receive a small share feel discriminated.
3. Litigation, arbitration, mediation, inquiry
4. Respecting human rights, promoting love and tolerance for one another, equal share of wealth, fair application of the law
5. Arbitration, mediation
6. Assess the poster the learner has made.

#### Formative assessment 4.6

1. Preamble of the constitution is the statement that gives direction and guidelines on what is expected of us by the constitution.
2. Acknowledging, honouring, proud, respectful, committed, recognising, exercising, adopt, enact, God Bless Kenya
3. Government earns revenue for development from taxes.
4. Pay county workers, maintain minor roads, fund early childhood education, collect garbage, upgrade hospitals, install street lighting, offering free maternity care
5. Taxes, grants from friendly nations, court fines and charges, profits from government companies, sale of government property, interests from loans given to traders, loans from international financial institutions.
6. A constitution is document that contains a set of rules that govern the country.

## ANSWERS TO MODEL ASSESSMENTS

### MODEL ASSESSMENT TASK 1

1. A. Uganda
2. D. Ethiopia, Tanzania, Somalia, Uganda
3. A. Landlocked countries
4. B. Prime Meridian
5. D. the East of the Greenwich Meridian
6. A. deep shaft method
7. C. Wanyampala
8. B. Baganda
9. C. 220N
10. A. Rwanda
11. A. 150N, 380E
12. A. 230N, 180W
13. (a) False (b) True (c) True  
(d) True (e) True
14. C. Climate  
Large piece of land  
Demand for beef
15. B. Sink many boreholes
16. A. Drainage features and relief features
17. A. dyke
18. A. volcanic
19. A. Mt Meru, Mt Kilimanjaro, Mt Longonot
20. B. Accumulation of lava on the earth's surface.
21. A. magma
22. A. Rift Valley
23. B. Lake Victoria, Lake Kyoga
24. C. Crater
25. D. Lake Victoria
26. C. Water settled along fault lines formed during formation of the Great Rift Valley.
27. B. plains
28. B. Cleaning rivers  
Planting trees along river valley  
Not dumping garbage
29. A. Equatorial climate
30. C. Tropical climate
31. C. Mountain climate
32. B. Equatorial climatic region
33. B. 30C
34. C. Pastoralism, beef keeping, tourism
35. B. Savannah Grassland
36. C. Mediterranean vegetation
37. B. mountain vegetation
38. A. baobab and acacia
39. C. railway transport
40. B. Rule by elected president
41. C. Malawi and Mozambique
42. B. Corporal punishment  
Bullying
43. A. Headteacher
44. C. Headteacher, deputy headteacher, teachers, prefects
45. C. language group
46. C. Bantu
47. A. Trade  
Farming methods  
Intermarriages
48. C. It has promoted peace and harmony
49. D. Headteacher – Links the school with the Ministry of Education  
Deputy headteacher -In charge of discipline
50. D. Climate, fertile soils, political stability

### MODEL ASSESSMENT TASK 2

1. C. Somalia, Tanzania, Sudan
2. D. Rwanda, Tanzania, Ethiopia, South Sudan, Sudan
3. B. artefacts
4. B. monuments
5. Write down the importance of Historic built environments the community
6. C. earns foreign exchange
7. A. bush fallowing
8. A. Maasai
9. B. Blacksmith and midwifery
10. (a) C Mother is preparing food for her children  
(b) B Apprenticeship  
(c) A Mother  
(d) B It prepared children for adult life
11. B. Begun at birth, no curriculum, no exams
12. D. Prepared youths to live responsible life and were able to perform different functions in life
13. C. A system set-up for the smooth running of the school
14. B. Search for fertile land for cultivation
15. C. Believe their God dropped their ancestors from the sky on a skin ladder with cattle
16. B. Marakwet, Iteso, Shilluk, Karamajong
17. B. West
18. C. Abaluhya, Abagusii, Abakuria
19. B. Bhar – el Ghazel
20. C. Ngoni
21. B. Semites

22. A. Dorombo
23. B. There is economic growth in the region
24. A. Trade, games and sports, good governance, tolerance
25. D. climate
26. B. presence of tsetse flies
27. B. mining centre
28. A. Pressure of available amenities, high crime and unemployment
29. B. Number of people per square kilometres
30. C. age group
31. C. (iii), (v)
32. A. Settle disputes, advise wrong doers, promote unity
33. B. Settle disputes
34. A. Respect for the elders
35. D. Mustafa
36. A. Promotes morality  
Promotes and preserves culture  
Promotes national unity
37. D. Uganda, Eritrea, Burundi. Rwanda
38. B. (iii)
39. D. Uganda, Ethiopia, South Sudan
40. B. Faulting and uplifting
41. D. Parent Mts and Usambara Mts
42. C. Crater, vent, layers of lava
43. C. volcanic eruption
44. B. Ras Dashan
45. A. Mob justice  
Denial of freedom of worship  
Tribalism  
Corporal punishment
46. A. Creating awareness  
Sharing resources equally
47. B. litigation
48. (a) D. Taxes  
(b) D. Loans from banks e.g World Bank, court fines
49. (a) B. God  
(b) C. Freedom fighters  
(c) B. Culture  
(d) A. Environment  
(e) B. Well-being of family  
(f) D. Human rights and rule of law  
(g) A. Right to vote  
(h) D. Our constitution for ourselves and future generation
50. A. Deserts  
Lambwe Valley  
Peak of mountains  
Swampy areas

### MODEL ASSESSMENT TASK 3

1. A. Luo, Karamajong, Kalenjin, Maasai, Lango, Njemps, Iteso
2. B. Search of fertile land for farming
3. B. Displacement of the Dorobo
4. C. Infested by tsetse flies
5. A. Community can provide land for expansion  
Community can provide workers
6. C. Sugarcane
7. B. Foreign exchange
8. B. Lake Victoria
9. A. museum
10. B. Monument
11. C. They are a source of employment
12. B. Cleaning the environment regularly
13. C. (ii)
14. B. Availability of capital, climate
15. B. North - Kenya  
South West - Tanzania  
North East - Somalia
16. C. Earns foreign exchange after export
17. D. Ranching
18. B. Nagana
19. C. Lack of enough pasture
20. C. Prolonged drought
21. A. Sinking many boreholes
22. A. Mombasa, Lamu, Dar es Salaam, Kilifi, Zanzibar
23. C. purse seining
24. B. Lack of enough capital
25. B. Government to allocate funds to fishing industry
26. A. Fishing would be a source of income
27. A. A boat pulling a long lining on which several baited hooks are fixed
28. C. Varieties of wildlife
29. C. Uganda - Queen Elizabeth and Bindi
30. B. Maasai Mara
31. A. Insecurity
32. D. Improve security in game reserves and also in hotels
33. B. Lowering park fees, use of social media to advertise
34. B. Road transport
35. B. Great North Road
36. A. Dinder
37. C. To transport copper from Zambia to Dar-es Salaam
38. B. Inadequate funds
39. C. To involve development partners
40. D. Helps in distribution of manufactured goods
41. C. Electronic media - Mobile phones, radio, internet, television  
Print media - Posters, brochures, newspapers, pamphlets
42. A. Radio
43. A. Bad weather
44. A. Promote rural electrification
45. B. Tanzania
46. C. soda ash
47. C. People born, grew together almost the same time
48. C. settle disputes among members

49. D. (ii), (v), (vi)  
50. B. Headteacher

#### MODEL ASSESSMENT TASK 4

1. C. Mt Ruwenzori
2. A. Volcanicity
3. D. Corrie or tarn
4. A. glaciation
5. B. Lake Teleki and Lake Catherine
6. C. Mt Ruwenzori, Mt Kilimanjaro, Mt Kenya
7. D. faulting and sinking
8. A. Turkana, Naivasha, Baringo, Tanganyika, Albert, Edward
9. B. Edward, Albert, George
10. A. Lake Victoria
11. B. highlands
12. B. Arabs
13. B. Arabs
14. C. gold
15. C. Mountain vegetation
16. C. deep shaft, open cast
17. A. Number of people per square unit
18. B. Mburu - Murang'a and Bungoma
19. C. Lambwe Valley
20. C. Manderu
21. B. Way of life in different communities
22. A. cement
23. B. Tororo
24. B. destroying the landscape and beauty of the land
25. A. Causes air pollution
26. C. Afforestation
27. B. they were both traditional government
28. A. hereditary chiefs
29. D. Buganda kingdom
30. C. Ntemi
31. A. Mtwale - Army commander
32. B. Position of their leader was hereditary
33. A. They both settled disputes among their members
34. C. E.A.C
35. C. Tanzania, Kenya, Uganda
36. B. To promote trade among member states
37. C. It has a larger market to export goods
38. A. Production of similar goods
39. A. Insecurity, political instability
40. C. Promote use of Kiswahili in the region
41. C. Right to food
42. C. Respect human rights all the times
43. C. Be tolerant
44. A. Love of one's country
45. C. Paying taxes to the government
46. A. Right to fair pay, right to join trade union
47. B. hereditary kings
48. B. volcanic processes
49. B. Volcanicity
50. C. Main vegetation is euphorbia and cactus

#### MODEL ASSESSMENT TASK 5

1. B. space
2. D. Presence of scrubs
3. C. Timber
4. D. sparse
5. D. Road
6. B. Cool and wet
7. B. South West
8. A. South East
9. C. East
10. A. South West
11. C. county commissioner
12. D. They have no access to the sea
13. C. Lake Basin
14. C. It is to the East of the Prime Meridian
15. B. faulting and uplifting
16. C. horst
17. C. Usambara Mt
18. B. Day to day atmospheric condition of a place
19. D. (i), (v), (vi)
20. B. Djibouti
21. B. faulting and uplifting
22. A. lava dammed lake
23. B. (ii), (iv)
24. B. Highlands
25. A. Main economic activities are cash crop growing and dairy farming
26. C. production of similar goods
27. B. Bantu - Shungwaya  
Cushites - Horn of Africa
28. B. in search of water and pasture
29. C. they displaced the Dorobo
30. C. Improved infrastructure e.g roads
31. A. age-set
32. C. commercial farming
33. A. Baganda
34. D. dialogue
35. C. to promote trade among member states
36. C. Increase of trade goods
37. B. Building and expanding hospitals
38. C. County government
39. D. Enables the government to deliver services to its citizens
40. B. Punishes those who fails to pay taxes
41. C. human rights
42. C. Standard Gauge Railway
43. C. They are an important source of artefacts for export
44. B. Trawling
45. B. Fishing is a source of income
46. D. Road transport
47. C. taxes
48. B. Lake Kanyaboli
49. C. Somalia – Ras Hafuni/Guardafui
50. C. Danakil Alps

# CREATIVE ARTS ANSWERS

## 1.1 String Musical Instruments and Drawing

### Activity 1

1. Luo
2. Nyatiti
3. Plucking

### Activity 2

1. A) Orutu B) Wandindi C) Nyatiti
2. They produce sound by plucking.

### Activity 3

String, resonator, tuning pegs, arm

### Activity 4

1. The string vibrates to produce sound.
2. The body amplifies the sound.
3. The bridge transfers vibrations to the body.
4. The fingerboard helps change the pitch.
5. The pitch changes by tightening or loosening the string.
6. The tuning pegs adjust the string's pitch.
7. They are made from wood, animal skin and plant fibres.
8. Larger instruments sound deeper than smaller ones.

### Activity 5

1. You can use cardboard, plastic bottles, tin cans and string or fishing line.
2. A stick, broom handle or piece of wood can be used for the neck.
3. Keep it dry, handle it gently and store it safely after use.
4. Reinforce the cardboard with extra layers or wooden supports inside.
5. Tie or glue the strings firmly and anchor them with nails or pegs.
6. Use glue, tape or string to tighten and secure the loose parts.

### Activity 6

1. The dots are made by repeatedly pressing a pen, pencil or marker on

the paper.

2. The dots are placed close together for dark areas and farther apart for light areas to form a picture.
3. The stippling technique uses many small dots to create shading, texture and depth in a drawing.

### Activity 7

1. Stippling is a drawing technique that uses many small dots to create an image.
2. You can use pens, pencils or markers on paper.
3. Start by sketching the outline of the musical instrument, then fill it with dots to show details.
4. Make dots close together for dark areas and farther apart for light areas to create shading.

### Activity 8

1. The Adeudeu is the Kenyan indigenous string instrument traditionally used by the Kikuyu community, known for its deep, resonant sound.
2. The Orutu has one string played with a bow, while the Kora has multiple strings plucked by fingers and is larger in size.
3. The Kitembe is used in ceremonies to accompany songs and dances, symbolising unity and cultural pride.
4. The Mwandundo is made from wood, animal skin, plant fibres and strings from wire or animal gut.
5. The Nyatiti helps tell stories, pass on traditions and teach morals through music.
6. Indigenous string instruments provide rhythm and melody during dances and rituals, enhancing cultural expression.
7. In modern Kenya, instruments like the

- Kora are used in contemporary music and education to preserve tradition.
8. The Kisembe's design reflects the Luhya community's respect for craftsmanship and cultural identity.
  9. These instruments express community identity, connect people to their roots and preserve traditional art forms.
  10. Challenges include loss of traditional skills, lack of materials and declining interest among younger generations.

### End of Sub Strand Assessment Test

#### 1.1

1. The Nyatiti uses a gourd as its resonator.
2. Use a box for the body, a stick for the neck and string or fishing line for the strings.
3. The bridge holds the strings and transfers their vibrations to the body.
4. Place dots close together for dark shades and farther apart for light ones.
5. The Orutu is often played during ceremonies and celebrations.
6. Use more dots for shadows and fewer for light areas to add depth.
7. They preserve Kenya's culture, history and traditional music.
8. The resonating body (like a box or tin) helps amplify the sound.
9. Stippling is a drawing method that uses many small dots to form an image.

### 1.2 Painting and Collage

#### Colour classification

##### Activity 1

Assess the learner's response

##### Activity 2

1. Warm colours (such as red, orange, and yellow) appear bright and move towards the eye.
2. Cool colours (such as blue, green, and violet) appear dull and move away from the eye.
3. When you observe colours next to each other on the colour wheel, they create a harmonious or blending effect.

4. When you observe colours opposite each other on the colour wheel, they create a contrast or complementary effect, making each colour appear more vivid.

### Painting to create varied texture

#### Activity 10

1. The brush stroke technique in painting refers to the way an artist applies paint using the brush, creating different lines, textures and effects to express movement, form or emotion.
2. Texture in a still life composition is created by varying brush strokes, paint thickness, colour application and direction to make surfaces appear smooth, rough, soft or hard.
3. Varying pressure on the brush affects the outcome by changing the thickness and intensity of the stroke light pressure gives thin, delicate lines, while heavy pressure creates bold, thicker strokes.
4. Common types of brushes used for brush stroke techniques include flat brushes, round brushes, fan brushes and filbert brushes, each producing different effects and textures.
5. Techniques for layering brush strokes to build texture and depth include scumbling (dry, broken layers), glazing (thin transparent layers), impasto (thick paint application) and cross-hatching, allowing colours and forms to develop gradually.

### Mounting paintings using mat technique for display

#### Activity 13

1. Using a mat helps protect the painting, makes it look neat and professional and draws attention to the artwork.
2. Common materials used are cardboard, paperboard or foam board.
3. A simple mat can add contrast, highlight colours and make the painting look more attractive and complete.
4. In an exhibition, place the painting at eye level, use good lighting and ensure it has space around it so people can view it clearly.

## Collage

### Activity 16

1. Using multiple media in a collage makes it more eye-catching by adding variety, contrast and richness to the artwork.
2. Textures add depth and interest by making the collage look and feel three-dimensional, encouraging viewers to explore it visually.
3. The choice of materials affects the look, texture and mood of the collage. For example, shiny materials create brightness, while rough ones give a rustic feel.
4. Thick paper, fabric, cardboard and textured papers work best because they add layers and strength to the collage.
5. The colour of materials can set the mood and focus; bright colours attract attention, while dull tones create calm or balance.
6. Effective adhesives include glue sticks, PVA glue, spray adhesive and hot glue depending on the material's weight and texture.
7. Choosing the right adhesive is important to keep materials firmly in place and to prevent damage or wrinkling of the artwork.

### End of Sub Strand Assessment Test 1.2

1. The primary colours on the colour wheel are red, blue and yellow.
2. The secondary colours are green, orange and violet (purple).
3. The impasto or scumbling technique is commonly used to create texture in a still life composition.
4. The blending technique is used to create soft, smooth edges in a still life painting.
5. The main purpose of using a mat when mounting a painting is to protect and highlight the artwork for better presentation.
6. The most common material for a mat is thick cardboard or paperboard.
7. A key characteristic of a collage composition is the use of mixed materials combined to form one artwork.

8. Paper, cardboard or canvas is often used as a base for a collage composition.
9. The impasto technique involves applying thick layers of paint to create raised texture and visible brush marks.
10. When appreciating collage techniques, it is important to consider the arrangement, texture, colour balance and choice of materials.

## 1.3 Volleyball game

### Performing underarm serving skills in Volleyball game

#### Activity 4

1. Assess the learner's work.
2. Because it is stronger, more accurate and gives better control and power.
3. It helps you serve the ball accurately, consistently and with control, making it harder for opponents to return.
4. Standing with one foot forward, knees slightly bent, body balanced and eyes focused on the ball before swinging the arm underhand.
5. Ensure the area is clear, warm up properly, keep a safe distance, use correct technique and follow the coach's instructions.

### End of Sub Strand Assessment Test 1.3

1. Underarm service.
2. Single-hand digging.
3. The primary purpose of a serve in Volleyball is to start the rally by sending the ball over the net into the opponent's court.
4. To perform an underarm serve, stand with one foot forward, hold the ball in one hand, swing the other arm backwards and then forward underhand to hit the ball over the net.
5. A single-hand dig pass is used to save or control a low, fast or difficult ball that cannot be reached with both hands.
6. Bend your knees slightly, lean forward, extend one arm toward the ball and keep your eyes focused on it.
7. It improves accuracy, control and consistency, helping players gain

- confidence and perform better in matches.
8. It is enjoyable because it encourages teamwork, builds fitness and creates fun and friendly competition.
  9. Focus on proper aim, timing, balance and following through in the direction you want the ball to go.
  10. The key technique is to stay low, react quickly and use a firm but controlled single-hand contact to guide the ball upward.

## 1.4 Rhythm and Pattern Making

### Activity 1

Sing and clap the rhythm of the songs.

### Activity 2

	French rhythm name	Note name	Symbol
1.	ta-te	Quaver	
2.	taa	Crotchet	
3.	taa-aa-aa-aa	Semibreve	
4.	taa-aa	Minim	
5.	taa-aa-aa	Dotted minim	

### Activity 3

Clap the rhythmic patterns given.

### Activity 8

1. A motif is the main design or shape and a block is the carved material used to print the motif on fabric.
2. Materials include fabric, printing ink or paint, a carved block, sponge or roller and a tray.
3. Draw a simple geometric shape, carve it on a block, smooth the surface and make sure it's ready for printing.

### Activity 11

1. You can use materials like potatoes, wood, rubber, foam, or linoleum to create a block.
2. Shapes such as circles, triangles, squares, rectangles and hexagons can be used.
3. Draw the motif on paper, place it on the block and trace or press it to transfer the design.
4. Use clear outlines, measure carefully, and carve slowly to keep the design even and accurate.
5. Tools include carving knives, gouges, cutters and pencils for outlining the motif.

### Activity 12

1. Picture A triangle picture B heart.
2. In picture A, the repeat pattern is made by arranging the triangles regularly and symmetrically, forming a continuous design across the surface.
3. To print a full repeat pattern using a block, you carve the triangle motif on a block, apply ink or paint, then press and repeat the block evenly across the fabric to create the continuous design.

### Activity 13

1. Block printing is a method of decorating fabric by applying colour to a carved block and pressing it onto the surface to create patterns.
2. It is used to create a full repeat pattern by printing the same design repeatedly in neat rows and columns across the fabric.
3. Choose contrasting colours (like light on dark or dark on light) to make the pattern stand out and look attractive.
4. Wash and dry the fabric, iron it flat and spread it on a smooth surface before printing.
5. Apply paint evenly on the block, press it firmly on the fabric and align each print carefully to keep the pattern

consistent.

6. After printing, trim the fabric edges with scissors and stitch or hem them neatly to prevent fraying.
7. Ironing helps set the colours, remove wrinkles and gives the printed fabric a smooth, finished look.

### End of Sub Strand Assessment Test 1.4

1. The primary purpose is to decorate fabric with repeated designs for beauty and visual interest.
2. The first step is to draw and trace the geometrical motif onto the block.
3. The French rhythm name for a crotchet note is taa.
4. Rhythms can be composed by arranging notes and rests of different durations to create varied patterns.
5. A dotted minim represents three beats in a three-beat rhythm pattern.
6. After block printing, the fabric should be dried and ironed to set the design.
7. Ironing helps fix the paint or ink and makes the fabric smooth and neat.
8. A full repeat pattern involves printing the same motif repeatedly in a regular arrangement across the fabric.
9. A three-beat pattern generally includes combinations of notes and rests that add up to three beats.
10. The edges should be trimmed and hemmed to prevent fraying and give a neat finish.

### 1.5 WEAVING

#### Activity 2

1. Plain weave is the simplest weaving technique, where the warp and weft threads cross over and under each other alternately.
2. Plain weave differs from other patterns because it has a simple over-under structure, while others (like twill or satin weaves) have more complex thread arrangements.
3. Fabrics made with plain weave are strong, firm, durable and smooth, with the same look on both sides.

4. You can identify a plain weave fabric by its crisscross pattern, each thread goes over one and under one in a tight, even structure.
5. It is considered the most basic technique because it is the foundation of all weaving, easy to produce and requires no special pattern.
6. The differences in weaving patterns (as seen in the picture) arise from how often the warp and weft threads cross;
  - Plain weave: over one, under one (simple and tight).
  - Twill weave: threads cross over two or more, creating diagonal lines.
  - Satin weave: threads float over several threads, giving a smooth and shiny surface.

#### Activity 6

1. Examples of recyclable materials used for weaving include plastic bags, old clothes, paper strips, fabric scraps and yarn from old sweaters.
2. It is important to collect yarns and fibres first to make sure you have enough materials, colours and textures ready before starting your project.
3. You can make mats, baskets and wall hangings from recyclable yarns or fibres.
4. To prepare old fabric scraps, cut them into strips, remove dirt or loose threads and roll them neatly for easy use.
5. Before using plastic bags, clean, dry and cut them into strips to make smooth weaving material.
6. Using old t-shirts or clothes helps to reduce waste, save money and create colourful, soft weaving materials. To make sure materials are clean, wash, dry and store them properly before starting your work.
7. At home, you could use old newspapers, plastic wrappers or torn clothes for weaving.
8. Sorting materials before weaving helps you to organise colours, textures and sizes, making your work neat and easier

to plan.

### Activity 10

1. To make a serrated card loom and a shuttle, you need a piece of cardboard, a ruler, a pencil, scissors or a cutter and yarn or thread.
2. You create the serrated edges by cutting small, even notches along the top and bottom edges of the cardboard using scissors or a cutter.
3. It is important to space the notches evenly so that the warp threads stay straight and evenly tensioned, helping the weaving look neat and balanced.
4. After setting up your serrated card loom, you should tie and secure the warp threads, check that they are tight and even and prepare the shuttle with weft yarn before starting to weave.
5. Marking the bottom of the card and above it helps you to guide the placement of the warp threads and keep the weaving straight and aligned throughout the process.

### Activity 11

1. I would name my woven item "Sunrise Threads" because its bright colours remind me of the morning sun and new beginnings.
2. If my woven item could talk, it would say, "You've done well- your hands are learning patience and skill with every weave."
3. Seeing my woven item displayed with others makes me feel proud and happy that my effort and creativity are being appreciated.
4. The most unique part of my friend's woven item is the zigzag pattern and I'd like to try that design in my next weaving.
5. To make it better for gymnastics, I would add stronger edges or elastic sides so it can be used as a flexible mat or grip cloth.
6. Seeing everyone's woven items together inspires me to experiment with new colours and patterns and to keep

improving.

7. The colour that stands out most is blue and gold in my classmate's weaving- I like it because it looks calm yet bright and elegant.
8. I would give my friend the "Weaving Star Award" for their creative pattern and neat work, and I'd say, "You showed great imagination and patience, well done!"

### End of Sub Strand Assessment Test 1.5

1. The plain weave technique is the simplest form of weaving, where the weft thread goes over one warp thread and under the next, repeating across the fabric.
2. You can use virtual sources like videos, online tutorials, digital books and art websites to learn about and compare different weaving techniques.
3. Recyclable materials used for weaving include plastic bags, old clothes, fabric scraps, yarn, paper strips and wool from old sweaters.
4. To prepare old fabric scraps, wash and dry them, cut them into even strips and roll or fold them for easy use in weaving.
5. A serrated card loom helps to hold the warp threads in place and the weaving tight and even.
6. To make a serrated card loom, cut even notches along the top and bottom edges of a piece of cardboard, then thread the warp yarn through the notches.
7. To make a shuttle, you need a small piece of cardboard or stick to wind and hold the weft yarn for easy passing through the warp threads.
8. Colour variation can be added to a plain weave by changing yarn colours, mixing different materials or using dyed strips to create patterns.
9. To start a plain weave on a serrated card loom, secure the warp thread, then pass the weft thread over one and under one warp thread, repeating the pattern in opposite directions for each new row.
10. To finish a woven mat or scarf with tassels, remove the weaving from the loom, tie the loose warp threads in small

groups and trim them evenly to make neat tassels.

## 1.6 Gymnastics

### Cartwheel skill

#### Activity 1

1. The gymnast is performing a cartwheel, moving sideways with hands and feet touching the ground in turn.
2. The hands, arms, legs and feet are being used to support the movement.
3. The gymnast started in a lunge position, placed hands on the ground one after another, kicked the legs over in a wide arc and landed back on the feet facing the opposite direction.
4. The arms and legs are kept straight to maintain balance, control and a proper wheel-like form during the movement.
5. The gymnast keeps balance by keeping the body aligned, engaging the core muscles and maintaining focus on hand and foot placement.
6. Safety rules include warming up properly, practising on a soft surface or mat, clearing the area of obstacles, wearing suitable clothing and being supervised by a coach or trained instructor.

### 3-Action Sequence in Gymnastics

#### Activity 6

1. The three gymnastics actions shown are a cartwheel, a forward roll and a swan balance.
2. The actions happen in this order: cartwheel → forward roll → swan balance.
3. Cartwheel: hands, arms, and legs support the movement.  
Forward roll: hands, head, shoulders, and back support the roll.  
Swan balance: one leg, the supporting foot, and arms help maintain balance.
4. The gymnast keeps balance by tightening the core muscles, controlling body weight and focusing on a fixed point while lifting the body into the swan balance.
5. It is important to move smoothly to maintain rhythm, control and flow and to prevent loss of balance or injury.

6. Safety rules include warming up before practice, using a soft mat, ensuring the area is clear, performing under supervision and practising each skill separately before combining them.

### End of Sub Strand Assessment Test 1.6

1. Gymnastics is a sport that involves performing physical exercises requiring strength, flexibility, balance and coordination.
2. The first step in performing a cartwheel is to start in a lunge position with your dominant leg forward and arms stretched above your head.
3. Your hands should be placed on the ground one after the other, in line with your direction of movement, with fingers spread wide for support.
4. The correct body alignment is keeping the arms, head, torso and legs straight and in line while rotating sideways through the movement.
5. Regular practice improves coordination, strength, balance and confidence in performing the skill smoothly.
6. The main purpose of a forward roll is to develop coordination, control and confidence in rolling safely on the ground.
7. To perform a swan balance, stand on one leg, stretch the other leg backwards, raise your arms sideways and lean forward slightly while keeping your body straight.
8. The three actions are performed in this order: cartwheel → forward roll → swan balance.
9. To transition safely from a cartwheel to a forward roll, land softly on your feet, bend your knees, lower your hands to the mat and roll forward smoothly.
10. Balance is important because it helps maintain body control, stability and proper form during movements.
11. Three safety precautions: warm up before practice, use a soft mat or safe surface and ensure the area is clear of obstacles.

12. Before starting, check that the practice area is clean, dry, spacious, and free from dangerous objects.
13. Observing safety prevents injuries, ensures confidence and allows smooth transitions between movements.
14. Using a rhythmic pattern helps maintain timing, flow and coordination between actions in the sequence.
15. A practical activity to improve the cartwheel is practising side-kicks and hand placement drills.
16. Learners should practise gymnastics with music because it creates rhythm, motivation and enjoyment during practice.
17. Through gymnastics, learners develop discipline, confidence, teamwork, perseverance and focus.
18. Practising the three-action sequence helps improve body control, coordination and confidence, which are useful in everyday physical activities.

### 1.7 Melody

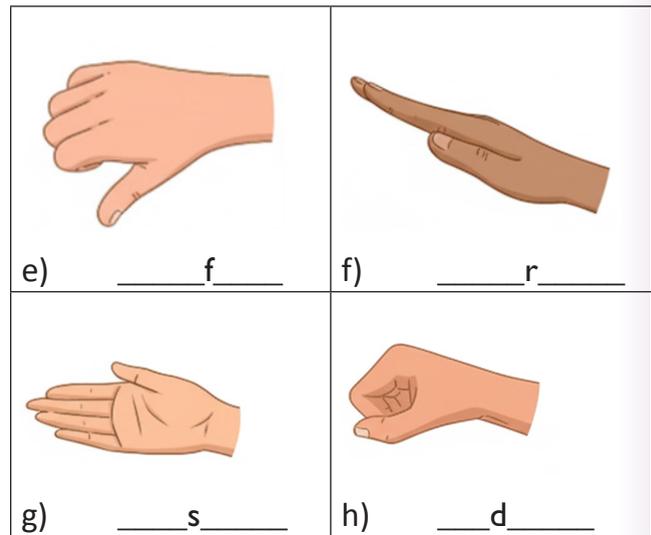
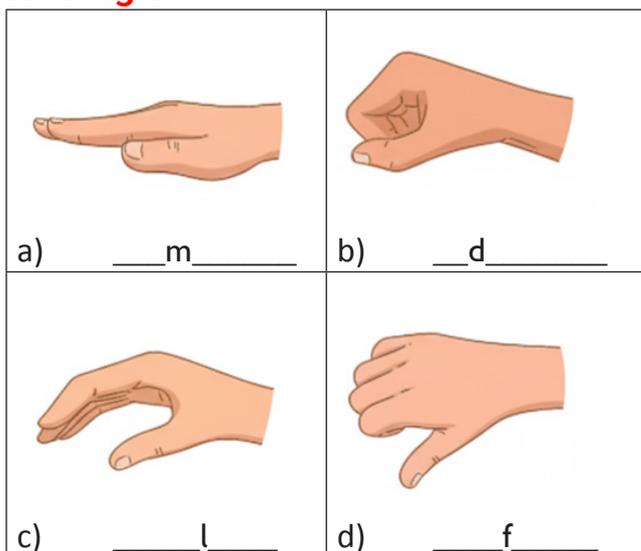
#### Activity 1 and 2

Sing the solfa syllables accurately.

#### Activity 3

Perform the hand signs of the solfa melodies.

#### Activity 4



#### Activity 7

1. You need calligraphy pens or nibs, ink, a ruler, a pencil and smooth paper.
2. Practice upstrokes, downstrokes, curves and loops to build control and consistency.
3. Use guidelines and light pencil markings to keep spacing even between syllables.
4. You can use different calligraphy styles to highlight certain syllables or create visual interest.
5. Maintain steady hand pressure, light on upstrokes and firm on downstrokes for uniform lettering.
6. Let each stroke dry completely before touching or adding more details to prevent smudging.
7. Write ascending syllables slightly higher and descending syllables lower, following a slanted or stepped guide.
8. Avoid uneven spacing, inconsistent letter size and too much ink on the nib.
9. Add simple flourishes, borders or musical symbols like notes or clefs to decorate your sol-fa calligraphy.

#### End of Sub Strand Assessment 1.7

1. Create melodies as described.
2. A melody is a sequence of musical notes arranged to form a tune.
3. Ascending: d r m f s l t d'  
Descending: d' t l s f m r d

4. Perform the hand signs using the solfa syllables given.
5. d (do)
6. Repetition, sequence, variation, contrast
7. When writing sol-fa syllables using calligraphy, ensure the letters are neat, evenly spaced and consistent in size and style.

## END OF STRAND REVISION QUESTIONS

1. You hear a descending tune that moves from higher to lower notes.
2. Use bold strokes, decorative flourishes or colour contrast to highlight the sol-fa syllables.
3. Focus on the movement of pitches, emotional flow and how the melody resolves on d'.
4. Identify d as the tonic note, which shows the melody's home key or tonal centre.
5. Add re, fa, or la to create variation and make the melody more interesting.
6. Use the Kodály hand signs to show pitch direction and help others follow the melody visually.
7. Focus on balance, coordination, timing and accuracy in the performance.
8. Give specific, kind and helpful feedback, mentioning both strengths and areas to improve.
9. Proper technique ensures safety, balance and graceful movement during a cartwheel.
10. A mirror helps you observe body alignment and correct mistakes as you practice.
11. Keep your arms stretched, body firm and focus on balance after the forward roll.
12. Consider neatness, colour choice, pattern and craftsmanship when displaying woven items.
13. Praise creativity, colour harmony

and effort before suggesting gentle improvements.

14. Reflection helps you improve your skills and apply feedback to future projects.
15. Recyclable materials promote creativity, environmental care and cost-saving.
16. Researching both sources gives a wider view of techniques and practical understanding.
17. The ensemble provides rhythmic and musical support, enhancing coordination in gymnastics.
18. Volleyball builds teamwork, fitness, coordination and communication skills.
19. Practising serving improves accuracy, control and confidence in real games.
20. A fine-tip pen or marker is most effective for creating clear stippling dots in a drawing.

## 2.0 PERFORMING AND DISPLAYING

### 2.1 Athletics

#### Long jump in Athletics

#### Sailing technique in long jump

#### Activity 1

1. The athlete is performing a long jump using the sailing technique and the picture shows the flight (sailing) phase of the jump.
2. The athlete's arms are raised forward and upward, while the legs are extended in front and slightly bent at the knees.
3. The athlete's arms are raised to maintain balance, control body position and help lift the body higher during the flight.
4. Bending the knees helps the athlete to prepare for landing, maintain balance and reduce the impact when touching the ground.
5. The athlete stays balanced in the air by keeping the body straight, arms extended forward and eyes focused ahead.
6. It is important to keep the body upright during the sailing phase to maintain stability, control direction and achieve a

safe and effective landing.

## High jump in Athletics

### Scissor technique in High jump

#### Activity 4

1. The athlete is performing a high jump using the scissors technique.
2. The take-off leg (the leg closest to the bar) leaves the ground first during the jump.
3. The phases of performing the technique are approach, take-off, clearance (scissors motion) and landing.
4. It is called the scissors technique because the legs move in a scissor-like motion, with one leg going up and over the bar followed by the other.
5. The athlete's arms are used to help with balance and lift, while the legs alternate in the air one leading over the bar and the other following.
6. The athlete lands on the take-off foot first, followed by the other foot, with knees slightly bent to absorb the impact safely.

#### End of Sub Strand Assessment Test 2.1

1. The long jump uses the sailing technique.
2. There are four phases in the sailing technique.
3. The four phases are approach, take-off, flight (sailing) and landing.
4. The main aim of the approach phase is to gain speed and build momentum for a strong take-off.
5. During the take-off phase, the jumper pushes off the ground forcefully with one foot to lift the body into the air.
6. During the flight phase, the jumper should maintain balance and body control while moving through the air.
7. The knees should be bent during landing to absorb shock and prevent injury.
8. Jumpers usually land on a sandpit.
9. One safety measure is to rake and level the sandpit before jumping to make it soft and safe.
10. Practising the sailing technique helps improve coordination, balance and

jumping power.

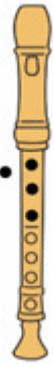
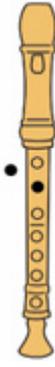
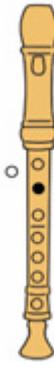
11. The main aim of the high jump is to clear the bar at the greatest possible height without knocking it down.
12. The technique where the jumper crosses the bar one leg after the other is called the scissors technique.
13. There are four main phases in the scissors technique.
14. The four phases are approach, take-off, clearance (scissors motion) and landing.
15. The jumper takes off from the foot farthest from the bar.
16. The legs make a scissor-like motion, one leg goes over the bar followed by the other.
17. The landing area should be soft to prevent injuries and absorb the impact.
18. The jumper gains speed and balance before take-off through a controlled and rhythmic approach run.
19. In the scissors technique, the lead leg (the one nearest the bar) goes over the bar first.
20. After landing, the jumper should regain balance and move away safely from the landing area.

## 2.2 Descant Recorder

### Activity 1

1. Hold the descant recorder with your left hand on top and your right hand below. Use your thumbs to support it from behind and cover the holes gently with your fingertips.
2. Yes. The head joint is the top part with the mouthpiece, the body joint is the middle part with most of the finger holes and the foot joint is the bottom part with the last hole.
3. The recorder produces a tune when you blow gently into the mouthpiece and open or close the finger holes to change the pitch.

### Activity 2

Recorder					
Note played	G	A	A	C'	D'

### Activity 3 and 4

Observe the playing techniques as you play the descant recorder.

### End of Sub Strand Assessment 2.2

1. Playing techniques: Blowing, tonguing, fingering and correct posture.
2. A descant recorder is a woodwind instrument that produces sound by blowing air through a mouthpiece and covering finger holes to create different notes.
3. Draw a descant recorder and label these parts: Mouthpiece (at the top), head joint, finger holes (on the body joint), foot joint (at the bottom)
4. The correct posture is to sit or stand upright, hold the recorder at a slight angle, keep fingers curved over the holes and relax your shoulders.
5. Holes to cover:
  - (a) Note C: Cover holes 0 (thumb), 1, 2, 3, 4.
  - (b) Note D: Cover only hole 0 (thumb) and 1, 2, 3.
  - (c) Note E: Cover hole 0 (thumb), 1, 2, 3, 4, 5.
  - (d) Note F: Cover hole 0 (thumb), 1, 2, 3, 4, 5, 6.
6. For high notes like D', blow gently and steadily with light air pressure, keep the fingers correctly positioned and tongue softly to control the tone.

## 2.3 Indigenous Kenyan Instrumental Ensembles

### Activity 1

Name the instruments given and categorise them.

### Activity 2

List various instruments as described.

### Activity 4

1. Different Kenyan indigenous instruments add rhythm, melody and energy to traditional dances, helping dancers keep time and express emotions.
2. Instruments such as drums (ngoma), lyres (nyatiti), flutes, rattles (kayamba) and horns are used in ceremonies.
3. They are used to narrate stories, celebrate events and pass cultural values, with each rhythm or sound carrying a specific meaning.
4. These instruments can be used in schools to teach music, history and cultural identity, helping learners appreciate their heritage.
5. They can be used in therapy and community projects to promote healing, unity and emotional expression through shared musical experiences.

### End of Sub Strand Assessment 2.3

1. Categories of indigenous Kenyan instrumental ensembles include string ensembles (like Nyatiti and Orutu), wind ensembles (like horns and flutes) and percussion ensembles (like drums, rattles, and bells).
2. Understanding the cultural context helps performers express the true meaning, purpose and emotion of the music, respecting traditions and customs.
3. Active listening ensures good

- coordination, balance and harmony, helping all musicians stay in time and blend their sounds well.
- Timing and rhythm keep the performance steady and unified, allowing dancers and other musicians to follow the beat accurately.
  - A player shows appreciation by handling instruments with care, playing skillfully and acknowledging their cultural value and origin.
  - Traditional instruments in Kenyan string ensembles include the Nyatiti, Orutu, Litungu and Wandindi.
  - Including instruments from different categories adds variety, balance and richness to the music, creating a full and harmonious ensemble sound.

## 2.4 Indigenous Kenyan Craft – Pottery

### Activity 1

- The materials used to make the items in the pictures are clay, water
- To make pottery items using the slab technique:
  - Prepare the clay by kneading it until it's smooth.
  - Roll out flat slabs of clay using a rolling pin or bottle.
  - Cut the slabs into the desired shapes for the sides and base.
  - Join the slabs by scoring (scratching) the edges and applying slip (a clay and water mixture) to stick them together.
  - Smooth the joints and refine the shape.
  - Dry and fire the item in a kiln or open fire, then decorate or glaze if desired.

### Activity 2-3

Carry out the activities using the steps given.

### Activity 4

- In the pictures, you can see modelled clay items such as pots, bowls and decorative vessels.
- Modelled items can be decorated by incising, painting, burnishing, stamping or adding clay patterns before firing.
- Tools used to burnish modelled items include smooth stones, metal spoons or glass pieces.
- Tools used to stamp modelled items include carved wooden blocks, sticks, bottle tops or shells.

### End of Sub Strand Assessment 2.4

- Clay for pottery is prepared by collecting it, removing impurities, soaking it in water, kneading it to make it smooth and storing it covered until it is ready for use.
- To make a vase using the slab technique, the clay is rolled into flat slabs, cut into the desired shapes, joined together with slip, smoothed and then left to dry before firing.
- The coil technique involves using rolled ropes of clay stacked in circles, while the slab technique uses flat pieces of clay joined to form shapes.
- Burnishing a vase is done by rubbing its surface with a smooth stone or spoon when it is leather-hard to make it shiny and smooth.
- Specific clay is suitable for pottery because it has the right plasticity, strength and can withstand heat during firing without cracking.
- Indigenous Kenyan pottery is used for cooking, storing water and grains, brewing traditional drinks and in cultural or ritual activities.
- The slab technique is advantageous because it allows the creation of flat surfaces, neat shapes and decorative patterns and it is easy for beginners.
- Stamping in pottery means pressing tools or objects into soft clay to make

- decorative patterns.
9. Stamping decoration is done by pressing carved sticks, shells or patterned tools into soft clay to create designs and textures.
  10. Traditional decorative methods can be applied to a pot by using techniques like burnishing, stamping, incising or painting cultural patterns.
  11. The designs or motifs on traditional pots are significant because they represent cultural identity, beliefs and community traditions.
  12. Displaying pottery items is important because it showcases creativity, preserves culture and encourages others to appreciate traditional art.
  13. Kneading helps to mix the clay evenly, while wedging removes air bubbles and improves the clay's texture.
  14. Clay items are dried under the shade to prevent cracking and uneven drying caused by direct sunlight.
  15. Safety in pottery involves working in a clean, well-ventilated area, wearing protective clothing, handling tools carefully, avoiding clay dust and keeping the workspace organised.

## OPTIONAL GAMES

### 2.5 Swimming

#### End of Sub Strand Assessment Test

1. The prone body position in Breaststroke is when the swimmer lies flat on the chest, face down in the water, with the body kept straight and horizontal.
2. The cycle of Breaststroke includes four stages: pull, breathe, kick and glide.
3. The arm pull should be separated from the leg kick to maintain rhythm, reduce resistance and allow smooth forward movement.
4. The leg kick in Breaststroke is called the whip kick or frog kick.
5. A mini swimming game to practise Breaststroke is "Frog race", where swimmers move across the pool using

- only Breaststroke kicks.
6. Locally available equipment that can be used includes plastic water bottles as floats, basins or wooden kickboards.
7. Three swimming pool rules:
  - Do not run around the pool.
  - Do not push or jump on others in the water.
  - Always follow the lifeguard's instructions.
8. Three safety measures:
  - Warm up before entering the pool.
  - Practise in shallow water under supervision.
  - Avoid swimming when tired or alone.
9. Three importance of Breaststroke:
  - It improves body coordination and strength.
  - It is a safe and easy stroke for beginners.
  - It helps in developing endurance and water confidence.
10. Breaststroke is a swimming style where the swimmer moves in a prone position, performing a simultaneous arm pull and a frog-like leg kick, followed by a glide, while keeping the head in and out of the water for breathing.

## 3.1 ANALYSIS OF CREATIVE ARTS WORKS

### Activity 1

1. To exhibit artworks in a gallery, arrange them neatly on walls or stands, label each piece and ensure good lighting for clear viewing.
2. A catalogue of exhibited artworks lists the titles, artists' names, descriptions and prices of the displayed pieces.
3. To create a catalogue, collect details of each artwork, take clear photos, write short descriptions and organise

them in a booklet or digital format.

#### Activity 4

1. A catalogue makes an art show more exciting by helping visitors understand each artwork better and connect with the artist's ideas.
2. The artist's name and the title of the artwork can tell stories about the artist's background, inspiration or the message behind the piece.
3. The words we use to describe an artwork can influence our emotions and shape how we see and value it.
4. Knowing the materials used helps us appreciate the artist's skill, creativity and the effort put into making the artwork.
5. The order of artworks in a catalogue helps us follow a theme or story, making it easier to understand the artist's message.
6. A catalogue should both make us think and give us information so that we enjoy and learn from the artworks.

#### Activity 6

1. Pitch – Refers to how high or low a sound is.
2. Rhythm – Is the pattern of long and short sounds or beats in music.
3. Melody – Is a series of musical notes arranged in a pleasing sequence to form a tune.
4. Dynamics – Show how loud or soft the music should be played.
5. Texture – Describes how many sounds or musical lines are heard at once.
6. Structure – Refers to how different sections of a piece of music are arranged.
7. Tempo – Is the speed at which a piece of music is played.

#### Activity 7

1. One can identify the message in a song by listening carefully to the

lyrics and understanding the emotions or ideas the singer is expressing.

2. Popular songs performed at occasions include “Wimbo wa Taifa” during national events, “Malaika” at weddings, and “Jerusalema” at celebrations.
3. The song uses elements such as rhythm, melody, dynamics, tempo and structure
4. The message in the song encourages unity, love and hope among people.
5. The value promoted in the song is togetherness and peace.
6. The song is arranged in verses and a chorus, with an introduction, main body and ending.

#### Activity 8

1. The melody stands out most in the anthem, with a moderate tempo and steady rhythm.
2. The anthem's message is unity and cooperation, shown in lines like “Umoja wetu ni nguzo yetu” (Our unity is our pillar).
3. The texture is homophonic and the structure repeats verses and the chorus.
4. The anthem reflects East Africa's unity, peace, and shared progress.
5. The Kenyan anthem promotes national pride, unity and peace among citizens.

#### Activity 9-13

Perform the games given and analyse them.

#### Activity 14

1. I can improve my dribbling skills by weaving through cones to develop better control, balance and coordination.
2. I will practice baton passing, keep a steady pace and communicate clearly to ensure smooth transitions in relay races.

3. I will use clear signals, eye contact, and short calls to coordinate with my teammates during the game.
4. I can improve my batting accuracy and distance by focusing on timing, proper stance and consistent practice.
5. I will include a combination of rolls, jumps, balances and cartwheels in my gymnastic sequence.
6. I will use proper breathing, streamline my body and improve my stroke technique to increase swimming speed.
7. Participating in sports helped me learn teamwork, cooperation and clear communication with others.
8. I learned to stay calm, focus on my performance and support my teammates to manage competition pressure.

### End of Sub strand 3.1 Assessment test

1. In a catalogue of artworks, you should write the title, the artist's name, description, materials used and the size of each artwork.
2. Knowing the type of artwork and materials helps explain how it was made and what makes it special.
3. Pitch means how high or low a sound is and you can hear it in the notes of a song.
4. You can find the main tune or melody by listening for the part of the song that stands out and is easy to sing.
5. Songs about protecting the environment often share messages of caring for nature and keeping the world clean.
6. You can understand a song's meaning by listening carefully to the words and the feelings in the singer's voice.
7. It's important to play fair in sports to show respect, honesty and teamwork.
8. You can show good sportsmanship by following rules, congratulating others and staying calm whether you win or

lose.

9. We should look at art from different cultures to learn about other people's traditions and ways of life.
  10. Looking at a piece of art can inspire you to create your own ideas and express your feelings creatively.
  11. Homophonic texture means one main melody with accompaniment, like a singer with guitar chords.
  12. AB in music means a two-part form, the first section (A) is followed by a contrasting section (B).
  13. You can hear loud and soft parts of a song by noticing changes in volume, known as dynamics.
  14. Rhythm is the pattern of beats in music and you can find it by tapping or clapping along with the beat.
  15. Monophonic texture means a single melody played or sung alone, like one person singing without instruments.
- Monophonic texture means a single melody played or sung alone, like one person singing without instruments.

# GRADE 6 CRE ANSWERS

## Assessment task 2

1. The Bible teaches us that we should use our talents and abilities to do the right thing.
2. It is a good way of using our talents and abilities
3. Self-control, love, humility
4. Leisure should be used to do constructive activities
5. Nuclear  
Extended  
Single parent  
Asses any other relevant answer
6. Self-control, honesty, kindness  
Assess any other relevant answer
7. Love
8. False
9. Monogamy  
Polygamy  
Polyandry
10. They can cause school drop outs, they lead to reproductive health diseases.  
Assess learners

## Assessment task 2

1. It was written by authors who were inspired by God.
2. Genesis- Moses  
Deuteronomy –Moses  
Assess learners
3. Assess the learner
4. Gospel books
5. To make evangelisation easy
6. Moses
7. Assess the learner and ensure the commandments are in order.
8. Exodus 20:3-7
9. Othiniel
10. A donkey's jawbone
12. Parting the Jordan River, purifying Jericho's water, raising the Shunammite woman's son from the dead, healing Naaman's leprosy.  
Assess the learner

## Assessment task 3

1. Fishermen
2. Zebedee
3. Urges to do things we are not supposed to do
4. Capernaum
5. False
6. Assess the learners
7. Faith
8. Parables
9. That we should have strong faith
10. Assess learners
11. The value of God's kingdom
12. Providing food, clothing and shelter

## Assessment task 4

1. A recitation of prayer said by Christians.
2. It teaches us and reminds us of Christian believes.
3. God the Father, God the Son and God the Holy Spirit.
4. God
5. That a citizen should have good qualities that are geared towards developing their country.
6. a) Loyal  
b) Patriotic  
c) Honest  
d) Compassionate
7. It refers to the hard things and temptations Christians go through in their ministry
8. Humble  
Wise  
Hardworking (any other relevant answer)
9. Assess the learner
10. Assess the learner

## Assessment task 5

1. a) Loyalty  
b) Faithfulness  
c) Truthfulness  
d) Honesty
2. Being open with each other as friends  
Being a trustworthy friend

- Being patient with each other as friends
3. It refers to the way people express themselves sexually
  4. Peer pressure, alcohol and substance use (Assess any other)
  5. That our bodies are the temple of the Holy Spirit and should therefore be taken care of and not misused.
  6. Through prayer, self-control (Any other relevant answer)
  7. Suicide, war, abortion
  8. Peer pressure, experimentation, lack of education (Any other relevant reason)
  9. Assess the learners answers

### Test 1

1. I use my God-given talent by serving others and glorifying God, for example through singing, teaching, or helping the needy.
2. The Fifth Commandment teaches us to respect human life.  
(“You shall not kill.”)
3. The Bible teaches that marriage is a holy union between a man and a woman, blessed by God and meant to last for life.
4. The correct answer is:  
B. Judging sinners
5. One practice that violates the right to life today is **abortion**.  
(Accept also: murder, terrorism, drug abuse.)
6. Talent is a natural ability or gift given by God that a person can use to serve Him and others.
7. One way the church helps the needy is by giving food and clothing.  
(Accept also: shelter, school fees, prayers.)
8. One importance of translating the Bible into local languages is that people can understand God’s word better.
9. B. The authors were inspired by the Holy Spirit to write the Bible.
10. The Fourth Commandment says:  
“Remember the Sabbath day, to keep it holy.”
11. One quality to consider when choosing a good friend is honesty.  
(Accept also: kindness, faithfulness, respect.)
12. My body is the temp of the Holy Spirit.
13. God helped Samson to defeat the Philistines.
14. I can exercise faith in God by praying and trusting Him in all situations.
15. **A.** Singing in the Church choir
16. One lesson learnt from the story of Jacob wrestling with an angel is that we should trust God and never give up in prayer.
17. One lesson learnt is that God blesses those who persevere and trust in Him.
18. Jesus found His first disciples by the Sea of Galilee.
19. Jesus was tempted in the wilderness (desert).
20. One lesson learnt is that faith in Jesus brings healing, even from a distance.
21. Jesus healed a woman who had been bleeding for twelve years.
22. Jesus wept because He loved Lazarus and felt compassion for the people who were grieving.
23. The story of the Hidden Treasure is found in the book of Matthew.
24. The rich man went to Hades (a place of suffering) after he died.
25. Christians should help those in need because Jesus taught us to love our neighbours and care for the poor.
26. One teaching from the Apostles’ Creed is that Christians believe in God the Father, the Son and the Holy Spirit.
27. The Apostles suffered hardships, beatings, imprisonment, hunger and sleeplessness.
28. B. Keep away from her company

29. Church unity means Christians living together in love, peace and cooperation as one body of Christ.
30. Biblical teachings on responsible sexual behaviour include:
  - a) Sex should be practiced only in marriage.
  - b) The body is God's temple and should be kept pure.
  - c) Christians should avoid sexual immorality.

### Test 2

1. The Bible teaches that talents and abilities are gifts from God and should be used to serve God and help others (e.g. Parable of the Talents).
2. Early marriage can lead to school dropout, poor health, poverty and lack of proper upbringing for children.
3. Self-control.
4. Moses wrote the book of Exodus.
5. The Bible was translated so that people could understand God's word in their own languages.
6. The value in the 5th Commandment is respect for life.
7. The life skill in the 9th Commandment is honesty / truthfulness.
8. God helped Samson to defeat the Philistines.
9. Elisha recovered the axe head.
10. Persistence in prayer means praying continuously without giving up.
11. One way people are called to serve God is through preaching, teaching, or helping others.
12. Jesus overcame temptations by using the Word of God and obeying God.
13. One lesson learnt is that strong faith in Jesus brings healing.
14. A. Parables
15. The government helps the sick by building hospitals, providing medicine and employing doctors and nurses.
16. One lesson learnt is that Jesus has power over death.
17. We appreciate God's power by praying to Him for healing and thanking Him when we are well.
18. The Kingdom of God is valuable because it leads to eternal life and salvation.
19. The lesson is that people should help the poor and live righteously while alive.
20. The Apostles' Creed teaches that Christians believe in God, Jesus Christ and eternal life.
21. One value in the life of Apostle Paul is faithfulness / courage.
22. A. Obedience
23. The Bible teaches Church unity by encouraging love, cooperation, forgiveness and living as one body of Christ.
24. C. Jesus has power over death
25. A good friend is important because they give good advice, support and encourage good behaviour.
26. C. Full of rage
27. Causes of irresponsible sexual behaviour among the youth include peer pressure, drug abuse, poor guidance and exposure to media.
28. A. Separate them and tell them the need for peace
29. Christian teaching on sanctity of life states that life is sacred because it is given by God and must be protected.
30. Alcohol is an example of a drug.

### Test 3

1. **Hard work** is one of the values needed to nurture talents.
2. **True**
3. The value needed to avoid early

- marriage is **self-control**.
4. One leisure activity is **playing football**.  
(Accept: reading, singing, cycling, swimming, etc.)
  5. Youths misuse leisure time by **watching immoral movies, abusing drugs, or engaging in bad peer groups**.
  6. **Paul** is one author of the New Testament.
  7. **David** wrote the book of Psalms.
  8. The Bible is the inspired word of God because **God guided the writers through the Holy Spirit**.
  9. The skill in the 1st Commandment is **decision making / loyalty to God**.
  10. One lesson learnt from the Ten Commandments is **obedience to God**.
  11. Samson defeated the Philistines **using the strength God gave him**.
  12. Lessons learnt from the story of Samson include:
    - **God gives strength**
    - **Disobedience leads to punishment**
    - **God forgives those who repent**
  13. I exercise faith by **praying to God, trusting Him and obeying His teachings**.
  14. The story shows Jesus cares for everyone because **He helped a Roman officer who was not a Jew**.
  15. The officer's faith teaches us to **trust God completely and ask Him humbly**.
  16. Jesus called His first disciples to follow Him and **be fishers of men**.
  17. Jesus found His first disciples **by the Sea of Galilee**.
  18. Temptation means **being persuaded to do something wrong**.
  19. The first temptation was **to turn stones into bread**.
  20. The Roman officer went to Jesus because **his servant was sick and he believed Jesus could heal him**.
  21. Jesus called the bleeding woman forward **to show her faith and to assure her she was healed**.
  22. **Martha** (and Mary) went to Jesus and told Him that Lazarus had died.  
(Accept Martha)
  23. Matthew 13:44 says **the Kingdom of God is like hidden treasure which is very valuable**.
  24. Lazarus went to **a place of comfort (with Abraham)** when he died.
  25. The Apostles' Creed is important because it **summarises Christian beliefs and strengthens faith**.
  26. One can practise the value from Apostle Paul's life by **being faithful to God and persevering in difficulties**.
  27. Church unity promotes harmonious living by **encouraging love, cooperation, peace and forgiveness among Christians**.
  28. Biblical teachings on friendship formation include:
    - **Choose good friends**
    - **Avoid bad company**
    - **Friends should encourage good behaviour**
  29. **A. Forgive him and ask him to carry his own snack**
  30. One physical change in both boys and girls during adolescence is **growth in height**.

#### Test 4

1. One cause of irresponsible sexual behaviour is **peer pressure**.  
(Accept: drug abuse, poor guidance, media influence)
2. Violating the right to life leads to **loss of life, suffering, fear and punishment by law**.

3. Exodus 20:13 teaches us that **human life is sacred and should not be taken.**
4. Christian teaching warns that alcohol, drugs and substances:
  - **Destroy health**
  - **Lead to sin and poor decisions**
  - **Separate people from God**
5. Romans 12:4 teaches that **Christians have different gifts but belong to one body and should work together.**
6. Correct answer:  
**B. Bethany**
7. One value young people should uphold to avoid early marriage is **self-control.**
8. Marriage is **a holy union between a man and a woman approved by God.**
9. God rested to **set an example for human beings to rest after work.**
10. Jesus and Lazarus were **friends.**
11. One way youths misuse leisure is **engaging in drug abuse.**  
*(Accept: watching immoral movies, gambling, idling)*
12. One value that helps youths use leisure well is **discipline.**
13. The Bible was translated into local languages so that **people could understand God's word easily.**
14. **True**
15. The fourth Commandment says:  
**"Remember the Sabbath day and keep it holy."**
16. Samson used **the jawbone of a donkey** to kill a thousand men.
17. The prophets asked Elisha permission to go to **the River Jordan.**
18. Correct answer:  
**C. Fishermen**
19. Jesus told the devil, **"Man shall not live by bread alone, but by every**

**word from God."**

20. The Roman officer believed that **Jesus had authority and power to heal by His word.**
21. The officer's faith teaches Christians to **trust completely in Jesus' power.**
22. The bleeding woman touched Jesus' cloak because **she believed she would be healed.**
23. The people said, **"See how much He loved him."**
24. Matthew 13:45–46 teaches that **the Kingdom of God is very valuable and worth giving up everything for.**
25. Before he died, the rich man **lived a luxurious life and ignored the poor Lazarus.**

#### **Persons of the Holy Trinity**

26. God the Father
27. God the Son (Jesus Christ)
28. God the Holy Spirit

#### **Importance of the Apostles' Creed**

29. It summarises the main beliefs of **Christians.**
30. It **strengthens faith and unites Christians worldwide.**

#### **Test 5**

1. One way of being part of the Kingdom of God is **repenting from sin and obeying God's teachings.**
2. One virtue in the life of Apostle Paul is **faithfulness.**  
*(Accept: courage, perseverance, obedience)*
3. I can practise Paul's values by **remaining faithful to God even during difficulties.**
4. Church unity fosters harmonious living by **promoting love, cooperation, peace and forgiveness among Christians.**

5. Biblical teachings on friendship formation include:

- **Choose good friends**
- **Avoid bad company**
- **Friends should encourage good behaviour**

6. Irresponsible sexual behaviour is caused by **peer pressure**.

*(Accept: drug abuse, media influence, poor guidance)*

7. One life skill needed is **decision-making**, which helps youths choose what is right.

8. One emotional change is **mood swings**, where boys and girls experience sudden happiness or anger.

9. Life is a gift from God because **God is the creator of life** and therefore life should be **respected and protected**.

10. One effect of violating the right to life is **loss of life and suffering**.

11. We should observe road safety rules to **protect life and prevent accidents**.

12. One strategy Christians use is **guidance and counselling based on Christian values**.

13. The government fights drug abuse by **arresting drug dealers and enforcing laws**.

14. Christians can avoid substance abuse by **using self-control, prayer and good decision-making**.

15. One God-given talent is **singing**.  
*(Accept: teaching, drawing, leadership, sports)*

16. Early marriage is marriage **below the age of 18 years**.

17. Leisure time is important because it **helps people rest, relax and develop talents**.

18. The Bible was translated into local languages so that **people could understand God's word easily**.

19. Obeying the Ten Commandments

helps Christians **live holy lives and maintain good relationships**.

20. Lessons from Samson defeating the Philistines include:

- **God gives strength**
- **God helps those who trust Him**

21. Jesus told the people to **unwrap Lazarus and let him go**.

22. Lazarus lived in **Bethany**.

23. The man was excited because **the treasure was very valuable and changed his life**.

24. The treasure represents **the Kingdom of God and salvation**.

25. People are called to serve God through **teaching, preaching, singing, helping the needy and leadership**.

26. Activities done in church include **singing in the choir, cleaning the church, ushering and praying**.

27. Jacob's name was changed to Israel because **he struggled with God and prevailed**.

28. Jacob crossed the **River Jabbok** at night.

29. **An angel of God** wrestled with Jacob until daybreak.

30. The government helps the sick by **building hospitals, providing medicine and employing health workers**.

# GRADE 6 IRE ANSWERS

## 1.0 QUR'AN

### 1. AL-HUMAZA

#### Activity 1

Find out the Arabic text of surah Al- Humaza.

#### Activity 2

1. Nine / 9
2. Hellfire
3. Allah
4. Makkah
5. Hutwamah
6. Traducer/The backbiter/The slanderer
7. Allah

### 2. AL-ASR

#### Activity 1

Find out the Arabic text of surah Al-Asr

#### Activity 2

1. Makkah
2. Three
3. Patience
4. Time
5. Sunnah
6. Patience and truthfulness
7. Hereafter

### 3. AT-TAKATHUR

#### Activity 1

Find out the Arabic text of surah At-Takathur.

#### Activity 2

1. Eight
2. Makkah
3. wealth
4. Hellfire
5. Our blessings
6. Worship Him
7. Nay! You shall come to know!

### 4. AL-QARIAH

#### Activity 1

Find out the Arabic text of surah Al- Qariah.

#### Activity 2

1. Eleven
2. Day of Judgement
3. Makkah
4. Paradise
5. Carded wool / flying around like cotton wool

6. Lighter / less heavier

7. Hawiyah

## 2.0 HADITH

### 1. Hadith on purity of actions

#### ACTIVITY 1

Assess good and bad deeds.

#### Activity 2

1. False
2. True
3. True
4. False
5. True

#### Activity 3

1. Mould
2. Righteous
3. Allah
4. Like for ourselves
5. Good actions

### 2. Hadith on dressing

#### Activity 1

Assess the names of different female and male clothes.

#### Activity 2

1. Knees
2. Hands
3. Gold

#### Activity 3

1. False
2. True
3. True
4. True
5. True

### 3. Hadith on planting

#### Activity 1

- a) Children are planting trees.
- b) Children are eating fruits on a tree.
- c) A beautiful compound with a variety of trees.

#### Activity 2

- a) Trees help us in constructing houses.
- b) Trees provide shade
- c) Trees are catchment areas for rain

### Activity 3

1. Allah
2. Food
3. Trees
4. Sadaqa / Charity
5. Take care of them

### 4. Hadith on responsible use of human capabilities and resources

#### Activity 1

1. Your youth before you become old
2. Your health before you fall sick
3. Your wealth before you become poor
4. Your free time before you become busy
5. Your life before your death.

#### Activity 2

1. A young man and the young man now he is old.
2. A healthy man and the healthy man now is sick.

#### Activity 3

1. poor
2. youth
3. death
4. worship
5. Allah (S.W.T.)

## 3.0 PILLARS OF IMAN

#### Activity 1

1. Belief in Allah
2. Belief in Angels
3. Belief in the books
4. Belief in the prophets
5. Belief in the day of judgement
6. Belief in the power of Allah

#### Activity 2

1. They were sent by Allah (S.W.T.)
2. They came to guide us to the straight path
3. They performed miracles

### Taqwa (Good consciousness)

#### Activity 3

1. praying
2. Giving Zakat
3. Fasting

#### Activity 4

1. He avoids all types of sins
2. He avoids vain talks
3. He is generous

### Importance of Taqwa in the life of a Muslim

#### Activity 5

ASSESS

### Tawakkul (Reliance on Allah)

#### Activity 1

1. He always trusts in Allah (S.W.T)
2. He does not put his trust in people.
3. He does not lose hope in Allah (S.W.T)
4. He only believes in Allah (S.W.T).

### Importance of Tawakkul in the life of a Muslim

#### Activity 2

From the table below, pick out what you think is the importance of Tawakkul.

1. A Muslim is loved by Allah (S.W.T).
2. A Muslim becomes humble.
3. A Muslim does not lose hope

#### Activity 3

1. Trust / reliance in Allah
2. Mutawakkil
3. Allah

### Tawbah (Repentance)

#### Activity 4

1. Al-Ghaffur
2. return
3. repentance

### Importance of Tawbah in the life of a Muslim

#### Activity 5

1. It enables one to get rewards.
2. It is a form of worship.
3. A person who repents is also assured of forgiveness from Allah (S.W.T.)
4. Repenting also helps a person to acknowledge his/her sins and plans to avoid them.
5. Repenting also removes pride and arrogance from a person as he/she is forced to humble himself/herself before Allah (S.W.T).
6. Repenting also gives a Muslim hope for the future and that of the hereafter.

#### Activity 6

1. True
2. True
3. False
4. False

#### Activity 7

1. Feeling guilty
2. Seeking forgiveness from people
3. Accepting your mistake

- Talking to Allah about your sin
- Feeling sorry

### Stories of Prophets

#### Activity 8

- Azzar
- Hanifs
- Two
- Hajar
- Namrud

### The story of Prophet Yusuf (A.S)

#### Activity 9

- We should always trust in Allah (S.W.T).
- We should not trust everybody.
- We should always be patient in every situation.

#### Activity 10

- Eleven
- Binyamin
- Potiphar
- Zulekha
- His brothers

#### Activity 11

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

## 4.0 DEVOTIONAL ACTS

### Twahara (purity)

#### Activity 1

- Minor hadath
- Major hadath
- Minor hadath
- Minor hadath
- Major hadath
- Major hadath
- Major hadath

#### Activity 2

- False
- True
- True
- False
- True

#### Activity 3

	Hadath Asghar	Hadath Akbar
1.	Removed by taking wudhu	Removed by taking a full bath
2.	Can perform some of worship	Cannot perform any acts of worship

#### Activity 4

- Praying
- Reading the Qur'an
- Reciting the Qur'an
- Entering the mosque

### Purification of Hadath Asghar

#### Activity 5

Performing wudhu

#### Activity 6

Write down the procedure of performing wudhu.

### Purification of Hadith Akbar

#### Activity 7

- True
- False
- True
- False
- True

### Tayammum (dry Ablution)

#### Activity 9

The points to be on what you have learnt when to perform Tayammum .

#### Activity 10

##### 1. Steps of performing tayammum

There are three main steps of the performance of Tayammum

- Pat sand and wipe your face
- Pat and wipe your right hand
- Pat sand and wipe your left hand.

\*only two parts of the body are wiped or washed during wudhu i.e. the face and hands

- Demonstrate to your siblings how to perform Tayammum.
- Ghusl means bath.
  - There are two types of ghusl i.e. faradh Ghusl and Sunnah ghusl. Faradh means obligatory while Sunnah means voluntary or optional

#### Activity 12

- Tayammum
- sand
- Two
- full bath
- Ghusl

## Zakat

### Activity 13

1. The slaves
2. The collectors of zakat
3. New converts
4. The Debtors
5. The poor
6. The Needy
7. The wayfarer
8. Those in the way of Allah

### Activity 14

1. a) False  
b) False  
c) True  
d) True  
e) True
2. Sadaqa is charity zakat involves the rich giving out to the poor.

### Activity 15

Read the poster and use it to write the difference between zakat and Sadaqa in a tabular form.

1. It is a pillar of Islam (**Zakat**)
2. it is given to anyone (**Sadaqa**)
3. it has a fixed rate (**Zakat**)
4. it is not a pillar of Islam (**Sadaqa**)
5. it can be given at any time (**Sadaqa**)
6. it is given on specific items (**Zakat**)
7. it has no fixed rate (**Sadaqa**)
8. it is only given to Muslims (**Zakat**)
9. it is a Muslim (**Zakat**)

## Saum (fasting)

### Activity 16

1. Expectant mothers (**excepted**)
2. The poor (**Not excepted**)
3. The orphans (**Not excepted**)
4. Breastfeeding mothers (**excepted**)
5. Children (**excepted**)
6. The insane (**excepted**)
7. The very old people (**Not excepted**)
8. The needy (**Not excepted**)
9. Women in Heidh (**excepted**)
10. Women in Nifas (**excepted**)
11. Travellers (**excepted**)
12. The sick (**excepted**)
13. Students (**Not excepted**)

### Activity 17

Assess the reasons for fidya.

### Activity 18

1. Two
2. No compensation
3. Fasting the missed days

## Wisdom behind the exemption of some people from fasting

### Activity 19

ASSESS the wisdom behind exemption of people from fasting.

## Hajj (pilgrimage)

### Activity 21

Answer the following questions

1. Hajj
2. Pilgrimage
3. Hajj
4. Makkah
5. Hajj

### Activity 22

1. Tamatu'u – (Umrah then Hajj)
2. Ifraad – (Hajj then Umrah)
3. Qiraan – (Umrah and Hajj combined)

### Activity 23

1. Qiraan
2. Ihram
3. Tamatu'u
4. Three

## 5.0 AKHLAQ (MORAL VALUES)

### Virtues

#### Activity 2

Assess the virtues of work

#### Activity 3

The jobs to be of halal.

#### Activity 5

1. We are created to worship.
2. We have to work.
3. We have to earn a lawful living.
4. We have to improve our economic situation.
5. We work to help the old and the needy.
6. We work to become rich and avoid poverty.
7. We work to improve the community.
8. We work to help ourselves.

### Activity 6

Assess works like:

1. Teaching
2. Medicine
3. Trading
4. Farming
5. Hawking etc.

### Activity 7

Assess halal and haram work.

### Activity 8

1. Prostitution
2. Selling bhang
3. Stealing
4. Working in a casino
5. Slave trade

### Activity 9

1. True
2. False
3. True
4. True
5. False

### Activity 10

1. Human beings
2. Allah(S.W.T)
3. Allah (S.W.T)
4. Happiness

### Activity 11

1. True
2. True
3. True
4. False
5. True

### Vices

#### Activity 12

1. cigarette
2. alcohol
3. miraa

#### Activity 13

Assess various intoxicants.

#### Activity 14

Assess the effects of intoxicants.

#### Activity 15

1. False
2. True
3. True
4. True

5. False
6. False
7. True

### Activity 16

1. To avoid intoxicants.
2. To avoid gambling.
3. To avoid alters of idols.
4. To avoid the games of chance.
5. If you work hard you will succeed.

### Israf (extravagance)

#### Activity 17

1. Food
2. Water
3. Money
4. Farm harvests
5. Animal products

### Ways of avoiding Israf

#### Activity 19

Assess ways to avoid Israf.

### Effects of Israf

#### Activity 20

1. Can cause drought and famine
2. Can promote hatred between the rich and the poor
3. Can cause Allah's anger
4. Can waste wealth

### Dua (supplication when traveling)

#### Activity 21

1. Give thanks to Allah (S.W.T.) for providing means of transport.
2. To thank Allah (S.W.T.) who has brought the means of transport under our control.
3. We should not be worried if we are unable to control the means of transport for if we die we will surely return to Allah (S.W.T.).

THEREFORE,

1. it makes a person brave and courageous.
2. a traveller gains hope and confidence.
3. a person is protected by Allah (S.W.T.).
4. a traveller relies on Allah (S.W.T.).
5. Allah (S.W.T.) will reward a person who says this dua.

#### Activity 22

1. False
2. True
3. True
4. false
5. True

## 6.0 MUAMALAT

### Fair treatment of workers

#### Activity 2

1. True
2. False
3. True
4. False
5. True

#### Activity 3

1. Being kind and fair to them.
2. Respecting them and treating them with dignity.
3. Paying their wages on time.

#### Activity 4

Assess

#### Activity 5

1. They have a right to pray to their god.
2. They deserve our kindness
3. Right to fair treatment.
4. We should respect their place of worship.
5. We should live.

#### Activity 7

Assess

### Corruption

#### Activity 8

1. People who do mistakes
2. a) when admitting new people  
b) Copying or cheating in exams

#### Activity 9

1. Can bring poverty.
2. Can lead to Allah's anger.
3. Can make people poor.
4. Can increase crime.

#### Activity 10

1. True
2. False
3. True
4. True
5. True

## 7.0 HISTORY OF ISLAM

### Battle of Badr

#### Activity 1

1. The Quraish were not happy that Muslims had settled in Madinah.
2. The Quraish were jealous of the prophet and the Muslims.
3. The Quraish were not happy that people of Madina refused to send back Muslims to Makkah.

#### Activity 2

1. False
2. True
3. True

#### Activity 3

1. 2 A.H/624 AD
2. Ramadhan
3. Badr
4. 14/fourteen
5. 1000/one thousand

### Lessons from the battle of Badr

#### Activity 4

Use a digital device to search on the lessons from the battle of Badr

### Reasons that caused the battle of Uhud

#### Activity 5

1. The Quraish wanted to prove that they are still powerful and mighty
2. The Quraish wanted to revenge for their defeat at Badr .
3. The Quraish wanted to regain their trade route they had lost to Muslims

#### Activity 6

1. False
2. True
3. False

### What happened in the battle of Uhud?

#### Activity 7

Assess the reading.

#### Activity 8

1. Uhud
2. Shawwal
3. 1000/one thousand
4. 85/eighty five
5. mountain

### Lessons from the battle of Uhud

#### Activity 9

Use a digital device to search on the lessons from the Battle of Uhud

### Treaty of Hudaibiyah

#### Activity 10

Assess the reading.

### Terms of the treaty of Hudaibiyah

#### Activity 11

1. Assess the terms of the treaty.
2. Assess the terms picked as in relation to research.

**Activity 12**

1. Ten / 10 years
2. A place
3. Abu Sufyan)
4. Uthman bin Affan
5. 1400

**Activity 13**

1. ASSESS.
2. ASSESS.

**Conquest of Makkah****Activity 15**

1. 8 A.H / Eight years after Hijrah
2. 10,000/ ten thousand
3. Three)
4. 360/three hundred and sixty
5. Banu Khuza'a

**Farewell Pilgrimage (Hijjatul Widaa)****Activity 16**

Assess the speech

**Activity 17**

Assess the reading.

**Themes from Hijjatul Widaa****Activity 18**

1. Islamic brotherhood
2. Doing decent trade
3. Respecting human life
4. We should respect and honour women
5. All Muslims are equal
6. We must follow the teachings of the Quran and the Sunnah of the prophet (S.A.W.).

**Activity 19**

1. False
2. True
3. False
4. False
5. True

**ANSWERS TO MODEL ASSESSMENTS****MODEL ASSESSMENT TASK 1**

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

**MODEL ASSESSMENT TASK 2**

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

**MODEL ASSESSMENT TASK 3**

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

**MODEL ASSESSMENT TASK 4**

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

**MODEL ASSESSMENT TASK 5**

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