

CONQUEROR CBE DISTINCTION AIM

GRADE 7

CBE COMBINED EXTENSION ACTIVITIES ANSWERS



COMPETENCY BASED EDUCATION

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Preface

The transition to Junior School marks a defining stage in a learner's academic journey. It is a period of growth, discovery and increasing responsibility, where a learner is expected not only to acquire knowledge but also to apply skills, values and attitudes that prepare them for life beyond the classroom.

Conqueror CBE Distinction Aim Grade 7 has been developed with this transition firmly in mind. Guided by the principles of the Competency-Based Education framework, this Reference material is designed to support learners as they explore new ideas, strengthen foundational skills and develop confidence in their abilities. It recognises that learning is most effective when it is relevant, engaging and connected to real-life experiences.

The content in this book is carefully structured to promote inquiry, creativity and independent thinking. Each learning area is presented in a clear and accessible manner, supported by practical activities, illustrations and examples drawn from everyday contexts familiar to Kenyan learners. These features encourage active participation, collaboration and reflection, enabling learners to take ownership of their learning.

Beyond supporting classroom instruction, this Reference material serves as a dependable companion for research, projects, homework and private study. It is equally valuable to teachers seeking structured support for lesson delivery and to parents who wish to guide learning at home.

1 NUMBERS

1.1 Whole numbers

Practice exercise 1 on page 2

Assess the learners' work.

Practice exercise 2 on page 3

Assess the learners' work.

Practice exercise 3 on page 3

- Writing number symbols
 - 5 212 303
 - 22 120 458
 - 87 323 059
 - 600 248 308
- 27 857 598
- 170 212 765

3.

Number	To the nearest ten thousand	To the nearest hundred thousand	To the nearest million	To the nearest ten million
448 753 179	448 750 000	448 800 000	449 000 000	450 000 000
23 655 874	2360 000	23 700 000	24 000 000	20 000 000
839 008 272	839 010 000	839 000 000	839 000 000	800 000 000

- 340 000
- 6 000 000 litres

Practice exercise 6 on page 5

- Even numbers are 24, 42, 18, and 10
Odd numbers are 87, 23, 17, 29 and 11
Prime numbers are 23, 17, 29 and 11.
- Even numbers are 10, 122, 48, 164
Odd numbers are 79, 223 and 93
Prime numbers are 79 and 223
- Odd numbers are 177, 255, 59 and 133
Even numbers are 198, 36 and 144
Prime numbers are 59.
c) 87, 23, 17, 29, 11
- a) 2, 4, 6, 8, 10, 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 36, 38, 40, 42, 44, 46, 48
b) 1, 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, 23, 25, 27, 29, 31, 33, 35, 37, 39, 41, 43, 45, 47, 49
c) 2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, 37, 41, 43, 47
- 0, 2, 4, 6, 8, 10, 12, 14
- Odd numbers are 21 and 49 while even numbers are 26, 72, 84 and 120
- 21, 23, 25, 27, 29, 31, 33, 35, 37, 39
- 53, 59, 61, 67

Practice exercise 4 on page 4

- Five million, four hundred and eighty nine thousand, three hundred and twenty two.
 - Nine million, seventy seven thousand seven hundred and seven.
- Four million seven hundred and sixty five thousand three hundred and forty two votes
- Imani got seven million six hundred and forty eight thousand nine hundred and three votes, Pendo got seven million three hundred and twenty one thousand and thirty two votes while Rehema got six hundred and fifty four thousand three hundred eighty nine votes.

Practice exercise 5 on page 5

- To the nearest hundred thousand
 - 300 000
 - 4 200 000
- To the nearest million
 - 5 000 000
 - 8 000 000

Practice exercise 7 on page 6

- 169 080
 - 200 530
 - 4333
 - 6779
 - 424
- 59750 passengers
 - 10 493
- 12192

Practice exercise 8 on page 6

- 203 904
 - 848625
 - 6 406 200
 - 104 949
 - 163 remainder 25
 - 60
 - 46 remainder 95
 - 14 remainder 480
- sh 702 150
- 22 320 bales
- sh 340 236
- 5 cars
- 150.8 litres
- 420 learners

Practice exercise 9 on page 7

- 350
 - 793
 - 340
- 50 boxes
- 7 oranges

Practice exercise 10 on page 7

1. a) 10, 12 b) 16, 32 c) 90, 110 d) 25, 20
2. a) 39, 45 b) 31, 43 c) 4, 0 d) 324, 972
3. 2029 and 2039
4. 1620

Practice exercise 11 on page 8

1. a) Size 5 with 13 coins
b) i) 13 coins ii) 16 coins
2. a) size 5 with 16 coins
b) i) 16 coins ii) 20 coins
3. 48, 52
4. 60, 54, 48, 42, 36, 30
5. 70, 77, 84, 91, 98

1.2 Factors

Practice exercise 1 on page 8

1. a) 40, 46 and 48
b) 74, 2010, and 8344
c) 268 and 1988
2. 62, 64, 66, 68, 70, 72 and 74

Practice exercise 2 on page 8

1. a) 24, 84, 102
b) 612, 594, 972
c) 10101, 80946
2. a) 672 divisible by 3
b) 62502 divisible by 3
c) 9098 not divisible by 3
d) 9911 not divisible by 3
3. Not possible

Practice exercise 3 on page 9

1. a) 344 divisible, 454 not divisible, 868 divisible and 120 divisible
b) 1942 not divisible, 1964 divisible, 1978 not divisible and 2000 divisible
c) 3552 not divisible, 4834 not divisible, 9896 divisible and 5500 divisible

Practice exercise 4 on page 9

1. a) 540, 755, b) 4040, 7305
c) 75, 10000
2. a) 780, 820 and 810
b) 660, 675, 875 and 870
c) 995, 680, 965
d) 8620 7665, 7865
3. 100
4. 125 and 310

Practice exercise 5 on page 9

1. 84, 216, 144
2. a) 24, 96 are divisible
b) 642, 564, 2520, 20160 are divisible
c) 612, 732, 444 are divisible
d) 3078, 2034, 49374, 91128 are divisible
3. a) 342 divisible b) 6354 divisible
c) 762 divisible d) 626 not divisible
e) 892 not divisible
4. 54 is an even number hence divisible by 2 and the sum of the digit 5 and digit 4 is 9 which is divisible by 3. When a number is divisible by both 2 and 3 hence it is divisible by 6.

Practice exercise 6 on page 9

1. a) 664
b) 37480, 41168, 10000
c) 192160, 770800, 187560, 978272
2. 73464, 75800, 8944

Practice exercise 7 on page 10

1. a) 72, 108
b) 540, 4365, 1395
c) 243, 7875, 783
2. 909, 12789

Practice exercise 8 on page 10

1. a) 20, 70, 990
b) 460, 2520, 20160
c) 400, 530
d) 7830, 20340, 49000

Practice exercise 9 on page 10

1. a) 3520, 3047, 4257
b) 9526, 4785, 3124
2. 9340 628 is divisible by 11

Practice exercise 10 on page 10

1. a) $20 = 1, \underline{2}, 4, \underline{5}, 10$ and 20
 $32 = 1, \underline{2}, 4, 8, 16$ and 32
 $98 = 1, \underline{2}, \underline{7}, 14, 49$ and 98
 $102 = 1, \underline{2}, \underline{3}, \underline{17}, 51$ and 102
b) See as shown above.
2. $440 = 2 \times 2 \times 2 \times 5 \times 11$
3. a) $72 = 2 \times 2 \times 2 \times 3 \times 3$
b) $45 = 3 \times 3 \times 5$
c) $86 = 2 \times 43$
d) $99 = 3 \times 3 \times 11$
4. a) $60 = 2 \times 5 \times 2 \times 3$
b) 2, 9, 3, 3
c) 3, 3, 12, 6, 2, 3
ii) $60 = 2 \times 2 \times 3 \times 5$
 $72 = 2 \times 2 \times 2 \times 3 \times 3$
 $108 = 2 \times 2 \times 3 \times 3 \times 3$

Practice exercise 11 on page 11

1. Factors

a)

12	1, 2, 3, 4, 6, 12
16	1, 2, 4, 8, 16

b)

24	1, 2, 3, 4, 6, 8, 12, 24
36	1, 2, 4, 9, 12, 18, 36

c)

65	1, 5, 13, 65
108	1, 2, 3, 4, 6, 9, 12, 18, 36, 108

2. a) 12 b) 15 c) 20 d) 21
 3. a) 12 b) 14
 4. 30
 5. 30

Practice exercise 12 on page 11

1. a) 60 b) 60
 2. a) 60 b) 72 c) 35 d) 24
 3. 910 seconds
 4. LCM 600 days = December

Practice exercise 13 on page 12

1. 30 metres
 2. 35 days
 3. 18
 4. 14
 5. 120 seconds
 6. 60 minutes

1.3 Fractions

Practice exercise 1 on page 13

1. a) $\frac{3}{4}$ b) $\frac{5}{6}$
 2. a) $\frac{3}{4}$ b) $\frac{5}{8}$
 3. a) less than b) equal to c) less than
 d) less than
 4. a) less than b) greater than
 5. Jane
 6. Thursday

Practice exercise 2 on page 13

1. a) $\frac{1}{6}, \frac{3}{8}, \frac{1}{2}, \frac{2}{3}$ b) $\frac{1}{6}, \frac{3}{8}, \frac{1}{2}, \frac{2}{3}$
 2. a) $\frac{1}{4}, \frac{3}{5}, \frac{17}{20}, \frac{9}{10}$ b) $\frac{1}{2}, \frac{14}{25}, \frac{5}{8}, \frac{3}{4}$
 3. a) $\frac{4}{5}, \frac{3}{4}, \frac{2}{3}, \frac{1}{2}$ b) $\frac{4}{9}, \frac{5}{12}, \frac{1}{3}, \frac{1}{6}$

4. Nakuru
 5. Wanderi
 6. $\frac{2}{5}, \frac{1}{2}, \frac{4}{7}, \frac{5}{8}, \frac{6}{9}$

Practice exercise 3 on page 14

1. a) $\frac{37}{40}$ b) $\frac{27}{28}$ c) $\frac{2}{9}$ d) $\frac{7}{24}$
 2. a) $\frac{31}{40}$ b) $\frac{9}{40}$
 3. $\frac{31}{35}$
 4. $\frac{7}{18}$
 5. $\frac{2}{15}$
 6. $\frac{7}{12}$

Practice exercise 4 on page 15

1. a) $4\frac{1}{12}$ b) $10\frac{16}{21}$ c) $\frac{23}{24}$ d) $-2\frac{53}{90}$
 2. $6\frac{61}{84}$
 3. a) $8\frac{13}{60}$ b) $1\frac{47}{60}$
 4. $23\frac{7}{10}$
 5. $7\frac{1}{4}$
 6. a) $8\frac{59}{84}$ b) $5\frac{9}{20}$ c) $6\frac{18}{35}$

Practice exercise 5 on page 16

1. a) $\frac{1}{10}$ b) $1\frac{3}{8}$ c) 10 d) 40 e) $4\frac{1}{3}$
 f) $\frac{5}{8}$
 2. $2\frac{2}{3}$
 3. $121\frac{1}{2}$
 4. $22\frac{1}{2}$
 5. 40
 6. 6 hours

Practice exercise 6 on page 17

1.

Number	Reciprocal	Product
$\frac{3}{5}$	$\frac{5}{3}$	$\frac{3}{5} \times \frac{5}{3} = 1$

$\frac{9}{2}$	$\frac{2}{9}$	$\frac{2}{9} \times \frac{9}{2} = 1$
6	$\frac{1}{6}$	$6 \times \frac{1}{6} = 1$
$2\frac{1}{4}$	$\frac{4}{9}$	$\frac{9}{4} \times \frac{4}{9} = 1$

2. a) $2\frac{1}{4}$ b) $\frac{20}{21}$ c) $\frac{1}{15}$ d) $\frac{10}{13}$
 3. a) $\frac{4}{3}$ b) $1\frac{1}{7}$ c) $\frac{4}{15}$ d) $\frac{7}{9}$

Practice exercise 7 on page 18

1. a) $\frac{3}{22}$ b) $\frac{1}{24}$ c) $\frac{4}{5}$ d) $1\frac{2}{3}$
 e) $1\frac{2}{3}$ f) $19\frac{1}{2}$ g) $\frac{8}{15}$ h) $\frac{1}{58}$
 2. $\frac{2}{9}$
 3. $\frac{3}{10}$
 4. 6
 5. $4\frac{1}{2}$
 6. 2
 7. $6\frac{5}{8}$
 8. 40
 9. 32

Practice exercise 8 on page 18

1. a) $\frac{3}{56}$ b) $\frac{5}{81}$ c) $\frac{1}{16}$ d) $1\frac{1}{3}$
 2. a) $1\frac{1}{3}$ b) $\frac{1}{16}, \frac{1}{8}$ c) $4\frac{1}{4}, 3\frac{1}{2}$

Practice exercise 9 on page 18

1. $\frac{2}{3}, \frac{11}{12}, 1\frac{1}{6}, 1\frac{5}{12}$
 2. $\frac{3}{8}, \frac{1}{4}, \frac{1}{8}, 0$
 3. $\frac{1}{6}, \frac{1}{9}, \frac{2}{27}, \frac{4}{81}$
 4. $\frac{2}{3}, \frac{11}{12}, 1\frac{1}{6}, 1\frac{5}{12}$

1.4 Decimals

Practice exercise 1 on page 19

1. Complete the table below.

Numbers	Thousands	Hundreds	Tens	Ones	Decimal point	Tenths	Hundredths	Thousandths	Ten thousandths
i) 435.768	4	3	5	.	7	6	8		
ii) 97.1345		9	7	.	1	3	4	5	
iii) 321.203		3	2	1	.	2	0	3	
iv) 6.9876				6	.	9	8	7	6

2. a) Hundredths b) Tenths
 c) Thousandths d) Hundredths
 e) Tenths
 3. a) 3 b) 6 c) 5
 d) 8 e) 4 f) 2
 4. a) 4 b) 0 c) 2
 5. a) 7 b) 0 c) 6 d) 9
 6. Assess
 7. Assess
 8. Assess

Practice exercise 2 on page 20

1. a) 50.7 b) 28.08
 c) 2.1 d) 1.21
 e) 2.52 f) 1.6544
 g) 0.1082 h) 0.428
 2. 37.5 litres
 3. Sh.1851.75
 4. sh. 36.40
 5. 38.15hrs
 6. sh 2304.28
 7. 6.53875
 8. 147.25 litres

Practice exercise 3 on page 21

1. a) 3.06 b) 0.05
 c) 1.067 d) 74
 2. a) 56.88 b) 0.54036
 c) 3.0 d) 5.0
 3. 8.2m
 4. 33.32 litres
 5. 0.06367 kg
 6. 81 pieces
 7. 4 cups

1.5 Squares and square roots

Practice exercise 1 on page 22

- a) 225 b) 1681 c) 1024
d) 5184 e) 7569 f) 9801
- 196 tiles
- 9604 square metres
- a) 729 b) 3136 c) 20164 d) 309136
- 368449 square metres
- a) $\frac{4}{9}$ b) $\frac{49}{121}$ c) $6\frac{219}{625}$ d) $18\frac{18}{49}$
- a) $\frac{9}{64}$ b) $1\frac{32}{49}$ c) $5\frac{1}{16}$ d) $13\frac{4}{9}$
- $18\frac{18}{49}$ square centimetres
- a) 40.96 b) 2.0164 c) 0.09 d) 30.25
- 655.36 cm²

Practice exercise 2 on page 21

- a) 9 b) 11 c) 15 d) 25
- a) 7 b) 12 c) 21 d) 42
- a) 15 b) 24 c) 85 d) 44
e) 63 f) 27 g) 91 h) 100
- a) $\frac{5}{8}$ b) $\frac{6}{7}$ c) $\frac{9}{25}$ d) $\frac{27}{10}$
- a) $1\frac{1}{7}$ b) $2\frac{1}{2}$ c) $1\frac{1}{2}$ d) $1\frac{1}{4}$
- a) $\frac{16}{25}$ b) $\frac{4}{5}$
- a) 0.3 b) 0.8 c) 1.5 d) 0.12
- a) 1.3 b) 0.22 c) 3.2
- 1.2
- a) $\frac{64}{100}, \frac{121}{100}, \frac{81}{100}, \frac{16}{1}$
b) $\frac{64}{100} = \frac{2 \times 2 \times 2 \times 2 \times 2 \times 2}{2 \times 2 \times 5 \times 5}$
 $\frac{121}{100} = \frac{11 \times 11}{2 \times 2 \times 5 \times 5}$
 $\frac{81}{100} = \frac{3 \times 3 \times 3 \times 3}{2 \times 2 \times 5 \times 5}$
 $\frac{16}{1} = \frac{2 \times 2 \times 2 \times 2}{1}$
c) $\frac{4}{1}, \frac{11}{10}, \frac{9}{10}, \frac{8}{10}$

End of strand 1 assessment page 24

- Ksh 74
- $\frac{4}{5}$ is greater
- a) $8\frac{1}{6}$ b) $3\frac{3}{4}$
- a) $987654321 \rightarrow 6$
 $123456789 \rightarrow 4$
b) $987654321 \rightarrow 8$
 $123456789 \rightarrow 2$
c) $987654321 \rightarrow 3$
 $123456789 \rightarrow 7$
- 86234425
- a) Five million, two hundred and seventy thousand and eighty eight.
b) Thirty two million, seventy eight thousand, five hundred and twenty one.
- a) 618 000 000 b) 618 000 000
- a) 1641 b) 575
- Divisible by 6
- a) 15 b) 55
- Prime factors: $2 \times 2 \times 3 \times 3 \times 5 \times 5$
Square root: 30
- $\frac{4}{5}, \frac{2}{3}, \frac{5}{12}, \frac{3}{8}, \frac{2}{9}$
- a) 350 b) -1.54 c) $1\frac{2}{33}$
- a) 0.8 b) $\frac{15}{24}$ c) 72
- 2130hrs or 9.30pm

2 ALGEBRA

2.1 Algebraic Expressions

Practice exercise 1 on page 25

- $v + 2$
- $p + 6$
- $x + 1$
- $m - 3$

Practice exercise 2 on page 25

- a) $2x + 10$ b) $2x + 14$
- $3x$ years
- $\frac{3}{8}k$
- $\frac{p}{3}$ pencils
- 12d

Practice exercise 3 on page 26

- $6a + 2b$
 - $\frac{1}{2}a - \frac{1}{8}b$
 - $5\frac{1}{2}x - 5y$
 - $10t + 7p$
 - $6a + 3b - 5$
 - $\frac{1}{3}r - \frac{1}{12}s$
 - $0.4r + 0.85$
 - $3ab - 3a - 2b$
 - $5x + 4$
 - $7p - 12$
 - $6p + 17q - 7$
- $y + 5$ goats
- $n - 13$ years
- 160 girls
- $(x + 4)$ pairs

2.2 Algebraic Expressions

Practice exercise 1 on page 27

- $10 = y$
- $10 = x + 6$
- $20 = y - 11$

Practice exercise 2 on page 28

- 4
 - 8
 - 1
 - 10
- 3
- 7
 - 27
 - 3
 - 12
 - $4\frac{1}{7}$
 - $4\frac{2}{7}$
- 3
 - 2
 - $-1\frac{1}{2}$
 - $4\frac{1}{7}$
- 4
- 5 hectares
- 10
- sh. 88
- sh. 5

Practice exercise 3 on page 28

- 2.7
- 11
- 4 hours
- 11 cm
- 6
- sh 450
- sh sh 8500
- 27
- 5 hours

2.3 Linear Inequalities

Practice exercise 1 on page 34

- $b < 25$ kg
- marks < 60
- $t < 0^\circ$

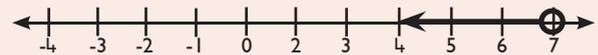
- $k > 5$
- $s > 100$
- $c \leq 50$
- $t \leq 70$
- $p \geq 100$
- $v \geq 18$

Practice exercise 2 on page 30

- $t < 15$
- $c \leq 500$
- $t \geq 14$
- $f \geq 2000$
- $p \geq 30$
- $s < 40$
- $p \leq 12$
- $h > 120$
- $m < 100$
- $3m > 200$

Practice exercise 3 on page 35

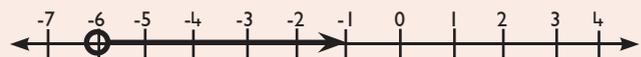
- Inequalities on a number line
 - $x < 7$



- $x > -4$



- $x > -6$



- $x > 6$
 - $x \leq 4$
 - $x > 4$
 - $x \geq -4$
- $x > 0$
 - $x > 2$
 - $x \leq 3$
 - $x > 3$

Practice exercise 4 on page 31

- $3 < x < 10$
 - $-3 \leq x < -1$
 - $1 < x < 7$
 - $-4 < x < 4$
 - $-2.5 < x < 0.5$
- $5 \leq n \leq 12$
- $15 \leq t \leq 25$
- $-7 \leq k \leq 0$
- $8 < p < 12$
- $9 < x < 13$
- $0 \leq d < 4$
- $-5 < m < 6$
- $12 < b < 20$
- $100 \leq p \leq 183$

Practice exercise 5 on page 31

- Assess

2. a) $1 < x \leq 7$ b) $-4 < x < 5$
 c) $-3 \leq x < 5$ d) $0 < x \leq 6$
3. a) $1 < x > 7$ b) $0 < x < 7$

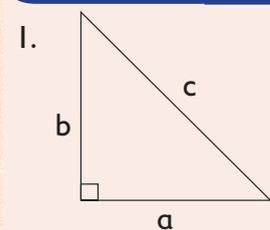
End of strand 2 assessment page 32

11. a) $z = 4$ b) $x = 6$
2. 12
3. 12
4. length = 20 cm
width = 10 cm
5. 2
6. 4, 6, 8
7. a) $10 - 4m$ b) $10y + 16$
 c) $2x + 3y + 2z$
8. a) $x > 11$ b) $x > 2$ c) $x < 3$ d) $x > -5$
9. Equation: $3x - 4 = 20$
Solution: $x = 8$
10. $p \leq 12$
11. 110km
12. length 170m, width 88
13. 30, 31, 32
14. $55^\circ, 110^\circ, 15^\circ$
15. $56^\circ, 56^\circ, 68^\circ$
16. a) $x < 14$ b) $x > -2$ c) $x > 2\frac{5}{11}$

3 MEASUREMENT

3.1 Pythagorean relationship

Practice exercise 1 on page 33



2. XY = height
XZ = hypotenuse
YZ = Base

Practice exercise 2 on page 34

1. a) 24 cm b) 20 cm
 c) 15 cm d) 24 cm
2. $h = 36$ cm
3. 10 cm
4. 4 m
5. 50 m
6. 39 cm
7. 26 cm
8. 17 cm
9. 12 cm

10. 21 cm

3.2 Length

Practice exercise 1 on page 35

1. a) 800 m b) 100 m c) 70 m
2. a) 150 dm b) 1500 cm
 c) 1.5 Dm d) 0.15 Hm
3. a) 26 dm b) 260 cm
4. 100 strides

Practice exercise 2 on page 35

1. a) 332 m b) 3.6 m
 c) 1441 m d) 713 cm
 e) 296 cm f) 1122 dm
 g) 33000 cm² h) 30000 m²
 i) 90 dm² j) 81 dm
 k) 910 dm l) 9 m
2. 715 cm
3. 18 Dm
4. 14.4 m²
5. 25

Practice exercise 3 on page 37

1. a) 52 cm b) 140 cm
 c) 19 cm d) 26 cm
2. 114 m
3. 75 m by 150 m
4. 121 m
5. a) 215600 cm b) 21.56 hm
 c) 215.6 Dm d) 2156 m

Practice exercise 4 on page 38

1. a) 66 cm b) 26.4cm c) 88 cm
2. 88 cm
3. i) 220 cm
4. 66.82 m
5. 14 cm

3.3 Area

Practice exercise 1 on page 38

1. a) 20000 cm² b) 40 000 000 000 cm²
 c) 200 m² d) 0.02 m²
 e) 4500 m² f) 340 ares
2. 23000 m²
3. 0.085 hectares
4. 6500 m²
5. 175 ares

Practice exercise 2 on page 40

1. a) 100 cm² b) 9 cm²

3. a) Speed limit sign b) odometer
 i) $22\frac{2}{3}$ m/s and $16\frac{2}{3}$ m/s
 d) Identify speed of motorists and determine the rate of motion.
4. 225km/hr

3.6 Temperature

Practice exercise 1 on page 49

1. a) 10°C is warmer than 5°C .
 b) 17°C is warmer than 15°C .
 c) 39°C is warmer than 30°C .
 d) 29°C has the same temperature as 29°C .
2. Today is warmer.
3. The temperature is the same.
4. The water was warmer.
5. 25°C is warmer than 19°C .
6. The temperature was warmer.

Practice exercise 2 on page 49

1. a) 162°C b) 403°C c) 149°C
 d) 677°C e) 6°C f) 0°C
 g) 393°C h) 103°C i) 103.5°C
2. a) 296K b) 273.5K c) 373K
 d) 339K e) 329.5K f) 279.65K
 g) 773K h) 638K i) 351K
3. 296K
4. 285K
5. 373K
6. 282K

Practice exercise 3 on page 50

1. a) 25°C b) 69°C
 2. a) 600K b) 484K
 3. 27°C
 4. 305K
 5. 34°C
 6. 89°C

3.7 Money

Practice exercise 1 on page 50

1. sh. 400
 2. sh. 700
 3. sh. 1000
 4. sh. 300
 5. sh. 62 000

Practice exercise 2 on page 51

1. sh. 20.25 2. $11\frac{1}{9}\%$
 3. 15.38% 4. 10%
 5. 27.27% 6. 50%
 7. 33.33%

Practice exercise 3 on page 51

1. sh. 250
 2. sh. 6 17 000
 3. sh. 480
 4. 4%
 5. 5%
 6. sh. 15000
 7. 8.57%
 8. sh. 402

Practice exercise 4 on page 52

1. sh. 400
 2. sh. 600
 3. sh. 5 1200
 4. sh. 49000
 5. sh. 24750
 6. a) sh. 37 500 b) 5%
 7. a) sh. 6 105 b) sh. 82005
 8. 4% 9. 5%
 10. 7.5% 11. 4%
 12. 15% 13. 2%

Practice exercise 5 on page 53

1. a) sh. 11450 b) sh. 10877.5
 2. sh. 39180
 3. sh. 2850
 4.

ITEM	KSHS
2 pencils at shs 10	sh. 20
2 rulers at shs 25	sh. 50
10 exercise books at shs 45	sh. 450
5 rubbers at shs 5	sh. 25
1 geometrical set at shs 200	sh. 200
1 story book at shs 500	sh. 50

Practice exercise 6 on page 54

1. a) sh. 25 b) sh. 35 c) sh. 35
 d) sh. 35 e) sh. 178 f) sh. 95
2. a) sh. 48 b) sh. 125 c) sh. 107
 d) sh. 107 e) sh. 125 f) sh. 107
3. i) sh. 800 ii) sh. 290 iii) sh. 60, sh. 1 150

Practice exercise 7 on page 54

1. a) sh. 65 b) sh. 375
 c) sh. 480 d) sh. 590
2. a) 95 b) sh. 140
 c) sh. 200 d) sh. 140

Practice exercise 8 on page 55

1. a) sh. 105 b) sh. 105 c) sh. 105
 d) sh. 7 e) sh. 105 f) sh. 105

2. i) sh. 55 ii) sh. 256 iii) sh. 57
 3. a) sh. 105 b) sh. 51
 c) sh. 140 d) sh. 363

End of strand 3 assessment on page 56

- 46m
- 5m
- 13m
- 7.2hms
- 49.5m²
- a) 308K b) 78K c) 302K d) 371K
- a) 27°C b) 6°C
- 67°C
- 22.86%
- Ksh 22 000
- 3.33%
- Ksh 42 000
- a) 20m/s b) 30m/s c) 50m/s d) 70m/s
- 64km/h
- 12.22m/s
- 36km/h

4 GEOMETRY

4.1 Angles

Practice exercise 1 on page 57

- a) Acute angle b) Right angle
 c) Obtuse angle d) Reflex angle

Practice exercise 2 on page 57

- a) 55° b) 78° c) 80° d) 75°
- 55 3. 43.33°
- 32.5° 5. 40°

Practice exercise 3 on page 58

- a) 60° b) 115°
- 70° 3. 170°
- 80° 5. 50°

Practice exercise 4 on page 60

- a) b and c, a and d b) n and l, k and m
- a) $p = 100^\circ, q = 80^\circ, r = 100^\circ$
 b) $e = 145^\circ, f = 35^\circ, g = 145^\circ$
 c) $j = 60^\circ, h = 120^\circ$
 d) $k = 65^\circ$
- 167° 4. 20°
- i) a and c, b and d
 ii) k and m and p
 l and n and q
- i) $b = 20^\circ$
 ii) $d = 70^\circ, e = 110^\circ$
- p and s, r and q

8. i) $q = 24^\circ$ $x = 67^\circ, t = 113^\circ$

Practice exercise 5 on page 61

- a) $x = 110^\circ, y = 70^\circ$ and $z = 70^\circ$
 b) $a = 130^\circ, b = 50^\circ$ and $c = 50^\circ$
 c) $x = 65^\circ, y = 115^\circ$ and $z = 25^\circ$
 d) $x = 123^\circ, y = 57^\circ$ and $z = 57^\circ$
- $B = 108^\circ, C = 72^\circ$ and $D = 108^\circ$
- $P = 76^\circ$ and $Q = 104^\circ$
- 78°, 102° and 78°
- 11.67°

Practice exercise 6 on page 62

- a) $x = 98^\circ$ b) $y = 60^\circ$ c) $z = 56^\circ$
- 140°
- 50°
- 300 - 3x
- 130°

Practice exercise 7 on page 63

- 6 sides 2. 7 sides
- 1 triangle
- a) 10 sides b) 12 sides c) 3 sides
 d) 15 sides e) 6 sides
- a) 120° b) 90°
 c) 72° d) 60°
- i) $y = 85^\circ$ ii) $x = 60^\circ$
- 65°
- 40°

4.2 Geometrical Construction

Practice exercise 1 on page 63

- a) 98° b) 304° c) 35° b) 35°

Practice exercise 2 to 6 page 64 to 67

End of strand 4 assessment on page 67

- $y = 150^\circ$
- a) a and d b) e and d c) b and f
 b and c c and f d and h
 e and h b and g a and e
 f and g a and h c and g
- $x = 50^\circ, y = 100^\circ$ and $z = 30^\circ$
 a) i) 130° ii) 180°
 b) x, y and z are angles on a straight line.
- 35°
- $x = 120^\circ$
- 6 sides
- Construction
- Drawing
- Construction
- Construction

5

DATA HANDLING AND PROBABILITY

5.1 Data Handling

Practice exercise 1 on page 68

Assess

Practice exercise 2 on page 68

Assess

Practice exercise 3 on page 69

Assess

Practice exercise 4 on page 70

Assess

Practice exercise 5 on page 71

Assess

Practice exercise 6 on page 72

Assess

Practice exercise 7 on page 73

Assess

Practice exercise 8 on page 73

1. a) $7\frac{1}{2}$ minutes b) 50 km
c) 15km d) 40 km/hr
2. a) 58km b) 30 minutes
3. 40 km/hr
4. a) 30km b) c
c) Resting d) 180km

End of strand 5 assessment on page 74 to 75

1.

Vehicle	Tally marks	Frequency
3	I	1
6	I	1
9	II	2
18	I	1
		5

2.

Marks	Tally marks	Frequency
12	I	1
15	II	2
17	III	3
19	IIII	5
20	I	1
21	II	2
23	IIII	4
25	II	2
		20

3.

Mass	Tally marks	Frequency
38	IIII	5
40	III	3
41	II	2
42	IIII	5
43	I	1
44	III	3
47	I	1
		20

4. a) Place the bar graph
b) Place the pie chart

5. a) 1 cm represent 5 learners
b) Cocacola
c) 45
d) 113
6. a) Saturday
b) 3 litres
c) 43

7. Place pie chart
8. Place pie chart

9. a) 2.5hours b) 5km c) Rest d) 0.5hours

MODEL TEST PAPERS

Assessment task 1

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

21. i) 6 cm ii) 78 cm²
 22. i) 220 km ii) 60 km/hr
 23. $625 = 5 \times 5 \times 5 \times 5$ and
 $120 = 2 \times 2 \times 2 \times 3 \times 5$
 Answer is 5/24
 24. Sh 15 000
 25. All interior angles are 60° each. Each side is 6 cm.
 26. It is divisible by 11.
 27. a) $4p \leq 30$ b) sh 25.20 c) 8 pens
 28. a) 44 m b) 55 m
 29. 18 000 mm
 30. a) 500 cm³ b) 0.5 litres
 31. a) 8 hours b) 7 hours 15 minutes
 32. a) 10 cm b) 24 square centimetres
 33. a) sh 60 b) sh 75 c) sh 600
 34. a) 600 bags b) 100 bags
 35. a) sh 2400 b) sh 1800 c) sh 600
 36. 42 litres
 37. $500 + 150x$
 38. a) $200x + 3000 = 4600$ b) 8 gigabytes
 39. Assess the learner's line graph.
 40. a) Friday b) 60 books c) 265 books

Assessment task 2

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

21. 23/36
 22. 1.32 cubic metres
 23. Assess the learner's work
 24. 34.8°, 68.8° and 76.4°
 25. 35.2 cm
 26. $576 = 2 \times 2 \times 2 \times 2 \times 2 \times 3 \times 3$ and
 $3136 = 2 \times 2 \times 2 \times 2 \times 2 \times 7 \times 7$
 5 4/9
 27. Assess learner's work
 28. a) 432 litres b) 3 litres
 29. 5/6
 30. 20m/s
 31. 31.25%
 32. 14790 cm³
 33. Assess the line graph drawn
 34. Sh 259 200
 35. She paid sh 600

- a) percentage discount is 0.25 and sh 200 discount
 b) She paid sh 600
 36. a) $500p \leq 20000$ b) sh 17500
 c) 40 learners
 37. 10 weeks
 38. a) 32° b) 45°
 39. a) 8 am b) 300 minutes
 c) 1 hour 45 minutes
 40. a) CD or AB or EF b) 8 vertices
 c) FBCG

Assessment task 3

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

21. 0.06
 22. $(40+c+20+d+e) \div 6$
 23. Sh 10725
 24. a) 325 K b) 393K
 25. Assess Sufuna's bill
 26. Assess the pictogram
 27. Assess the piechart
 28. a) 26.67m/s b) 33.33m/s
 29. sh 72
 30. a) sh 20 b) 20%
 31. a) 102754839 b) 100 000 000
 c) 700 000 d) 1996 000
 32. $3x + 18 = 51$ and $x = 11$
 33. The ladder is hypotenuse, the wall is vertical side and the ground is the base.
 34. 54 m
 35. 427 m
 36. Assess the triangle on construction
 37. 4800 litres
 38. 5/11 m/s
 39. 312K
 40. A) Thursday b) 690 litres
 c) 75 litres d) sh 10 500

Assessment task 4

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

21. 2/33
 22. 63.275 cm²
 23. i) 352 000 cm ii) 58.67 m/s

24. 63.07 cm^2
25. 6.494 cm
26. 0.3
27. Assess the frequency distribution table
28. 104 cm
29. 3.5 hours
30. Sh 665 b) 2.7 kg
31. a) 115°
 b) i) Assess the angle of 120°
 ii) Assess the constructed angles.
32. a) 498 K b) 173 K
33. 1715 hours
34. Sh 22500
35. a) 2 and 18 are even numbers.
 b) 2 and 11 are prime numbers.
 c) 2 is both an even and prime number.
36. a) 42° b) Assess the learners work.
37. Assess the pie chart.
38. a) 64000 b) 0.064
39. Assess the learner's work
40. a) 1 hour 30 minutes
 b) 30 minutes
 c) 3 hours 45 minutes.

- c) 7 square metres
- d) 9 square metres
38. a) $6 = 2 \times 3$ and $8 = 2 \times 2 \times 2$
 b) 24 minutes
 c) 6 dancers per group
39. a) 274 K b) 351K
40. Assess the learners work

Assessment task 5

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

21. 203 cm^3
22. 300 000
23. Assess Wandia's bill
24. $1296 = 2 \times 2 \times 2 \times 2 \times 3 \times 3 \times 3 \times 3$ and
 $576 = 2 \times 2 \times 2 \times 2 \times 2 \times 2 \times 3 \times 3$, hence we get
 1.5
25. 40 cm
26. a) 59 minutes b) 11:44 a.m
27. a) 8:20 a.m b) 4:00 p.m
 c) 7 hours 40 minutes
 d) 1 hour 10 minutes
28. i) 165 km ii) 3 hours
29. a) sh 122 b) sh 348
30. a) Thursday b) Friday
 c) 25 learners
31. 5.786
32. a) $x = 1$ b) 12
33. Assess learner's work
34. $x < 14$
35. 1600
36. a) 24 metres b) 14 metres
37. a) 1m
 b) 2 square metres

ENGLISH ANSWERS

GRADE 7

Listening and speaking

Activity 1

- The phrases used for introduction include:
 - I am Helen and she is Linda
 - My name is Ahmed.
 - Nice to meet you.
 - We are pleased to meet you.
- Other polite words used include, Good afternoon, Sorry for interrupting, Thank you, You are welcome.
- Accept reasonable answers. For example, "Good afternoon. My name is Linda. I am pleased to meet you."
- Ahmed offers to take Helen and Linda to the hospital instead of only giving directions. He also helps to clean the recreational park. This shows responsibility and care for the community.
- Accept reasonable answers. For example, "Good morning. My name is Linda. I am new in this school, and I look forward to working and learning with you."
- Introducing ourselves helps to build relationships, promote mutual respect and encourage effective communication.

Reading

Activity 2

- a journal
 - a storybook
 - a bible
 - an encyclopedia
 - a kid's magazine
 - a newspaper
- Accept answers like the purpose of reading, reading interest and relevance of the content, language level, length of the book, among others. (Accept other correct answers.)
- Maureen can read a study skills book, an educational article or a guide on good study habits. (Accept other correct answers.)
- Learners read the passage.
- The teacher considered how responsible the learners had been during the previous year.
 - The ordinary duties included collecting books, telling the time, rubbing the blackboard and looking after the teacher's desk.
 - They expected Princessa to be given the best job because she was kind, industrious and had performed her duties perfectly in the previous year.

- Princessa felt disappointed, as she believed the task she was given was insignificant compared to other duties.
- She decided to do her job well because she respected and trusted her teacher and wanted to prove that even a small responsibility could be meaningful.
- She got information by carrying out research. She read books, magazines and other reference materials.
- The learners were curious and eager to know who the guest was.
- They were given the trip because their class won first place in a national environmental conservation competition.
- Meaning of the words according to their use in the passage
 - industrious – hardworking
 - prestigious – respected and important
 - insignificant – very small or unimportant
 - unpopular – not liked by many people
- Princessa was responsible, hardworking, patient, determined, respectful and committed.

Grammar in use

Activity 3

Question a

The proper nouns include Sheila and Got Nyabondo Junior School.

Accept any correct common nouns from the passage.

Examples include:

learner, school, class, girl, classmates, kindness, patience, pride, arrogance, humility, litter, dustbin, flowers, teachers, virtues

Question b

- | | | |
|------------|----------|----------|
| 1. garbage | 2. pool | 3. water |
| 4. ground | 5. paper | 6. sky |
| 7. flour | 8. wind | 9. noise |
| | | 10. home |

Question c

Concrete nouns – gas, bridge, dust, bag, monitor, city, kit, hair, oil

Abstract nouns – envy, ability, deceit, crime, arrogance, truth, speed, peace, gossip, colour, life

Question d

- sorry – sorrow
- lose – loss
- clear – clarity
- disappoint – disappointment
- brave – bravery
- wide – width
- behave – behaviour
- think – thought
- wise – wisdom
- different – difference

11. believe – belief
12. long – length
13. responsible – responsibility
14. envious – envy
15. speak – speech

Question e

Concrete nouns – wrist, exit, hub, coffee, trousers, hat, nut, ant, voice,

Abstract nouns – pity, rage, joy, motion, help, ability, honesty

Intensive reading

Activity 42

- a) A trickster narrative is a traditional story in which a clever but often physically weak character uses intelligence, deception or cunning to outwit stronger or more powerful characters.
 - b) The hare is most likely the animal that tricked the others. This is because, in many traditional African stories, the hare is portrayed as intelligent, cunning and resourceful. (Accept other reasonable explanations.)
 - c) First, we learn that being clever is sometimes more important than being strong. In most trickster stories, the trickster uses intelligence to defeat stronger characters. These stories also teach us that pride and arrogance can cause problems. Characters who think they are better than others are often tricked and embarrassed. (Accept other reasonable answers.)
 - d) Learners read the story.
 - e) The characters in the story are Simba the lion, Otoyo the hyena and Apuoyo the rabbit.
2. They became friends because they lived in the same neighbourhood, helped one another, and wanted to work together to support their families.
 3. Simba was strong but foolish and easily tricked. Otoyo was greedy, easily tired and also foolish. Apuoyo was clever, cunning and very intelligent.
 4. Apuoyo came up with the rule so that he could rest during the journey without being punished and later trick the others for his own benefit.
 5. He stopped so that he could rest, regain energy and trick his friends by pretending he was thinking.
 6. Otoyo was eaten because he broke the rule by stopping and failed to give a clever explanation like Apuoyo.
 7. They were foolish because they believed everything Apuoyo said and even nodded when they did not understand him. Simba was also foolish because he agreed to enter the cave without thinking.

8. Simba was willing to get into the cave because Apuoyo tricked him by saying it would make him more courageous.
9. Apuoyo made clever rules, pretended to be thinking, tricked Otoyo into being eaten and finally trapped Simba in the cave, leaving him to die.
10. Learner retells the story.

Writing

Activity 5

- b) The sample handwriting in a) is clearer.
- c) Good handwriting has several important qualities. First, letters should be clear and easy to read so that the reader can understand the writing without difficulty. Second, letters should be well formed and written correctly, following the right shapes. Third, spacing between letters and words should be even to make the work neat. Fourth, the writing should be neat and tidy, without unnecessary marks or smudges. Fifth, the size of the letters should be consistent throughout the work. Lastly, the writing should be done in straight lines and follow the ruled lines on the paper.

2 Science and Health Education

Listening and speaking

Activity 1

Observe how the learner applies the oral narrative performance techniques.

Reading

Activity 2

1. The speaker is a child living with HIV.
2. A poem is written in lines and stanzas, often with rhythm and sometimes rhyme. A story, on the other hand, is written in paragraphs and tells a sequence of events.
3. The poem has five stanzas.
4. The speaker is sad because he or she feels lonely and hurt by how other children are discriminatory towards him or her.
5. The speaker got HIV from their mother at birth.
6. No, it is not right because HIV cannot be spread through playing or hugging. Everyone deserves friendship and kindness.

7. Children can help their friends who are HIV positive by being kind to them, play with them, hug them, include them in game and treat them like any other friend.
8. Gestures and expressions help show the feelings in the poem and make the audience understand it better.
9. Accept reasonable answers.

Grammar in use

Activity 3

Question a

- | | | |
|--------------|----------------|-------------|
| 1. jewellery | 2. time | 3. darkness |
| 4. luggage | 5. knowledge | 6. rice |
| 7. danger | 8. environment | |
| 9. bread | 10. meat | |

Question b

1. The men picked loaves of bread from the shelves.
2. The children were scared of mice.
3. My neighbours plan to host their sons-in-law.
4. Can you see butterflies on the leaves?
5. The foxes killed geese that they found hiding in the bushes.
6. The ladies went to the dentists to have their teeth extracted.
7. My feet got hurt when I tripped and fell.
8. The boys usually leave their beddings neat.
9. The women who wore watches are my aunts.
10. The chiefs arrested the thieves who stole our neighbours' oxen.
11. They found new scarves in the boxes.
12. Their servants take care of the donkeys and sheep.
13. The boys claimed that they had seen wolves in the bushes.
14. We washed plates and dishes.
15. We helped the lady-servants to arrange the furniture.

Question c

The non-count nouns in the passage include foodstuff, money, flour, rice, milk, honey and glue.

Question d

	Countable nouns	Uncountable nouns
1.	song	money
2.	journey	information
3.	bottle	scenery
4.	suitcase	clothing
5.	box	furniture

6.	hall	sugar
7.	shop	power
8.	month	electricity
9.	room	advice
10.	purse	music

Reading

Activity 4

- a) When previewing a book, you can look at:
 - Title – gives a clue about the main idea, characters or setting.
 - Front cover – has the title and pictures that show characters, setting or mood.
 - Illustrations – pictures inside the book that show important events or characters.
 - Blurb – a short summary on the back cover that tells what the story is about.
 - Table of contents – lists chapters and their titles, giving hints about events.
 - Author or illustrator – knowing them helps you predict the style or type of story.
- b) In the front cover of a storybook, you can find the title of the book and the pictures that show characters, setting or mood. In the back cover, you can find the blurb, which is a short summary of the story.
- c) Questions about the passage
 1. It means looking at certain parts of the book, like the title, cover, illustrations and blurb, before reading the whole story.
 2. It helps you guess what the story might be about and decide if you want to read it.
 3. You can look at the pictures on the front cover to imagine the characters and setting. You can also read the blurb to understand the main problem or adventure in the story.
 4. If you have read other books by the same author or illustrator, you may know the type or style of story to expect. This helps you decide if you will enjoy it.
 5. I would predict that something surprising or adventurous will happen in that chapter. (Accept other reasonable answers.)
 6. The blurb is the most helpful because it summarises the story and tells the main problem or adventure without giving away the ending. (Accept other reasonable responses.)
 7. Yes, it can. If the preview shows the story is interesting or matches your interests, you may want to read it. If it seems boring, you may decide not to read it.

Activity 2

Passage questions

- The main message of the passage is that maintaining good personal hygiene is very important because it keeps us healthy, confident and helps prevent diseases.
- Personal hygiene is keeping oneself clean by bathing, brushing teeth, shaving, wearing clean clothes and keeping nails short.
- Diseases can be spread through unclean surroundings and lack of personal cleanliness.
- Maintaining personal hygiene helps a person feel clean, tidy and comfortable, which increases self-confidence.
- Maintaining personal hygiene prevents many diseases, helps the body stay healthy and allows a person to live longer even if they become sick.
- Lack of personal hygiene is caused by lack of time or energy and dullness.
- Accept a reasonable summary. For example:

Maintaining good personal hygiene is important because it prevents diseases, improves confidence, helps people live longer and makes society healthier. It also improves appearance, personality and work efficiency. Everyone should make personal hygiene a daily habit.

Activity 3

- a. Meanings of the words as used in the passage
- Hygiene – the practice of keeping the body and surroundings clean to prevent illness.
 - Confidence – feeling sure of oneself and believing in one's abilities.
 - Habit – something a person does regularly and easily.
 - Impression – the opinion or feeling people form about someone.
 - Personality – the qualities and character that make a person who they are.
 - Tidy – clean, neat, and well arranged.
 - Disease – an illness that affects the body or mind.

Activity 4

Look out for the following words from the word search puzzle.

prevention	hygienic	brush	tongue
hand	hair	nail	clean
soap	water		

Grammar in use

Activity 2

- | | |
|----------------------|------------------|
| 1. accepted, take up | 2. gets |
| 3. left | 4. appears |
| 5. ran | 6. visited, went |
| 7. threw | 8. became |
| 9. seems | 10. sat |

Activity 3

Word	Past tense	Future tense
list	listed	will list
wail	wailed	will wail
wait	waited	will wait
advise	advised	will advise
bake	baked	will bake
watch	watched	will watch

Activity 4

Present tense	Past simple tense	Future tense
arise	arose	will arise
beat	beat	will beat
become	became	will become
cut	cut	will cut
draw	drew	will draw
drink	drunk	will drink
dream	dreamed	will dream

Activity 5

- It rained heavily yesterday.
- The employer will order his staff to resume duties with immediate effect.
- I learned how to use a computer when I was still young.
- He repaired the leaking roof.
- The counsellor talked to the students about the qualities of a good leader.
- He did not give up the attempt although he failed several times.
- The baby broke the thermos flask.
- The mongoose ate two chickens on the farm.
- America was discovered by Christopher Columbus.
- The soldiers will be trained before they are sent to the battlefield.

Intensive reading: Poetry

Activity 1

1. The title of the poem is, 'Health is wealth.'
2. The poem has 7 lines.
3. Thinking too much about wealth (money) can spoil your health.
4. The poem argues that good health is the real wealth.
5. The rhyming words are wealth and health.

Activity 2

1. The poem does not follow a fixed or a definite shape.
2. The lines are organised into short stanzas, made up of four lines.
3. The poem follows an irregular pattern. This is because the poem does not follow one fixed structure throughout.
4. The poem teaches us that AIDS affects everyone. It also teaches that people living with HIV and AIDS should not be discriminated against. It encourages love, care, understanding and support instead of fear and rejection.

Activity 3

Accept correct answers.

Writing

Activity 1

Paragraph 1

Topic sentence

During the months of July 2022, members of the Health and Cleanliness Club of Jitume Junior School observed the school canteen and rated it in terms of hygiene, affordability of food sold and student satisfaction.

Supporting detail

The mention of who carried out the observation and what was observed.

Concluding sentence

Here is a report of our findings.

Paragraph 2

Topic sentence

Most students are not happy with the cleanliness of the canteen.

Supporting details

The clogged drains, bad smell, flies in the canteen, students having to stand while eating, oily and slippery floor, and the musty smell.

Concluding sentence

The canteen emits a distinctive musty smell.

Paragraph 3

Topic sentence

"None of us have witnessed the canteen being washed although we have heard that it is washed at weekends," said Sally, the club leader.

Supporting details

The canteen not appearing cleaner on Mondays, students avoiding the canteen, and bringing packed meals from home.

Concluding sentence

"We hope they will improve and make a greater effort to please the students of the school," said the Club Patron.

4 Leadership

Listening and speaking

Activity 1

Question b

1. Martin Luther King was an American civil rights leader who fought for equal rights for all people, especially African Americans.
2. He used peaceful protests and powerful speeches to gain success.
3. Martin Luther King's dream was that people would be treated equally regardless of their skin colour and that everyone would live together in peace and harmony.

Activity 2

1. Dr Hamadi was a counsellor on leadership and management.
2. The writer visited Dr Hamadi to learn facts about good leadership.
3. According to Dr Hamadi, a leader risks losing existing relationships if he or she fails to balance and strengthen relationships.

4. Qualities of a good leader discussed in the text include building and maintaining relationships, has passion and drive, accepts criticism and learns from it, understands others and sets aside pride, listens to understand, cares about people, leads by example and is willing to change and improve.
5. Accept reasonable summaries.

Reading

Activity 1

Question b

1. Ruth and Luke wanted to achieve financial success, personal growth, influence, happiness and a good future for their families and friends.
2. Luke copied the habits, decisions, values and lifestyle of the most successful people he knew. He followed them exactly. On the other hand, Ruth studied successful people but defined success for herself. She created her own goals, values and plans, and built her vision step by step.
3. Luke replicated other people's success by thinking, acting and living like them. He also worked very hard to achieve what they had achieved.
4. Ruth defined success on her own terms. She studied patterns, strategies and lessons from successful people. She also thought independently and valued her own opinion.
5. Luke's path was easier in terms of following a proven model, but it left him unfulfilled. Ruth's path was harder because she had to think independently, create her own plan and build her skills from scratch.
6. Luke became financially successful but emotionally unfulfilled because he never led himself or followed his own dreams. Ruth, on the other hand, became financially, professionally and personally successful because she led herself, followed her vision and inspired others.
7. He realised that he had followed others' success instead of his own and had never truly led himself.
8. He worked only for money and status, neglecting his own values, interests and personal fulfillment.
9. Ruth's passion, enthusiasm, and vision inspired her team, attracted like-minded people and encouraged consistent high performance.
10. True success comes from leading yourself first, defining your own goals and building your vision with passion. Copying others may lead to money or status, but not fulfillment.

Grammar in use

Activity 1

- a. In the first sentence: waters
- b. In the second sentence: play
- c. Accept correct verbs mentioned.

Activity 2

- | | | |
|------------|----------|----------|
| a. eat | b. lives | c. leave |
| d. revolve | e. sucks | |

Activity 3

Question a

1. I go to school every morning.
2. Max tries very hard.
3. We enjoy playing in the afternoon.
4. Gordon understands French.
5. It mixes the sand and water.
6. Ken works in the supermarket.
7. She washes her uniform before she goes to sleep.

Question b

1. The function will start as soon as the chief guest arrives.
2. Learners can go to class when the bell rings.
3. I take tea for my breakfast.
4. Peter watches football every weekend.
5. This assessment test appears difficult.
6. I live in Mamboleo Estate in Kisumu county.
7. My deskmate tells me interesting stories.

Activity 5

Question a

1. Vivian ate lunch at her friend's house.
2. The cat spilled milk on the ground.
3. I talked to the team captain in the morning.
4. Simon left the house this morning.
5. Yusuf passed his exams very well.
6. Ann cooked a delicious food.
7. My mother is the one who baked my birthday cake.

Question b

1. The hen laid an egg today.
2. Elizabeth ran round the field twice.
3. I rode on the white horse.
4. The helicopter flew past our school.
5. We wrote a good composition.
6. My family went for a holiday at Naivasha last month.
7. The managers met yesterday to discuss the fate of the striking workers.

Question c

Accept correct sentences constructed.

Intensive reading: Class readers

Activity 1

Question a

1. When selecting a story book, one should consider the reader's age, interests, language level, the theme of the story and whether the book is entertaining and meaningful.
2. Characters drive the plot forward, create conflict, show different personalities and help readers connect emotionally with the story. Their actions and decisions maintain interest and convey the message of the story.

Question b

1. The title suggests that the story is about birds choosing a king and focuses on leadership and competition among birds.
2. The characters are the Peacock, Swallow, Magpie, Kite, Eagle, Sparrow (Starling) and the other birds.
3. The main characters are the Eagle and the Sparrow.
4. The Sparrow made the story more interesting by using intelligence instead of strength. His clever action of hiding under the eagle's wing created surprise and changed the outcome of the competition.
5. In my opinion, the Eagle would have won because he was the strongest bird and could fly the highest on his own.
6. The Sparrow finally became the king of the birds.

Activity 2

Question 1

- a. Swallow – Intelligent and able to communicate with other animals
- b. Magpie – Proud of his beak and confident
- c. Peacock – Beautiful and proud of his colourful feathers
- d. Kite – Practical and wise, suggested the competition
- e. Eagle – Strong, proud and confident of his power

Question 2

Each bird contributed by expressing their strengths, which introduced conflict and built the competition. Their arguments led to the idea of the flying contest while their actions helped develop the plot and highlight the story's message that intelligence can overcome strength.

Activity 3

Accept correct answers.

Writing

Activity 1

Question b

1. Aaron was on his farm.
2. Aaron inspects his farm in the evening.
3. He noticed that one of his workers was absent.
4. Timothy was absent.
5. Timothy had been diagnosed with acute malaria and was under medication.

Activity 2

Incidences and examples include:

- a. Two women appeared before King Solomon with a dispute.
- b. Both women lived in the same house and had given birth around the same time.
- c. One woman's child died during the night.
- d. The living child was secretly exchanged while one woman was asleep.
- e. Both women claimed to be the mother of the living child.
- f. King Solomon ordered that a sword be brought.
- g. He proposed dividing the living child into two.
- h. The true mother begged the king to spare the child's life.
- i. King Solomon identified the real mother and gave her the child.
- j. The people of Israel admired the king's wisdom and sense of justice.

Activity 3

Rearranged sentences to form a sensible paragraph
My name is David. I am a Kenyan. I love my country very much. We celebrate 1st June as Madaraka Day every year. We got independence from British rule on 12th December 1963. On 12th December 1964, Kenya became a republic.

Activity 4

Assess the paragraph developed.

5 Family

Listening and speaking

Activity 1

Question a

1. **Patrick** wants to **plan a party**.
2. **Peter** is a **passenger** on the **plane** the **pilot** is flying.
3. The **black bear** is hunting for food **behind** the **bush**.
4. The **bat** hung upside down on the **branch** of a **big** tree.
5. We were served **beans** at the **beach** hotel.

Question b

Accept correct answers. For example:

- a) pat – bat
- b) pen – ben
- c) pig – big
- d) pan – ban
- e) cap – cab

Activity 4

1. Short /i/: hid, did, his, Long /i/: heed
2. Short /i/: likes, sit, Long /i/: seat
3. Short /i/: dip, Long /i/: feet, deep
4. Short /i/: pill, Long /i/: even, peel

Activity 6

Question a

1. conduct

- conduct (noun): The teacher was not happy with my **conduct**.
- conduct (verb): He advised me to **conduct** myself with dignity.

2. present

- present (verb): He didn't **present** himself during the award...
- present (noun): ...of his **present**.

3. refuse

- refuse (verb): Why did you **refuse** to put...
- refuse (noun): ...the **refuse** in the dust bin?

4. suspect

- suspect (verb): It was not easy to **suspect** Wangui...
- suspect (noun): ...that he was the **suspect**.

Question b

1. **CON**vert (noun) – con**VERT** (verb)
2. **IM**port (noun) – im**PORT** (verb)
3. **PRO**duce (noun) – pro**DUCE** (verb)
4. **CON**test (noun) – con**TEST** (verb)

Reading

Activity 3

Question a

1. Mary says she cannot **reveal** the secret.
2. The **tale** grandmother told us was very informative.
3. The **wise** man advised the young boys not to abuse drugs.
4. The learner failed in the assessment because of being **lazy**.
5. Everybody wishes to live in a **peaceful** environment.

Question b

- 1. strange – unusual
- 2. show – display
- 3. scare – frighten
- 4. stop – halt
- 5. slow – steady
- 6. take – grab
- 7. think – consider
- 8. run – sprint
- 9. launch – start
- 10. beautiful – lovely

Activity 5

Question a

1. generous – stingy
2. delicate – strong
3. conceal – reveal
4. prey – predator
5. nonsense – sense
6. sympathetic – unsympathetic
7. stagnant – flowing
8. kith – kin
9. loved – hated
10. convex – concave
11. dormant – active
12. applaud – criticise

Question b

- 1. fat, plump
- 2. compulsory
- 3. unintelligent, slow
- 4. exciting
- 5. coward

Grammar in use

Activity 2

Question a

1. long → longer
2. attractive → more attractive
3. little → less
4. broad → broader
5. fierce → fiercer
6. ugly → uglier
7. delicious → more delicious
8. deep → deeper
9. hot → hotter
10. many → more

Activity 3

1. Walter is **more generous** than his brother.
2. This year's result is **better** than last year's.
3. Our country is **richer** than her neighbours.
4. Yasmin is the **prettiest** of the Hassan's twins.
5. Taru Desert is **hotter** than the Kano Plains.

Activity 4

Question a

Adjective	Comparative	Superlative
well	better	best
soon	sooner	soonest
enjoyable	more enjoyable	most enjoyable
short	shorter	shortest
exciting	more exciting	most exciting
rude	ruder	rudest
fat	fatter	fattest

Question b

1. Mr Mwerevu is the most brilliant man in our village.
2. Honey is sweeter than any other food I have ever eaten.
3. Both questions are difficult but the first one is the more difficult of the two.
4. I think Kweya is the most suitable candidate for the senatorial post.
5. The weather was bad in the morning, but it is even worse this afternoon.
6. December is the hottest month of the year.
7. Her marks were the lowest in class. She is the least intelligent learner in our class.
8. Handel's house is the farthest from the river.
9. Hanna is more impatient than her husband.
10. The prices of the basic commodities are more expensive than they were two years ago.

Intensive reading: Oral narratives – Legends

Activity 1

1. Legends are traditional stories that are passed down from generation to generation and are believed to be partly true. They usually explain the origins of people, places, customs or natural features and are often based on historical events or real characters. The stories may however contain exaggerated or imaginative elements.
2. Legends have the following key features:
 - They are based on real people, events or places.
 - They are passed on orally from one generation to another.
 - They contain elements of imagination or exaggeration.
 - They reflect the culture, beliefs and values of a community.
 - They often explain how something came to exist.
 - They usually convey a moral lesson.
3. Accept reasonable answers. For example:
 - The importance of honesty and integrity
 - Respect for elders and authority
 - Courage and bravery in difficult situations
 - The consequences of greed, pride, or disobedience
 - The value of wisdom and unity in the community
4. Accept reasonable legends told.

Activity 2

1. The characters in the narrative include Cierume, Kamba tribesmen (and their leader), Aembu men, Ciokaraine (daughter of Barungu from Meru), Wangu wa Makeri (Gikuyu woman), Jealous men of the council and the European District Commissioner.

2. The main character is Cierume because the entire narrative revolves around her life, deeds, bravery, leadership and legacy.
3. Character traits portrayed by Cierume include the following.
 - Brave and courageous (fought against the Kamba and British colonialists)
 - Intelligent and resourceful (used a dancing stick as a weapon)
 - Determined and resilient (stood up to insults and jealousy)
 - Respectful yet assertive (did not speak back but acted decisively)
 - Inspirational (her name continues to motivate women)
4. Because she fought fearlessly for her people, showed exceptional bravery, leadership and intelligence. She also achieved things no other woman had done before in Mbeere. Her deeds and courage left a lasting impact on the community.
5. She fought in battle alongside men using a dancing stick and defeated fearsome enemies, including the Kamba leader, something no other woman in her community had done.
6. Cierume used a dancing stick.
7. Ciokaraine, daughter of Barungu from Meru and Wangu wa Makeri, a Gikuyu woman
8. Moral lessons learnt from the narrative
 - Courage and determination can overcome fear and adversity.
 - Women are capable of leadership and making significant contributions to their communities.
 - Intelligence and bravery are more important than physical strength alone.
 - Jealousy and envy may try to bring down good leaders, but legacy and deeds last. (Accept other correct answers.)
9. Importance of Cierume to the Aembu community
 - She protected her people from external threats (Kamba invaders)
 - She fought against colonial injustices and forced labour
 - She provided strong leadership in a male-dominated council
 - She inspired women to be courageous, determined, and assertive
10. Accept reasonable answers.

Writing

Assess the letter written based on the elements taught in this strand.

6 Drugs and Substance Abuse

Listening and speaking

Activity 1

Question b

1. The polite words and phrases used in the conversation include “Hello”, “Are you okay?”, “To be honest”, “My friend”, “Sorry for interrupting”, “I get your point”, “Thank you”, “You are most welcome” and “All the best”.
2. Taking turns is important because:
 - it ensures everyone has a chance to speak and be heard,
 - it prevents people from talking over each other,
 - it helps the conversation flow smoothly and logically,
 - it shows respect and politeness to the speaker.
3. Some polite phrases to interrupt include:
 - “Sorry for interrupting...”
 - “May I say something?”
 - “Excuse me, can I add something?”
 - “I’m sorry, may I ask a question?”
4. Interrupting politely is important because:
 - it shows respect for the other person,
 - it prevents misunderstandings or arguments,
 - it maintains a positive and friendly conversation,
 - it ensures your point is heard without offending the speaker.

Reading

Activity 2

Question b

1. Drug abuse is the persistent use of drugs or substances in a way that is harmful to one’s health, education and social life. It involves using drugs illegally or inappropriately, often leading to negative consequences.
2. Peer pressure is the influence that friends or social groups have on an individual to behave in a certain way, including taking drugs, in order to fit in or be accepted.
3. Children may be influenced to take drugs if they see their parents using illegal or harmful substances. This can make them think it is acceptable or normal to do the same.
4. Students who abuse drugs experience academic difficulties because:
 - They lack concentration in class.
 - They are frequently absent from school (truancy).
 - They may play truant to recover from hangovers or to obtain drugs.
 - Their addiction interferes with learning and academic performance, leading to poor grades or school dropout.

5. They disrupt lessons and cause chaos in class, are rude and disrespectful to teachers and peers and their behaviour creates obstacles to learning, making it hard for classmates to concentrate and learn effectively.
6. Increased risk of diseases such as HIV and AIDS, poor judgement and lack of self-control, violence and physical injuries and risk of death through accidents or suicide.
7. Driving under the influence of drugs is dangerous because drugs impair judgement, coordination and reaction time, which can lead to serious accidents, injuries or death.
8. The mental problems mentioned in the passage include stress, depression, personality disorders and memory or learning difficulties.
9. Youth may steal valuables to get money for drugs, they may become a burden to their families, families may need to spend a lot of money on rehabilitation or medical care, among other factors.

Activity 3

1. A lullaby is a gentle, soothing song sung to babies to help them relax and fall asleep.
2. People sing lullaby songs to help babies fall asleep peacefully, to calm and comfort babies, to show love and care for the baby and to create a bonding moment between the singer and the baby.
3. The main message is that the baby should sleep peacefully without disturbance. It communicates care, protection and calmness.
4. “May sleep take you little baby”, “Go ahead and sleep”
5. Learner composes and performs a lullaby song.

Activity 4

Question a

1. always – Adverb of time
2. rather – Adverb of degree
3. well – Adverb of manner
4. patiently – Adverb of manner
5. now – Adverb of time
6. already – Adverb of time
7. inside – Adverb of place
little – Adverb of degree
8. Immediately – Adverb of time
9. never – Adverb of time
10. later – Adverb of time

Question b

1. The audience clapped **happily** after we finished our great presentation.
2. I ran **quickly** towards the finish line.
3. My uncle responded **angrily** to all our questions.
4. He walked **quietly** towards them.

- We listened **keenly** as the boy explained the accident.
- Julius spoke **fluently**, catching the attention of the audience.
- It rained heavily.
- My mother dressed **elegantly** and left for the office.
- I carried the glasses **gently** to the table.
- You have to close the lid **tightly**.

Question c

Across

- | | | |
|--------------|-----------|----------|
| 1. somewhere | 2. very | 3. often |
| 4. here | 5. safely | |

Down

- | | |
|--------------|--------------|
| 1. rarely | 2. extremely |
| 3. regularly | 4. today |

Question d

- | | | |
|-------------|-----------------|-------------|
| 1. tonight | 2. rarely | 3. bottom |
| 4. greedily | 5. occasionally | 6. anywhere |

Writing

Activity 5

Question a

- | | | |
|--------------|---------------|----------------|
| 1. bizarre | 2. decieve | 3. tomorrow |
| 4. occassion | 5. priviledge | 6. existance |
| 7. gratefull | 8. jewelery | 9. dissappoint |
| 10. truely | | |

Question b

- tauresrant → restaurant
- prisesur → surprise
- fultibeau → beautiful
- ndarcale → calendar
- surelei → leisure
- mentverngo → government
- mekitrelo → kilometre
- trecen → centre
- therwea → weather
- reignfo → foreign

Question c

- cheif → chief
- happenning → happening
- Their → There
- wandered → wondered
- theives → thieves
- cought → caught
- Unfortunatly → Unfortunately
- practise → practice
- laerners → learners
- droping → dropping
- alarming → alarming
- conspired → conspired
- comit → commit
- behavior → behaviour
- repeated → repeated

Question d

Accept correct sentences constructed.

7 Natural Resources – Forests

Listening and speaking

Activity 1

Question a

Comparison – while, whereas

Emphasis – above all, especially, particularly

Addition – moreover, furthermore, also, besides

Illustration – such as, like, for example, for instance

Result – therefore, because

Contrast – however, nevertheless, but

Question c

- The main idea of the text is the importance of forests and the need to conserve them to prevent environmental destruction and climate change.
- It is important to conserve forests because they support human, domestic and wild life, they prevent deserts and global warming and they maintain environmental balance.
- People should protect and conserve existing forests, plant more trees, prevent and control forest fires, avoid clearing forests for farming or settlement and educate others on the importance of forests.
- The phrases used include first and foremost, in addition, such as, another important thing, although, ultimately and consequently.
- This is an oral activity. Assess the presentations.

Reading

Activity 1

Accept reasonable stories based on the pictures given.

Grammar in use

Activity 3

Question a

- Maurice's essay on forest conservation is not as long as **mine**.
- Peter drew a picture that looks exactly like **yours**.
- Bakhita sought to borrow my eraser because **hers** had got lost.
- Our classroom is not as large as **theirs**.
- This biro is not Felix's. **His** is newer than this.
- We had to use my uncle's car because **ours** had broken down.

Question b

- Princessa wrote a good composition because **she** is an avid reader.
- I was hoping to meet **him** at the shopping centre.

3. **We** are members of the Wild Life Club.
4. I left **it** at the car wash.
5. I found **them** watering the seedlings.
6. **He** helped me to clean the house.
7. **They** are sisters though they do not look alike.
8. The man showed **us** the shortest route to the market.
9. Are you sure you saw **her** tearing my book?

Question c

1. Pamela and **I** have never been to the airport.
2. It is **she** who knows how to lock that door.
3. He and his teammate often plant trees.
4. Timothy is not as clever as **she**.
5. I cannot believe that you are faster than **me**.
6. It is between you and **me** to decide where to hold the meeting.
7. I saw **them** crossing the road.
8. We may not be as serious as **they**.
9. My friend and **I** were looking after animals at the edge of a forest when we saw a zebra.
10. I knew it was **he** who soiled my reputation.

Question d

Accept correct sentences constructed.

Reading

Activity 4

1. The main character in the story is Mapengo.
2. Mapengo was unable to sleep because he was restless and anxious, and later because he was frightened by what he saw at the dormitory window.
3. They feared punishment from Mr Andako, who was known for severely caning students who made noise after lights-out.
4. Mr Andako, Mr Rapenda, Koyosco, Manduli, the dorm prefect, the deputy head teacher, Oyundi.
5. Mr Andako – strict, feared, and harsh disciplinarian
Mr Rapenda – responsible and observant boarding master
Koyosco – Mapengo’s best friend, skeptical and outspoken
Manduli – intelligent, curious, and investigative
Dorm prefect – authoritative, loyal and responsible
Deputy head teacher – firm, orderly and disciplined
Oyundi – mischievous, deceitful and irresponsible
6. The main character is central to the story and narrates the events while the minor characters support the storyline and help to develop the plot.
7. a. customary – usual or done regularly
b. lethal – capable of causing serious harm

- c. stirred – moved or became active
- d. tranquility – calmness and quiet
- e. all that was an exercise in futility – it was useless or unsuccessful
- f. haywire – out of control
- g. apparition – a ghost or strange appearance
- h. our dormitory was a bedlam – the dormitory was noisy and chaotic

8. Oyundi pulled the prank to scare the students and make them believe that the school was haunted.
9. Oyundi should have been disciplined appropriately, such as being punished or counselled, to help him understand the serious consequences of causing fear and disorder.

Writing

Activity 5

1. Prewriting – Decide on the topic to write about, carry out the necessary research and put down a few points related to the topic.
2. Drafting – Write the outline of your writing. Ensure the writing has an introduction, body and conclusion.
3. Revision – Look at the outline of your writing. Correct any errors. Make additions where necessary as you write the second draft.
4. Editing – Go through the second draft. Check and correct any grammatical and spelling errors as well as punctuation mistakes.
5. Publishing – Share your writing with the audience.

8 Travel

Listening and speaking

Activity 1

- a. Explanatory narratives are stories that tell what happened and also explain why things happened the way they did.
- b. Features of explanatory narratives include:
 - They tell a story in order from beginning to end
 - They explain reasons for events
 - They use characters and settings
 - They show feelings and experiences
 - They teach a lesson at the end

Question d

1. The characters in the narrative include the writer, mother, father, Andayi, Wanyonyi, the instructor and the small boy with a teddy bear.
2. The fun places the writer visited included Flume Ride, Airborne Shot, Aqua Play and Drop Tower.

3. The writer was allowed to sit next to her mother because she was the only girl and her mother favoured her.
4. The writer played at the Aqua Play instead of Airborne Shot because she was too short to play at the Airborne Shot.
5. The writer.
6. Because she lost the game and did not get the tablet.
7. He was about the same age, kind and had a big teddy bear.
8. Learner acts out the dialogue.
9. Because he felt sorry for her and understood how she felt.
10. We should be kind and share with others.

Reading

Activity 1

- a. The means of transport shown is a bus and a train.
- b. Accept other correct responses.
- c. Accept reasonable answers.

Activity 2

Question a

1. The poem is about making choices in life and how one decision can change everything in the future.
2. He could not take both roads because he was only one person and had to choose only one path.
3. The poet was walking.
4. The traveller took the road that was less used. It was grassy and not many people had walked on it.
5. Diverge means to split into two different directions.

Question c

Accept reasonable summaries.

Activity 3

Question a

1. Two roads diverged in a yellow wood – It means the traveller came to a place in the forest where the road split into two.
2. I took the one less travelled by – It means he chose the road that fewer people had used.
3. And that has made all the difference – It means his choice changed his life.

Question b

1. undergrowth – small plants and bushes growing under trees
2. trodden – walked on
3. wood – a forest
4. a sigh – a sound made to show deep thought or feeling

Grammar in use

Activity 3

Question a

1. This cake was made by my mother. (agent)
2. The novel *The River Between* was written by Ngũgĩ wa Thiong'o. (agent)
3. The window was broken by my brother. (agent)
4. Sarah cut her finger with a blade. (instrument)
5. The book was fixed with some glue. (instrument)
6. The vegetables were cut with a knife. (instrument)

Question b

Accept correct sentences constructed. Examples are given below.

1. **by (agent)** – The song was sung by the choir.
2. **by (instrument)** – He travelled by bus.
3. **with (agent)** – The teacher came with her assistant.
4. **with (instrument)** – She wrote the letter with a pen.
5. **without (agent)** – The child went to school without his mother.
6. **without (instrument)** – He cut the paper without scissors.

Activity 5

1. The girl ran **towards** her father the moment she saw him.
2. Jesse jumped **off** the rock **into** the swimming pool.
3. The tourists walked **around** the town as they took some pictures.
4. She walked quietly **along** the corridor and took an elevator.
5. Okoth likes climbing **up** the trees.

Intensive reading

Activity 1

1. A character in a poem is a person, animal, or thing that takes part in the poem.
2. You can identify a character by looking at who or what is being talked about or described in the poem.
3. Adjectives and descriptive words are used to describe characters.

Activity 2

Accept correct responses based on the poem read.

Activity 3

1. The characters in the poem include the traveller, the temple, the bridge, river, mountains, flowers, willows, field, sand and sun.
2. Flowers and willows – selfless
Field – vivid, sleek
Sand – soft

- Verbs have been used to describe actions, such as waiting, shine and fade.
- The human character in the poem is the traveller.
- The traveller moves from place to place, remembers past journeys and finds peace as his sorrow disappears.

Writing

Activity 1

- It is good to assess our own writing because it helps us find our mistakes and improve our work.
- The steps for assessing your writing include:
 - Read your work carefully
 - Check for mistakes
 - Correct the mistakes
 - Improve your writing
- The things to look out for during self-assessment of your composition include spelling, punctuation, grammar, sentence structure and whether ideas are clear and well arranged.

9 Heroes and Heroines

Listening and speaking

Activity 1

- Poachers usually kill elephants to get their **tusks**.
- I always **read** a storybook whenever I am free.
- We dived into the **pool** to swim.
- I highly **doubt** if they mean what they are saying.
- Did you remember to **lock** the door before leaving for school?
- We put up our **tent** as soon as we got to the camp site.
- The government responded swiftly to stop the clash between the two rival communities.
- They planned to begin their journey at dawn.
- We must remain loyal to the laws of this country.
- The container was full of water.

Reading

Activity 2

- Things to consider when selecting fiction materials to read
 - The story should be interesting
 - The language should be easy to understand
 - The book should match my age
 - The topic should be enjoyable or meaningful
 - The book should teach a lesson
- Importance of reading fiction materials
 - It improves reading skills
 - It builds imagination
 - It teaches moral lessons

- It increases vocabulary
- It helps us relax and enjoy reading

Question d

- He is considered a hero because he led his people in fighting against British colonial rule and defended their land.
- His resistance took about eleven to twelve years.
- He succeeded his father because he was very close to him and showed leadership and prophetic abilities.
- Koitalel was brave, wise and strategic. (Accept other reasonable answers.)
- He prophesied about a black snake passing through Nandi land spitting fire.
- He was loved because he protected them, led them well and fought for their land.
- Meanings of words used in the passage
 - intruders – people who enter a place without permission
 - ornaments – decorative items
 - elusive – hard to catch
 - commemorate – to remember and honour someone
 - truce – an agreement to stop fighting
- They used them to make ornaments and weapons.
- He called for the meeting to trick Koitalel and defeat him.
- He brought many armed men to the meeting instead of five and shot Koitalel during a handshake.

Grammar in use

Activity 1

Question a

- You can choose to visit your grandparents today or next weekend.
- We trained daily for the competition but failed to score a single goal.
- He wanted to know whether we would travel by bus or go on foot.
- They arrived at school late and got punished.
- My cousins attended my birthday but did not bring any present.
- You must obey the schools or you will get into trouble.
- Sarah wants to buy a new pair of school but she does not have the money.
- You must leave now or you will miss the bus.
- I had to observe him for a while and determine whether he was a friend or enemy.
- The teacher appeared both worried and irritated.

Question b

1. Martha is a good learner but she does not respect her classmates.
2. The boy worked hard to pass the test but he failed terribly.
3. I would like to browse on the Internet but I do not have data bundles.
4. We enjoyed the holiday but it was rather short.
5. My father bought a new house but we have not moved in yet.
6. He is a good friend but I do not like his laziness.
7. She is very hungry but she has nothing to eat.
8. We began our journey in the morning but we arrived at our destination late.

Question c

1. Martin plays football and hockey.
2. Nelima has been to Eldoret and Rehema has been to Eldoret.
3. We got to the terminus and boarded the bus.
4. Kennedy is kind and humble.
5. My mother keeps cows and goats.
6. Kindly get into the house and take a seat.
7. My uncle lives in Mombasa and works in Mombasa.
8. Mercy has a sore throat and a fever.

Reading

Activity 4

Question b

1. Accept a logical sequencing of the events in the story.
2. Because the king punished anyone who disobeyed heavily, and no one wanted to be harmed.
3. The king was powerful and wealthy. (Accept other reasonable descriptions.)
4. The king – He creates conflict because of his strict rules and desire to control his son's marriage.
The prince (Wango) – He drives the story forward by refusing the arranged marriage and choosing his own bride.
Sandra – She is the love interest and adds tension and resolution when the prince falls in love with her.
5. Accept reasonable summaries of the story.
6. Because she was the daughter of another king, and it was likely meant to strengthen alliances or follow royal tradition.
7. Yes, it was a good idea because he chose the person he truly loved, and he acted respectfully to protect Sandra and her family. (Accept other reasonable answers.)
8. They hid her because she was very beautiful, and they feared someone might harm her out of envy or that the king might make them slaves.
9. Accept reasonable answers.

10. Because he was impressed by Sandra's beauty and realised his anger was unnecessary. He also wanted to make peace with his son and accept his choice.

Writing

Activity 5

1. Accept reasonable features explained. These include character, setting, plot, conflict, theme, dialogue, climax, resolution and descriptive language.

10 Music

Listening and speaking

Activity 1,2 and 3

Accept reasonable answers.

Reading

Activity 1

Question b

1. The main idea is that music is very important because it helps people express themselves, heal, reduce stress, learn better, and feel happy. The Supporting details include:
 - Music helps people express their feelings.
 - Music reduces pain, stress and anxiety.
 - Music helps people relax and sleep better.
 - Music helps people exercise and concentrate.
 - Music improves learning and memory.
 - Music helps students with special needs interact with others.
 - Music can be studied as a subject and career.
2. Assess the summaries written by learners.
3. It helps us remember important information and revise easily.
4. By playing instruments, writing lyrics, or listening to music.
5. It means anyone can use music to express feelings, even without special skills.
6. Because people are busy and fear being misunderstood.
7. Because music helped reduce their pain and stress.
8. Slow and calm music.
9. Because it motivates them and helps them concentrate.
10. It helps learning, memory, discipline, relaxation and social interaction.
11. Vocabulary meanings
 - a. liberate – to free or release
 - b. vital – very important
 - c. inculcates – teaches or helps to develop
 - d. isolated – separated or kept apart

Grammar in use

Activity 2

1. I bought a new television set yesterday.
2. She was wearing an ugly dress when I met her.
3. She is a nice girl.
4. My sister is an engineer.
5. I borrowed a pencil from a passenger.
6. I work in a factory in Uganda.
7. I ate an apple in the morning.

Activity 3

1. I bought a pair of socks from the market.
2. Samuel and I watched an interesting movie yesterday.
3. While attending a function in Kakamega, I stayed at a hotel.
4. I read an amazing story from the newspaper.
5. My friend is a lawyer. Let's ask him for some advice.
6. I didn't sleep a wink last night.
7. He is a vegetarian. You can't find meat at his house.

Activity 4

1. The lady over there is a famous actress.
2. That is the boy I told you about.
3. The price of gas keeps rising.
4. The morning is quiet. Let's take a walk.
5. Muthoni lives in an apartment. The apartment is new.
6. Sara can play the guitar.

Activity 5

1. Sheldon is an honest man.
2. King Solomon was a just king.
3. The lion let go of the mouse.
4. I have fixed an appointment with the doctor.
5. Will you take a picture of us?
6. I broke the vase my brother brought.
7. My mother bought an umbrella.
8. We had a mulberry tree in the garden.
9. A huge building turned to dust due to an earthquake.
10. The famous Ohangla band is coming to our town tomorrow.
11. Charles Babbage is considered as the father of computers.
12. The Pacific Ocean is one of the five oceans of the world.
13. The painter drew a life-sized portrait of President William Ruto.
14. My son is the apple of my eye.
15. The oranges I brought were very sour.

Activity 7

Question a

1. My phone got lost yesterday. May I use yours.
2. Did you know the guitar Mr Karimi is playing is mine?
3. The house on the corner is theirs.
4. My friend's phone is superior to mine.
5. Would you recognise your dog if it were in a company?
6. Our violin is blue while theirs is black.
7. I wish you and your family a joyous new year.

Question b

1. That hair of yours needs to be shaved.
2. An owl is a wise creature that knows its way around.
3. Their house is right next to ours.
4. Don't judge a book by its cover.
5. He's a long-lost friend of mine.
6. This time, our basketball team triumphed over theirs.
7. Your trains are not the same as mine.
8. Her talent is unrivalled by theirs.
9. Our sound system is superior to theirs.
10. How can we compete with your generosity?
11. My room is three times bigger than yours.
12. Our team was victorious over theirs.
13. Their presentation was far superior to ours.
14. Your version of events does not line up with mine.

Intensive reading

Activity 2

Question b

1. They were living on the edge of the forest.
2. Because her husband had gone to work and left her alone at home.
3. As the ogre was mistreating the woman, the dove was observing what was happening.
4. The dove delivered the message in form of a song.
5. The ogre was away collecting firewood.
6. Because she knew her husband had returned and she was no longer afraid.
7. The ogre died instantly. This means the ogre died immediately.

Activity 3

Question a

State of things when the man returned

1. Fence – broken and unsecured
2. Granary – empty and eaten by termites
3. Nyumba – roof had large holes and was in bad condition

Question b – The characters in the story include the smith, the woman, the ogre, the dove, the baby, other smiths.

1. Accept reasonable responses.
2. Accept reasonable responses.
3. The woman – patient, brave, kind
The man (smith) – hardworking, loving, brave
The ogre – cruel, greedy, evil
The dove – caring, wise, helpful
The other smiths – supportive, concerned
Accept other reasonable answers.

Activity 4 and 5

Accept reasonable answers provided.

Writing

Activity 1

Assess the sample shopping and parking list written.

11 Professions

Listening and speaking

Activity 1

Question 1

- | | |
|-------------|---------------|
| a. a judge | b. a mechanic |
| c. a farmer | d. a driver |
- Accept correct answers for the rest of the questions.

Activity 2

1. Accept reasonable answers. For example:
 - Read about the school or scholarship
 - Practice answering possible questions
 - Know your strengths and goals
 - Dress neatly and appropriately
 - Be confident and polite
2. By asking politely, for example:
 - “Please, may you explain that again?”
 - “I’m sorry, could you repeat the question?”
 - “Do you mean...?”
3. Learner reads the conversation.
4. Questions from the conversation
 - a. It is called an interview.
 - b. An interviewee is the person who is being asked questions in an interview.
 - c. The job of a cleaner.
 - d. Accept reasonable answers.
 - e. It is important because it helps the employer decide whether to give the interviewee the job. (Accept other reasonable answers.)

Activity 3

Question b

It is important to speak clearly and confidently during an interview because it helps the interviewer understand you well, shows that you are confident and creates a good impression.

Activity 4

Question b

1. The teacher enjoys teaching English because he is an active person who likes planning interactive, hands-on lessons. He also derives satisfaction from helping children succeed in an English-speaking environment.
2. The teacher uses methods such as class debates and presentations, role-playing exercises and group activities.
3. The teacher ensures understanding by using concept check questions and instruction check questions, then assessing learners’ responses to determine their level of mastery.
4. The employer was interested in knowing more about the teacher in order to evaluate his teaching skills, methods, experience and suitability for teaching English in the school.
5. Assess the role plays.

Reading

Activity 1

Question 1

1. A career is an occupation that a person does for a long period of his or her life.
2. The main idea is the factors to consider when choosing a career path.
3. When choosing a career, one should consider job availability, interest and passion, skills, talent, level of education and attitude to work. These factors help a person choose a career that brings satisfaction and success.
4. attitude
5. The skills mentioned are time efficiency, people management skills and being a team player.
6. Jobs that have a limited lifespan and do not last long cannot grant satisfaction.

Activity 4

Question a

1. Job – work that a person does to earn money.
2. Profession – a type of job that needs special training or skills.
3. Interest – something you like doing or enjoy.
4. Attitude – the way a person thinks or feels about work.
5. Passion – a strong love or desire for something you enjoy doing.
6. Talent – a natural ability to do something well.

Question b (i)

a boda boda rider, a doctor, a football player, a journalist, a painter

Question b (ii)

1. a plumber
2. a dentist
3. an architect
4. a barber
5. a lawyer
6. an actress
7. a cobbler

Grammar in use

Activity 2

Question a

1. mathematics – mathematical
2. oil – oily
3. function – functional
4. peace – peaceful
5. mystery – mysterious
6. history – historical

Question b

1. He often acts like a child. → He often acts childish.
2. The event was a big success. → The event was successful.
3. We enjoyed the sound of the drum's rhythm. → We enjoyed the rhythmic sound of the drum.
4. She adopted a dog without a home. → She adopted a homeless dog.
5. Look out, that plant is poison. → Look out, that plant is poisonous.
6. It looks like it will rain today. → It looks rainy today.
7. She always acts with courtesy. → She is always courteous.
8. Her hair is pretty. → She has pretty hair.
9. We go for a walk each day. → We take a daily walk.

Activity 3

Question a

1. inventive
2. curious
3. proud

Question b

1. amazed → amazing
2. interested → interesting
3. annoyed → annoying
4. improve → improved
5. damage → damaging

Reading

Activity 1

1. A dilemma narrative is a story where a character faces a difficult choice between two options. Both choices are hard and choosing one means losing the other.
2. Features of a dilemma narrative
 - It has a main character.
 - The character faces a difficult decision.
 - There are two possible choices.

- Both choices have good or bad results.
- The story shows confusion or struggle.
- Sometimes the ending is open for the reader to think about.

Question 3b

1. This story is called a dilemma narrative.
2. Accept reasonable responses. For example, I think the hyena chose one road quickly so that at least one goat did not escape.
3. Accept reasonable responses.
4. Accept reasonable answers.

Activity 2

1. The characters in the text include the man, his mother, his wife and his mother-in-law.
2. Accept reasonable responses.
3. Accept reasonable responses.

Activity 3

Question b

1. The story ends with a question mark because the problem is not solved. No one knows who will bell the cat.
2. The characters in the story include the landlord, the cat, the rats, the young mouse and the old mouse.
3. The main characters are the rats and the cat. Accept reasonable answers for question 4, 5 and 6.

Writing

Activity 1

1. strong → weak
2. enemies → friends
3. easy → difficult
4. closes → opens
5. large → small

Activity 2

1. guilty – innocent
2. temporary – permanent
3. poverty – wealth
4. join – separate
5. happy – sad
6. expensive – cheap
7. rare – common
8. wise – foolish
9. reckless – careful
10. over – under

Activity 3

Question a

1. before → after
2. forget → remember
3. dull → bright
4. boldly → shyly
5. thin → thick
6. cruelty → kindness

Question b

1. smooth → rough
 2. include → exclude
 3. entrance → exit
 4. break → fix
 5. broad → narrow
 6. allow → forbid, disallow
 7. ceiling → floor
 8. often → rare
 9. false → true
 10. ancient → modern
- Accept other correct answers given and correct sentences formed in each case.

Activity 5

Question a

1. dead → lifeless
2. neat → tidy
3. cried → sobbed
4. overhead → above
5. accomplishments → achievements
6. daybreak → dawn
7. scared → afraid

Question b

1. impartial – fair
2. mobile – movable
3. surplus – extra
4. total – whole
5. mourn – grieve
6. moral – good
7. cozy – comfortable
8. hold – keep
9. help – assist
10. ecstasy – joy

Activity 7

Question a

five hours → 5 hours, two days → 2 days, forty-six applicants → 46 applicants
twelve people → 12 people, six o'clock → 6 o'clock, ten points → 10 points

Question b

1963 – Kenya got independence in nineteen sixty-three.

1964 – Kenya became a republic in nineteen sixty-four.

2010 – Kenya adopted a new constitution in two thousand and ten.

2020 – Schools were closed in two thousand and twenty due to COVID-19.

2022 – Kenya held general elections in two thousand and twenty-two.

Accept other correct sentences constructed.

12 Traditional Fashion

Listening and speaking

Activity 1

Question b

1. This is a trickster narrative.
2. The characters in the story include hare, hyena, their mothers and an old hyena in the forest.
3. a. Hare – clever, deceitful, selfish, cunning, manipulative and strategic.
b. Hyena – gullible, loyal, emotional, desperate and later vengeful.
Accept other reasonable descriptions.
4. Hare tricked Hyena to save his own mother and shift the blame onto Hyena's mother.
5. Hyena's heart was bitter.
6. He was likely filled with deep regret, sorrow, guilt and confusion.
7. She was hidden in the garden among bushy banana plants.

8. He learnt by secretly following Hare and discovering that Hare was secretly receiving food from his living mother.
9. He consulted an old hyena who lived at the edge of the forest.
10. Accept reasonable answers. For example:
 - Deceit and betrayal destroy friendships.
 - One should think carefully before making irreversible decisions.
 - Greed and dishonesty eventually lead to loss.

Activity 2

1. According to the Hyena, the problem could be sorted by consulting the seer.
The rest of the questions are opinion-based.
Accept reasonable answers.

Reading

Activity 1

1. Performers dressed in traditional clothing.
2. Accept reasonable answers. For example, the Mijikenda.
3. The title is related to the picture in that they were probably performing during a cultural day.

Activity 2

1. The school held the Cultural Day on the last day of school before the December holidays.
2. The learners were excited because they were going to dress in cultural clothes, sing, dance, and learn about different communities.
3. The narrator comes from the Giriama community.
4. The reason for conducting the Cultural Day was to promote ethnic harmony, tolerance, and understanding among learners.
5. The learners were surprised because they had never seen their teachers dressed in cultural attires before.
6. The presentations took place in the school hall.
7. Three activities learners were instructed to do before the presentation were:
 - Dress in cultural costumes
 - Prepare a folk song and folk dance
 - Find out customs and traditions of another community
8. The lesson the narrator learnt was that understanding people's backgrounds helps one understand their culture better.
9. According to the passage, Ibirandi is mainly sung during a wedding ceremony.
10. The best title for the passage is "Cultural Day at Our School." (Accept another reasonable suggestion.)

Activity 4

Meaning of the words and phrases in the passage:

1. costume – Special clothing worn to represent a particular community, culture, or occasion.
2. culture – The customs, traditions, beliefs, and way of life of a particular group of people.
3. bemuse – To be confused or unsure about something.
4. wore on – Put on or dressed in (clothing or accessories).
5. amusing – Entertaining or funny; something that makes people smile or laugh.
6. outfit – A set of clothes worn together for a particular occasion.

Grammar in use

Activity 2

1. off – The meeting has been put off until Thursday.
2. up – I cannot put up with this heat.
3. out – The firemen worked hard to put out the fire.
4. through – Could you put me through to the manager?
5. out – Don't forget to put the lights out when you leave.
6. through – I am sorry to have to put you through this ordeal.
7. across – You need good communication skills to be able to put your message across.
8. on – You had better put your coat on before going out. It is very cold outside.
9. forward – Everybody liked the suggestion put forward by David.
10. away – Put away your books and listen to me.

Activity 4

Question a

1. come on – to start functioning; to hurry up; or an expression of encouragement.
2. come over – to visit someone at their place.
3. come out – to appear; to be published or released; or to become known.
4. come between – to cause a disagreement or separation between people.
5. come at – to approach aggressively or move toward someone/something.
6. come into – to inherit or receive something, usually money or property.

Question b

1. come down – The price of the shoes will come down next week.
2. come before – In the queue, we must let the elderly come before us.

3. come after – The little boy always tries to come after his older brother.
4. come through – Despite the storm, the delivery finally came through on time.
5. come over – Why don't you come over to my house for tea this afternoon?

Activity 5

1. The newspaper comes out every day.
2. Ruth doesn't want to accept this job, but I think she will eventually come around to the idea.
3. His hat came off when the strong wind was blowing.
4. My sick cousin fainted and took a long time to come to.
5. I don't know how these things came about.
6. I came across an old friend of mine yesterday.

Activity 7

1. give up – to stop doing something; to quit.
2. give over – to stop doing something or to hand control to someone else.
3. give off – to produce or emit something, such as heat, light, or a smell.
4. give up on – to stop believing that something or someone will succeed.
5. give way – to yield or allow others to go first; to collapse under pressure.
6. give yourself up – to surrender to the authorities or admit defeat.

Reading

Activity 1

Question b

1. The main idea of the passage is that the spread of Western fashion has reduced traditional clothing and cultural diversity.
2. Western fashion has caused many people to stop wearing their traditional clothes and instead wear Western-style clothes.
3. According to the writer, the Western trend has been caused by globalisation.

Activity 2

1. fashion – the style of clothes people wear.
2. famous – well known by many people.
3. embrace – to accept or use something willingly.
4. consumer – a person who buys and uses goods.
5. cultural diversity – having many different cultures and traditions.

Writing

Activity 1

Question b

1. The dialogue is about a customer buying a traditional dress from a designer.
2. The customer comes from the Kamba community.
3. The customer preferred a dark brown colour.
4. The customer paid Kshs. 2,820 altogether.
 - Cloth: Kshs. 1,620
 - Making: Kshs. 1,200
5. A designer, according to the dialogue, is a person who designs, measures, and makes clothes for customers.

Question c

1. Punctuation marks used in the dialogue:
 - Colon (:)
 - Comma (,)
 - Question mark (?)
 - Full stop (.)
 - Apostrophe (')
2. Characters in the dialogue include the designer and the customer.

13 Land Travel

Listening and speaking

Activity 1

1. A bus or a minibus.
2. Accept other correct answers. For example, bicycles, motorcycles, lorries, trains and carts.
3. Apart from land travel, people also travel by air transport such as aeroplanes and helicopters or water transport such as boats and ships.
4. Accept correct answers.

Activity 2

Question b

1. The song communicates a strong sense of longing for home. It emphasises emotional attachment, nostalgia and the desire to return to one's place of origin.
2. Repeated lines in the song include "Country roads, take me home", "To the place I belong, "West Virginia, mountain mama", "Take me home, country roads"
3. The writer's home is West Virginia.
4. Physical features mentioned in the song include Blue Ridge Mountains, Shenandoah River, Mountains, Country roads.
5. Learners sing.
6. Features from the first stanza that help locate the writer's home area are West Virginia, Blue Ridge Mountains and Shenandoah River.

Activity 3

Question a

1. Memory – thoughts or recollections of past experiences, especially those connected to home and personal history.
2. Misty – slightly unclear or blurred, suggesting a light fog or an emotional atmosphere of sadness or nostalgia.
3. Dusty – covered with dust, giving an impression of dryness, age or neglect.

Reading

Activity 1

1. The picture shows people involved in a motorcycle accident being attended to by medical professionals with an ambulance.
2. Such situations can be avoided by obeying traffic rules, driving carefully, avoiding over-speeding and maintaining vehicles properly.
3. Other forms of accidents include home accidents, school accidents, workplace accidents, water accidents and fire accidents.
4. The accident may have been caused by over-speeding, careless driving, distraction or failure to follow traffic rules.

Activity 2

Question b

1. Because accidents cause serious injuries, loss of life and great suffering to victims and their families.
2. An accident is an unexpected and unintentional incident that causes damage or injury.
3. More than one thousand people die every year due to road accidents.
4. People's attitudes need to change, and traffic rules and regulations must be followed.
5. Somebody who is tired from work is advised to relax or take a taxi instead of driving.
6. Alcohol hampers brain function and reduces the ability to drive safely.
7. Seatbelts reduce the impact of injuries in case of an accident.

Activity 3

1. Accept correct responses. For example, avoid driving when tired or sleepy, do not drive under the influence of alcohol or drugs, always wear seatbelts, avoid using mobile phones while driving, obey traffic lights and road signs, avoid over-speeding, maintain vehicles properly and drive carefully during bad weather.
2. Accept reasonable summaries.
3. Learner presents orally.

4. Taking precautions helps save lives, reduce injuries, prevent loss of property and ensure safety for all road users.

Activity 4

1. damage – physical harm or destruction
 2. injury – physical harm to a person
 3. unintentional – not planned or deliberate
 4. precaution – an action taken to prevent danger
 5. hamper – to hinder or reduce effectiveness
 6. motorist – a person who drives a vehicle
 7. pedestrian – a person walking on the road
 8. lenient – not strictly enforced
 9. safety – protection from danger or harm
 10. indicator – a signal showing the direction a vehicle intends to take
- Accept correct sentences.

Activity 5

1. Jump a red light – to cross when the signal shows stop
 2. Bring down – to reduce
 3. Under our control – something we can manage or influence
- Accept correct sentences.

Grammar in use

Activity 2

1. Sally sells sea shells.
 - Subject: Sally
 - Predicate: sells sea shells
2. Charles wrote the composition.
 - Subject: Charles
 - Predicate: wrote the composition
3. The cat stretched.
 - Subject: The cat
 - Predicate: stretched
4. Jacob stood on his tiptoes.
 - Subject: Jacob
 - Predicate: stood on his tiptoes
5. John saw a dog.
 - Subject: John
 - Predicate: saw a dog

Activity 4

Simple sentences from the passage about Mr Obonyo

1. Mr Obonyo works for an oil company in Kisumu.
2. He is the company supervisor.
3. He used to ride on public transport.
4. He bought himself a car.
5. Now it is no more a problem for him to reach the office.
6. He can use the car even for other things.

7. The movement inside the city has become easier for him.
8. Mr Obonyo uses the car frequently.
9. He relies on it for his movements inside and outside Kisumu city.
10. Often he visits markets and fuel suppliers.
11. He uses the car almost every day of the week.
12. Mostly he uses it for visiting his office.

Reading

Activity 1

1. Importance of songs
 - Songs are used to express feelings, ideas, and emotions.
 - They help preserve culture, traditions, and history.
 - Songs entertain and bring people together.
 - They are used to educate, praise, warn, or pass moral lessons.
 - Songs strengthen social bonds and communal identity.
2. Importance of songs
2. Types of songs include praise songs, lullabies, work songs, religious songs, love songs, wedding songs, funeral songs, war songs and play songs.
3. Occasions when praise songs are sung include during ceremonies and celebrations, at weddings, during cultural festivals, when honouring heroes or leaders, in religious gatherings, during achievements or victories, among others.
4. The features of praise songs include:
 - They express admiration and appreciation.
 - They focus on good qualities or achievements.
 - They use repetition for emphasis.
 - They use emotive and positive language.
 - They may mention past struggles and success.
 - They often have a rhythmic and memorable structure.

Activity 2

1. Phrases that show it is a praise song
 - “I have to celebrate you, hero.”
 - “I have to praise you like I should.”
 - “We’ve come a long, long way together.”
2. The songwriter is praising a hero or a person who has played an important role in their life.
3. The person deserves praise because he or she stood by the singer through hard times and good times. The person also showed strength, commitment and support.
4. Other reasons why people are praised include:
 - For bravery and courage
 - For leadership and guidance

- For honesty and integrity
- For hard work and success
- For kindness and selflessness
- For making positive contributions to society

Writing

Activity 1

- Some compositions are more interesting because:
 - they use vivid and descriptive language,
 - they include idioms and figurative expressions,
 - they have a clear flow of ideas and events,
 - they engage the reader's senses and emotions,
 - they show creativity rather than plain narration.
- A composition can be made interesting by:
 - using idioms, similes and metaphors,
 - varying sentence structure,
 - including dialogue where appropriate,
 - using strong opening and closing sentences,
 - showing emotions and actions instead of merely stating facts.
- Words and phrases that make compositions interesting include idioms, descriptive adjectives, figurative expressions, action verbs, among others.

Activity 2

Question b

- Lived it up – enjoyed themselves fully.
- At the crack of dawn – very early in the morning.
- Hit the road – started the journey.
- The rubber met the tarmac – the car started moving.
- Broke the journey – stopped briefly during a long trip.

Activity 3

- Biting more than you can chew – Taking on more responsibility than you can manage.
- Own up – Admit the truth or confess to something.
- Call it a day – Stop working or end an activity.
- Hold your tongue – Remain silent or avoid speaking.
- To have itchy feet – To feel restless or eager to travel or change location.
- Having a lot on your plate – Having many responsibilities or tasks to handle.

Activity 4

Assess the composition written.

14 Sports: Outdoor Games

Listening and speaking

Activity 1

Question a

- The athletes who failed the doping test have been banned from taking part in the Olympic Games.
- He cried in pain when a bee stung him.
- She listened with her chin raised and eyes narrowed.
- The king has asked every worker in the palace to attend his birthday party.
- Everything seems to have gone wrong.
- The fans were happy when their favourite player scored a goal.

Question b

- The boy had to pay a fine when he cut off the passion fruit's vine.
- We ran very fast across the vast field.
- My uncle's van has a small fan that keeps it cool at all times.
- It is unwise for you to leave the leaf on the pavement.
- Do not fail to put on your veil before leaving the house.
- My parents save some money in a small safe in the house.

Question c

When reading these questions aloud, learners should:

- use a rising tone for yes/no questions,
 - use a falling tone for wh- questions (**what, where, why, when, who**),
 - maintain clear articulation and confident delivery.
- Do you know how to play football? (**rising tone**)
 - Where was the match held? (**falling tone**)
 - Have you been selected to join the team? (**rising tone**)
 - Why did he miss the practice? (**falling tone**)
 - Are you going home? (**rising tone**)
 - Who showed you how to play rugby? (**falling tone**)
 - Did you find anyone at home? (**rising tone**)
 - What did the referee tell you? (**falling tone**)
 - Will you ride your bicycle in the evening? (**rising tone**)
 - When did the match end? (**falling tone**)

Reading

Activity 2

Question b

1. The main idea of the passage is that rugby is a full-contact team sport with specific rules, scoring methods and substitutions.
2. Each team has 15 players, so 30 players take part in a match.
3. A rugby match lasts two halves of 40 minutes each, with a five-minute halftime.
4. Rugby is full-contact, allows carrying the ball and passing must be backward. This is unlike football where the ball is mostly kicked and forward passes are allowed.
5. Each team can make seven substitutions; six at the team's discretion and one for injury.
6. A try is scored when a player touches the ball to the ground in the opponent's in-goal area. This earns five points, and a conversion kick can earn two additional points.
7. Steps followed when summarising a story:
 - Read the passage carefully.
 - Identify and list the key points.
 - Write the summary in your own words.
 - Review and eliminate unnecessary details.
8. Accept a logical summary.

Grammar in use

Activity 3

1. Neither of them plays for our team.
2. All the players were rewarded for their efforts.
3. Many athletes earn a lot of money.
4. One of us has been invited to the party.
5. Most of them are ready for the event.
6. The fastest learner in our school has qualified for the regional competition.
7. Several awards were given when the tournament ended.
8. Either of the girls wants to play football.
9. None of the employees has received last month's salary.
10. All the children but Mercy were late for the celebration.

Reading

Activity 4

Question a

- i) Similes – A simile is a figure of speech that compares two different things using “like” or “as” to make descriptions more vivid. Example: He ran as fast as lightning.
- ii) Metaphors – A metaphor is a figure of speech that directly describes one thing as another

to show similarity, without using “like” or “as”.
Example: Time is a thief.

- iii) Dialogues – Dialogue is a conversation between two or more characters in a story, written in direct speech. Example: “Let us remain strong until the end,” he said.

Question b

Similes enhance imagery and help readers visualise scenes more clearly. Metaphors add depth and emotional impact, making ideas more powerful and memorable. Dialogues make stories lively and realistic while revealing characters' feelings, thoughts, and relationships.

Question c

Other features of style include personification, imagery, idioms, symbolism, repetition, flashback and hyperbole

Question e

1. The writer was happy because he successfully dribbled past his opponents and hit the ball, feeling impressed by his skill even though he missed a goal.
2. The writer had prepared for close to one month.
3. The opponents' fans celebrated and cheering loudly while the writer's team's fans were quiet and tongue-tied.
4. He was discouraged because his team was losing and despite their efforts, the opponents had scored, making victory seem unlikely.
5. He focused entirely on the ball, positioned himself in front of the net and prepared to tap the ball into the goal.
6. They cut it short because the match was still ongoing and they needed to prepare immediately for the restart to continue trying to win.
7. The referee added three minutes to make up for injury time that occurred during the match.
8. Meaning of phrases
 - a. spirits were dashed – their hopes and excitement were ruined or disappointed.
 - b. all our efforts had borne no fruit – all their hard work did not produce any positive result.
 - c. fire burned in their eyes – they were full of determination, anger, or strong motivation.
 - d. they were not ready to go down without a fight – they were determined to keep fighting and not give up.
 - e. there was an eternal uproar from all and sundry – everyone everywhere was making a loud, continuous noise of celebration.

9. Similes used in the passage:
- as tired as a dog
 - as huge as elephants
 - as helpless as a baby
 - with the agility of a cobra
 - as loud as thunder
 - as quiet as a mouse
 - as fierce as a lion
 - as angry as a wasp
 - as swift as a deer
 - standing like a zombie
10. Metaphors from the passage:
- “I drew my leg back as though cocking a gun” – compares the leg motion to cocking a gun.
 - “This was so much more than a game. It was a battle” – the match is compared to a battle.
 - “Fire burned in their eyes” – determination is compared to fire.
 - “We were going to inject our blood, sweat and tears into it” – effort is described as literal injection of blood, sweat, and tears.
 - “A striker of my calibre could not let this golden chance go begging” – opportunity described as “golden chance.”
 - “Weaving our way through our opponents” – implies their play is like weaving, showing creativity and skill.
11. Instances of dialogue in the passage:
- “We are out of the game, Manduli,” whispered one of my teammates.
 - “We must fight to the death. Let us remain as fierce as a lion until the final whistle is blown,” I remarked.
 - “Good job, Manduli. That was really good,” said our coach.
 - “Thank you, coach. I had to put into practice what you taught me,” I replied.

Writing

Activity 5

Assess the descriptive composition written by the learner.

15 Tourist Attraction Sites in Kenya

Listening and speaking

Activity 1

- The report is organised into the following key sections:
 - Introduction – This part introduces the topic, states where and when the visit took place and gives background information about Nairobi National Park.
 - Body – This section provides detailed information about the visit. It includes activities undertaken, animals seen, experiences at the park and the memorable lion-and-gazelle incident.
 - Conclusion – This part brings the report to a close by summarising the experience, expressing personal feelings and stating what was learnt from the visit.
- Steps to follow when writing and presenting an oral report:
 - Choose and understand the topic clearly.
 - Gather relevant information through observation, reading, or research.
 - Organise the information into an introduction, body, and conclusion.
 - Write the report using clear, correct, and simple language.
 - Edit and practise the report to improve fluency and confidence.
 - Present the report orally by speaking clearly, confidently, and audibly while maintaining eye contact.
- Learner presents a report.

Reading

Activity 2

Question b

- Accept correct answers based on each learner’s reading speed.
- Using gestures and facial expressions:
 - enhances meaning and understanding of the text,
 - keeps the audience engaged and attentive,
 - helps to convey emotions and emphasis,
 - improves overall oral reading effectiveness.
- The first paragraph explains that Kenya is a major tourist destination and highlights the Maasai Mara National Reserve as the country’s leading tourist attraction, famous for wildlife and the Great Migration.

4. Tsavo East and Tsavo West differ in several important ways. Tsavo West receives more rainfall and therefore has thicker vegetation and more scenic landscapes throughout the year. Because of this dense vegetation, animals in Tsavo West are more difficult to spot. It is also characterised by unique physical features such as the Mzima Springs and volcanic craters. In contrast, Tsavo East is relatively dry and has sparse vegetation, which makes it easier to see wild animals, especially elephants. Although it is drier, Tsavo East is supported by the Galana River, which sustains plant life and attracts wildlife.
5. Reading the title and checking pictures before reading:
 - helps the reader predict the content,
 - activates prior knowledge,
 - improves comprehension and focus,
 - prepares the reader for key ideas and vocabulary.
6. A learner can improve reading fluency by:
 - reading regularly and aloud,
 - practising correct pronunciation,
 - reading with proper pace and expression,
 - listening to fluent readers,
 - repeating challenging passages.
7. Martin can assist his classmate by:
 - reading together regularly,
 - helping with pronunciation of difficult words,
 - encouraging practice without criticism,
 - modelling correct reading speed and expression,
 - advising the learner to read simple texts consistently.

Grammar in use

Activity 3

Question a

1. Negative 2. Negative 3. Positive
4. Negative 5. Positive 6. Negative
7. Negative 8. Positive 9. Negative
10. Positive

Question b

1. Mr Waweru does not work as an accountant in the city.
2. My friends and I do not plan to go on a trip.
3. They did not manage to see different wild animals.
4. My aunt did not buy new furniture for her house.
5. Richard and his elder sister did not write exciting poems about tourism.
6. We do not have great plans on how to spend our holiday.

7. The tour guide did not explain to us the difference between leopards and cheetahs.
8. The little girl did not amaze the audience with her excellent speech.
9. I do not think I know where we can easily see an ostrich.
10. That was not the most exciting adventure I have ever had.

Question c

Positive and negative sentences from the dialogue:

Positive sentences

1. You look rather worried.
2. I am very tired.
3. We had a family trip to Lake Nakuru National Park today.
4. It was a very exciting trip.
5. We really enjoyed ourselves.
6. We saw elephants, gazelles, giraffes, zebras and thousands of flamingos.
7. I did. I'll show you the pictures on Monday.

Negative sentences

1. You I am not worried at all.
2. It is not usual for you to be tired on a Saturday evening.
3. It is not because of the assignment.
4. I have never been to Lake Nakuru National Park.
5. We did not see lions.
6. Neither did we see leopards.

Question d

Accept correct sentences.

Reading

Activity 4

Question b

1. The title suggests that the poem is about appreciating and celebrating the natural beauty of Kenya. It prepares the reader to expect positive descriptions of the country's landscapes, wildlife and environment.
2. The line "Come and see the beauty of Kenya" has been repeated. It is repeated to emphasise the poet's invitation and to persuade readers to visit Kenya. The repetition reinforces the central message of the poem.
3. The persona appears to be someone who deeply loves Kenya and understands its natural beauty, possibly a Kenyan or a person who has visited Kenya and feels emotionally connected to the country.
4. The poem highlights Kenya's natural beauty, wildlife, landscapes and the emotional attachment people develop after experiencing the country. It encourages people to visit Kenya.

5. Examples of rhyming words include dust / first, rain / again, dark / bark, free / be, grass / pass, cry / sky.
6. The poem mentions beautiful scenery, wildlife sounds, open skies, moonlight, grasslands and animals such as lions and fish eagles. These descriptions portray Kenya as peaceful, attractive that is rich in nature.
7. Gestures and facial expressions help to convey emotions, enhance understanding and make the recitation more engaging. They help the audience connect with the message of the poem.
8. Assess the poem presented.

Writing

Activity 5

- a. The notice warns the public about a dangerous lion that escaped from Msituni National Park. It advises people to avoid the area, take caution and report any information that may help return the lion safely to the park.
- b. Assess the notice given.
- c. Accept correct answers based on the posters shown.
- d. Assess the poster presented by the learner.

MODEL PAPERS

Model Paper 1

Reading Comprehension

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

Cloze Test

- | | | |
|-------|-------|-------|
| 26. B | 27. B | 28. A |
| 29. C | 30. A | 31. A |
| 32. B | 33. C | 34. B |
| 35. C | | |

Grammar

- | | | |
|-------|-------|-------|
| 36. C | 37. A | 38. B |
| 39. C | 40. A | 41. B |
| 42. C | 43. A | 44. B |
| 45. B | 46. C | 47. B |
| 48. A | 49. C | 50. B |

Model Paper 2

Reading Comprehension

- | | | |
|-------|-------|-------|
| 1. A | 2. B | 3. D |
| 4. C | 5. A | 6. C |
| 7. C | 8. B | 9. C |
| 10. B | 11. B | 12. C |
| 13. B | 14. B | 15. A |
| 16. B | 17. C | 18. B |
| 19. B | 20. A | |

Cloze Test

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

Grammar

- | | | |
|-------|-------|-------|
| 26. B | 27. A | 28. A |
| 29. C | 30. C | 31. B |
| 32. B | 33. B | 34. C |
| 35. B | 36. A | 37. A |
| 38. A | 39. C | 40. C |
| 41. B | 42. B | 43. C |
| 44. A | 45. B | 46. B |
| 47. B | 48. A | 49. C |
| 50. B | | |

Model Paper 3

Reading Comprehension

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

Cloze Test

- | | | |
|-------|-------|-------|
| 26. B | 27. A | 28. D |
| 29. A | 30. B | 31. B |
| 32. C | 33. D | 34. B |
| 35. C | | |

Grammar

- | | | |
|-------|-------|-------|
| 36. D | 37. A | 38. C |
| 39. C | 40. D | 41. C |
| 42. C | 43. B | 44. A |
| 45. A | 46. A | 47. A |
| 48. A | 49. A | 50. D |

Model Paper 4

Task 1: Composition writing

Assess the following:

- The format of an informal letter (sender's address, date, salutation (Dear Uncle), closing (Yours lovingly) and signature (name of the writer))

- Clear purpose for writing and logical flow of ideas
- Language use
- Grammar, spelling and punctuation
- Creativity and organisation

Task 2: Oral literature

- a) i) Long ago...
ii) That is the end of my story.
b) Use voice variation and gestures, maintain eye contact and facial expression (Accept other correct answers)
- c) "Oh, just for a walk."
- d) i) Animals speaking (Rabbit, Fox)
ii) "Where are you going, Rabbit?"
- e) Trickster narrative – Rabbit uses intelligence to outsmart Fox

Novella

- a) Kilimo village / big house up the slope
- b) Hardworking / determined – carries heavy load
- c) Simile: as though it had all happened yesterday
- d) Omoyo, Afendi and Khoki
- e) Siblings

Poetry

1. A learner / friend
2. 4
3. Friendship – supporting each other
4. met/regret, fun/sun, unite/right
5. 4
6. The poem celebrates friendship and cooperation in school.

Model Paper 5

Task 1: Composition writing

Assess dialogue-specific skills. For example, dialogue format, content relevance, language and vocabulary, grammar, punctuation, creativity and coherence.

Task 2: Poetry

- a) The poem has a regular rhyme scheme. For example, city/happy, nation/station.
- b) Unity in cultural diversity
- c) accord / God, diversity / unity
- d) The poem has four stanzas, with four lines in each stanza.
- e) A poet is the writer of poem while a persona is the voice speaking in poem.

Task 3: Oral Narrative

- a) Kavi – He uses trickery to get corn.
- b) The farmer laughs. (Accept any reasonable explanation given.)
- c) Intelligence can solve problems. (Accept other reasonable answers.)
- d) Drought had brought about the scarcity of food in the region.
- e) A long time ago...

Task 4: Novella

1. Maya felt nervous at the beginning of the day because she had just moved to a new town and did not know anyone at the new school.
2. Maya decided to talk to Lilly because she noticed that Lilly was sitting alone by the window and wanted to be friendly.
3. Lilly responded kindly by smiling back at Maya and talking to her.
4. By the end of the day, Maya felt more confident and excited to come back to school the next day.
5. The phrase "over the next few weeks" means a period of several weeks that followed.

Model Paper 6

Task 1: Composition writing

Assess experiential writing. For example, content coverage, organisation of ideas, language use, grammar, spelling, punctuation and creativity.

Task 2: Oral Narrative

1. Personification is shown because animals behave like human beings. For example, Nyuki the bee talks, reasons and advises Tembo the elephant.
2. Nyuki approached Tembo because he was shaking the trees too much and her hive was in danger of falling.
3. Tembo laughed at Nyuki and ignored her request.
4. Nyuki called other bees and they attacked Tembo by stinging him.
5. Tembo learned that even small creatures deserve respect and that strength is not everything.
6. After the encounter, Tembo became humble and walked carefully through the jungle, respecting other animals.

Task 3: Poetry

1. The poem speaks about traditional fashions worn by people in the past.
2. Today's dressing is shown as different and less cultural compared to the traditional dressing of previous generations.
3. The themes are culture and tradition.

Task 4: Novella

1. The villagers cut off communication because they believed the family was cursed and involved in witchcraft.
2. The church provided support to Eliza's family.
3. After the auction, Eliza's grandmother took Elijah away because their mother was not stable.
4. Eliza's mother got a job as a salonist and saved some money to rent a house.
5. Eliza is strong because she continues with life despite challenges. She is hopeful because she believes in a better future. (Accept other reasonable descriptions.)

GREDIYA 7

MAJIBU YA

KISWAHILI

1 Usafi wa kibinafsi

A. Kusikiliza na kuzungumza

Zoezi 1

1. Kuepuka vizuizi vya mawasiliano
Kusikiliza kwa makini
Kumtazama mzungumzaji kwa makini
Kutikisa kichwa kuonyesha kusikiliza kauli
Kutumia maneno au vihisishi vya kumhimiza kuendelea kuzungumza
Kumtazama mzungumzaji ana kwa ana
2. Kutumia lugha ya adabu
Kutumkata kalima mzungumzaji
Ubadilishanaji zamu ufaao
Kujibu kwa kujikita kwa kiini cha swali au mazungumzo
Kumwalia mzungumzaji unapojibu
3. Kushiriki mazungumzo na mzazi au mlezi

B. Kusoma

Zoezi 2

1. Kueleza mambo kwa kurejelea kifungu
 - a) Mambo hayo yalifanyika siku ya Ijumaa, wakati wa asubuhi hadi alasiri
 - b) Shughuli mbalimbali za kuadhimisha siku ya usafi zilifanyika
 - c) Waziri wa Mazingira katika gatuzi hilo
2. Matukio mbalimbali yakifuatana kama vile kuwasili uwanjani, kuwasili kwa mgeni wa heshima, kutumbuizwa, kupokea mafunzo, kufumukana
3. Alishangiliwa, alipigiwa makofi, alikaribishwa
4. mtandaoni – mfumo wa mawasiliano ya kielektroniki unaopitia katika kompyuta ulimwenguni na hutumiwa kutafuta na kupeana habari.
usafi wa kibinafsi – masuala ya usafi yanayoathiri mtu binafsi
sabuni – mchanganyiko wa vitu ambao hutumika kuogea, kufulia na kusafishia vitu.
mchezo wa kuigiza – ni mchezo unaohusisha uigaji ama utendaji wa mambo namna mtu mwingine anavyotenda

C. Kuandika

Zoezi 3

1. Herufi kubwa hutumika mwanzoni mwa sentensi, kuanzisha nomino maalum, kwenye maneno yaliyofupishwa
2. Siku moja, mimi na dada yangu Amina tulikuwa tumealikwa kuhudhuria sherehe kule Nanyuki. Siku hiyo ilikuwa Alhamisi. Tuliamba asubuhi na mapema ili tusichelewe. Niliingia hamamuni na kuoga kwa maji fufutende. Dada naye alioga kisha akapiga meno mswaki. Nywele zake zilikuwa zimechanwa zikapendeza. Nami nilikuwa nimezidira nywele zangu na kuangua kucha. Tulisafiri hadi mjini ili kuhudhuria warsa kuhusu jinsi ya kujikinga kutokana na UKIMWI. Bi. Nasaha ndiye aliyekuwa mgeni mheshimiwa katika mkutano huo. Tulijifunza mambo mengi sana siku hiyo.
3. Kifungu kitungwe na herufi kubwa kutumiwa kwa usahihi.

Zoezi 4

1. Kikomo hutumiwa mwishoni mwa sentensi iliyokamilika, kwenye mkato wa maneno, kuandika tarehe, kuonyesha sehemu ambayo si nzima na kutenga shilingi na senti.
2. Wakazi wa eneo la Mwirembe hawakujua mengi kuhusu usafi wa kibinafsi. Chifu wa eneo hilo aliandaa mkutano ili wafundishwe mengi kuhusu suala hilo. Mkutano huo ulifanyika Jumamosi, tarehe 23.04.2022. Kufikia saa 10.30, kila mmoja alikuwa ameketi na kutulia tuli. Ukumbi wa

mkutano ulikuwa na urefu wa mita 50.35 na upana wa mita 25.55. Dkt. Siha ndiye aliyekuwa kuwapa mafunzo. Baada ya kuwaelimisha, waliuliza maswali yaliyowatatiza kisha wakaondoka.

3. Kifungu kitungwe na kuakifishwa kwa kutumia kikomo kwa usahihi.

D. Sarufi

Zoezi 5

1. Musa, Ijumaa, Kenya, Mombasa, Krismasi, Ziwa Victoria, Mlima Kenya, Kiswahili na kadhalika
2. Fanaka, Zawadi na Nuru ni wanafunzi katika shule ya Busara. Shule hiyo hupatikana karibu na Mlima Elgon. Wao huthamini usafi wa kibinafsi katika maisha yao. Kila siku hawakosi kupiga mswaki ili meno yao yawe safi. Siku ya Jumamosi, wao hufua nguo zao na kuzipiga pasi. Likizo ya mwezi wa Aprili, wazazi wao huwapeleka kule Mombasa ili waogele katika Bahari Hindi. Watoto hao hufurahia sana.
3. Sentensi sahihi zitungwe kwa kutumia nomino za pekee zilizopeanwa.

Zoezi 6

1. Mifano ya nomino za kawaida kama vile motto, mkebe, darasa, kiti, mbuzi na kadhalika
2. zulia, ukuta, mswaki, beseni, chaki,
3. Sentensi sahihi zitungwe
4. Kifungu kitungwe kwa kutumia nomino za kawaida

Tathmini ya sura ya kwanza

1. Kuepuka vizuizi vya mawasiliano
Kusikiliza kwa makini
2. Kutumia lugha ya adabu
Kutumkata kalima mzungumzaji
3. Kikomo hutumika mwishoni mwa sentensi, kwenye maneno ya mkato, kutenga shilingi na senti na kadhalika.
4. Herufi kubwa hutumika mwanzoni mwa sentensi, kwenye nomino za pekee, kwenye akronimu na kadhalika.
5. Mtoto huyu ataenda Mombasa siku ya Alhamisi. Tulipotoka Nairobi tulienda kutazama Mlima Kenya.
6. Jumamosi, Juma
7. Abdala
Jumapili
Desemba
Mumias
8. kikombe, meza
9. Sentensi sahihi zitungwe
10. nomino za jumla

2 Lishe Bora

A. Kusikiliza na kuzungumza

Zoezi 1

1. dhamani thamani
adhiri athiri
dhibiti thibiti
madhubuti thubutu
dhibitisha thibitisha
2. Kusoma maneno na kutamka sauti ipasavyo
3. Kuunda vitanzandimi
4. Kujirekodi ukisoma vitanzandimi vilivyoundwa

B. Kusoma

Zoezi 2

1. Kuchagua na kusoma matini
2. Kuandika msamiati uliotumiwa katika matini iliyosomwa
3. Kutunga sentensi sahihi kwa kutumia maneno yaliyotambuliwa
4. Kumweleza mzazi au mlezi ujumbe kutoka katika matini iliyosomwa
5. Kumtolea rafiki muhtasari

C. Kuandika

Zoezi 3

1. Kueleza vipengele vya kimuundo vya barua ya kirafiki kama vile anwani, tarehe, mtajo, mwili, hitimisho na wakatabahu
2. Kuandika barua ya kirafiki

D. Sarufi

Zoezi 4

1. Nomino za makundi ni majina ambayo hutaja kundi au jamii ya vitu au watu wakiwa pamoja.
2. Mifano ya nomino za makundi kama vile thureya ya nyota, umati wa watu, kicha cha funguo, safu ya milima, bumba la nyuki, bunda la noti, kishazi cha samaki, mlolongo wa magari, mkungu wa ndizi, kichala cha matunda na nyinginezo
3. jozi ya viatu, kicha cha funguo, kikosi cha polisi, halaiki ya watu, shada la maua
4. Kufanya shughuli kulingana na maagizo
5. Kutunga sentensi sahihi

Zoezi 5

1. Mifano ya nomino za dhahania kama vile furaha, huzuni, amani, upendo, wema, chuki, ugonjwa, afya, werevu, utajiri, ujinga, wasiwasi na imani
2. ufukara, uzuri, malezi, ukata, umoja, nguvu, utengano, udhaifu
3. Kutunga sentensi sahihi
4. Kuandika aya moja kwa kutumia nomino zilizopeanzwa
5. Shughuli zifanyike kikamilifu

Tathmini ya sura ya pili

1. dhu/thudha/tha
2. Barua ya kirafiki husaidia kujenga uhusiano mwema baina ya ndugu, jamaa au marafiki.
3. anwani, tarehe, mtajo na vinginevyo
4. Nomino za dhahania hutaja hali ambayo haionekani wala kushikika.
5. woga, bidii, kiburi, ushirikiano
6. Nomino za makundi hutumika kutajia vitu, watu au wanyama katika mkusanyiko au jamii moja
7. kicha cha mboga, koja la maua, mwongo wa miaka
8. matunda, maua, noti
9. Sentensi sahihi zitungwe kwa kutumia nomino zilizopeanwa
10. Barua iandikwe kwa kuzingatia kanuni zinazofaa

3 Uhuru wa Wanyama

A. Kusikiliza na kuzungumza

Zoezi 1

1. Fasihi ni somo linalohusiana na tungo za kisanaa kama vile: hadithi, methali, vitendawili, ushairi, riwaya, tamthilia na hadithi fupi.
2. fasihi simulizi na fasihi andishi
3. fasihi simulizi huwasilishwa kwa njia ya mdomo, kwa kusimuliwa nayo fasihi andishi huwasilishwa kwa njia ya maandishi

Zoezi 2

1. Mifano ya tungo za fasihi simulizi ni hadithi, semi, mazungumzo, ushairi simulizi na maigizo.
2. Mifano ya tungo za fasihi andishi ni kama vile novela, riwaya, tamthilia, ushairi na hadithi fupi.

B. Kusoma

Zoezi 3

1. **Novela** ni hadithi yenye urefu kati ya hadithi fupi na riwaya. Novela ni utungo wa fasihi andishi na huwa na wahusika wachache kushinda riwaya.
2. huwa na wahusika wachache. matukio huhusu mandhari machache. huwa na ploti ya moja kwa moja. kisa huweza kusomeka kwa muda mfupi, pengine kikao kimoja. huwa na maudhui machache.

C. Kuandika

Zoezi 4

1. Kuchagua mada yenye ujumbe kuhusu uhuru wa wanyama
2. Kuandika vidokezo kulingana na mada iliyoteuliwa
3. Kuandika insha ya kubuni

D. Sarufi

Zoezi 5

1. mate, maji, maziwa, changarawe, wino, damu
2. maji, maziwa, uji, mchuzi, soda
3. Kutunga sentensi sahihi kwa kutumia nomino za wingi zilizopeanwa
4. Kutunga sentensi sahihi kwa kutumia nomino za wingi zozote

Zoezi 6

1. kuchora, kulima, kuchelewa, kukimbia, kukama, kuelewa, kufika, kukataa
2. kutunza, kuwapa, kuishi, kuua, kuharibu, kujiliza, kuwapa, kuwatibu, kutunza, kuishi
3. Mifano kumi ya nomino za vitanzijina kama vile kusoma, kuandika, kuimba, kuchora, kutembea na kulala.
4. Kutunga sentensi sahihi kwa kutumia baadhi ya nomino zilizoandikwa kwenye nambari ya tatu
5. Kutunga aya kwa kutumia nomino za vitanzijina zilizopeanwa

Tathmini ya sura ya tatu

1. Fasihi ni sanaa ambayo hutumia lugha ya mazungumzo au maandishi ili kuwasilisha ujumbe kwa hadhira husika.
2. fasihi andishi na fasihi simulizi
3. huwasilishwa kupitia maandishi, huwa mali ya mtu binafsi, huhifadhiwa katika vitabu au majarida, ni vigumu kurekebisha papo kwa hapo ikiwa kosa limetokea
4. tamthilia, riwaya, novela
5. kuwasilishwa kwa njia ya mdomo, kuwa mali ya jamii, huhifadhiwa na katika kumbukumbu za watu, huweza kubadilishwa papo kwa hapo kosa likitokea
6. hadithi, semi, mazungumzo, ushairi simulizi na maigizo
7. Novela ni hadithi yenye urefu kati ya hadithi fupi na riwaya.
8. huwa na wahusika wachache, matukio huhusu mandhari machache, huwa na ploti ya moja kwa moja, kisa huweza kusomeka kwa muda mfupi, pengine kikao kimoja, huwa na maudhui machache
9. maji, mafuta, uji, unga, sukari
10. kuimba, kusoma, kutembea, kulala

4 Aina za Maliasili

A. Kusikiliza na kuzungumza

Zoezi 1

1. Nyimbo za watoto huimbwa na watoto hasa wanapocheza.
2. Wimbo uimbwe kwa mahadhi yanayofaa.
3. huandamana na michezo ya watoto, huimbwa kwa sauti ya juu, huimbwa na watoto, huhusisha uchezeshaji wa viungo vya mwili, huwa na kurudiwarudiwa kwingi, huwa za kuburudisha
4. sauti hurudiwarudiwa, maneno na vifungu vya maneno hurudiwa, viungo vya mwili huchezeshwa

Zoezi 2

1. Bembelezi ni nyimbo ambazo huimbwa ili kumrai au kumbembeleza mtoto asilie au alale.
2. Wimbo uimbwe kwa mahadhi mwafaka.
3. huwa na maneno matamu, huimbwa kwa sauti ya chini, huimbiwa mtoto ili kumbembeleza, huimbwa kwa sauti nyororo, huimbwa na wazazi au walezi
4. urudiaji wa sauti, urudiaji wa maneno na vifunguvya maneno, uchezeshaji wa viungo vya mwili, utumiaji wa sauti nyororo, kupokezana vifungu

B. Kusoma

Zoezi 3

Shughuli zifanyike kikamilifu kulingana na maagizo.

C. Kuandika

Zoezi 4

1. wahusika: nyanya, babu, wakazi wa Shimoni, wanyamapori mandhari: msitu wa Kilwa, eneo la Shimoni, nyumbani kwa nyanya na babu
2. Insha ya masimulizi iandikwe kwa kuzingatia kanuni zinazofaa

D. Sarufi

Zoezi 5

1. nilioga, walikula, mlisoma, tuliimba
2. anasema, ninapiga, ninaiandika, ninapanda, wanathamini
3. atakuja, zitapelekewa, nitakusomea, nitainyunyizia, nitakueleza
4. Kusoma kifungu kisha:
 - a) kutambua vitenzi katika wakati uliopita: ulipoubwa, walikuwa
 - b) kutambua vitenzi katika wakati uliopo: anafaa, anashauriwa, wanachafua, wanaougua, ninaomba
 - c) kutambua vitenzi katika wakati ujao: tulipewa, tutateseka, watateseka

Zoezi 6

1. Kutunga sentensi katika wakati uliopita
2. Kutunga sentensi katika wakati uliopo
3. Kutunga sentensi katika wakati ujao
4. Punda hao wanapumzika chini ya mti. Nilifuata sheria nilipoendesha gari barabarani. Atasugua meno kwa uangalifu. Wanafunzi wote walizingatia lishe bora. Usawa wa kijinsia unasisitizwa na chifu. Tutakariri shairi kuhusu aina za maliasili.

Tathmini ya sura ya nne

1. Nyimbo za watoto huimbwa na watoto wanapocheza.
2. huandamana na michezo ya watoto, huimbwa kwa sauti ya juu, huimbwa na watoto, huhusisha uchezeshaji wa viungo vya mwili, huwa na kurudiwarudiwa kwingi, huwa za kuburudisha
3. sauti hurudiwarudiwa, maneno na vifungu vya maneno hurudiwa, viungo vya mwili huchezeshwa
4. Bembelezi huimbwa na mzazi au mlezi ili kumrai mtoto asilie bali alale.
5. huwa na maneno matamu, huimbwa kwa sauti ya chini, huimbiwa mtoto ili kumbembeleza, huimbwa kwa sauti nyororo, huimbwa na wazazi au walezi
6. urudiaji wa sauti, urudiaji wa maneno na vifunguvya maneno, uchezeshaji wa viungo vya mwili, utumiaji wa sauti nyororo, kupokezana vifungu
7. anasoma, tunaimba, unalala
8. watasoma, atacheza, kitapikwa
9. lilipandwa, nilioga, mlitambuliwa
10. Kutunga sentensi sahihi

5 Unyanyasaji wa Kijinsia

A. Kusikiliza na kuzungumza

Zoezi 1

1. aheri/ sabalheri
aheri/masalheri
aleikum salaam
marahaba
vyema/vizuri
2. asubuhi
jioni
wakati wowote

- wakati wowote
jioni
- shikamoo
pole/ ugua pole
shikamoo
makiwa
cheichei
 - Kufanya utafiti na kulijaza jedwali

Zoezi 2

- jioni au usiku, wakati wa kulala, watu wanapoagana, watu wanapoagana, watu wanapoagana bila matumaini ya kuonana tena, asubuhi, mtu anapoenda safari, wakati wa kulala
- Kujaza jedwali kikamilifu

B. Kusoma

Zoezi 3

- Kutaja msamiati uliotumika katika kifungu na kueleza maana yake.
 - walitiwa mbaroni – alikamatwa na polisi
 - hulka – tabia au silica
 - unyanyasaji – kumnyima mtu haki au kumdhulumu
 - kijinsia – kulingana na jinsia ya mtu (iwapo ni wa kike au kiume)
 - alifungwa jela
- Kuandika habari mahususi ya kila aya kwa sentensi moja
- Shughuli zifanyike kulingana na maagizo

C. Kuandika

Zoezi 3

- usahihi wa habari, mpangilio wa maelezo wenye mantiki, lugha sahili, maelezo yanayotoka upande mmoja
- Kuandika insha ya maelekezo
- Kuisoma insha ya nambari ya pili

D. Sarufi

Zoezi 5

- wakati uliopo hali ya kuendelea: wangali wanasoma, angali anacheza, mngali mnajithamini wakati uliopita hali ya kuendelea: tulikuwa tukiongea, nilikuwa nikifua, tulikuwa tukifagia wakati ujao hali ya kuendelea: nitakuwa nikitembea, watakuwa wakishauriana, mtakuwa mkishirikiana
- wakati ujao hali ya kuendelea, wakati uliopo hali ya kuendelea, wakati uliopo hali ya kuendelea, wakati uliopita hali ya kuendelea, wakati ujao hali ya kuendelea, wakati uliopita hali ya kuendelea
- Kutambua nyakati na hali zilizotumika katika kifungu

Zoezi 6

Kutunga sentensi kwa kutumia vitenzi vilivyopeanwa

Tathmini ya sura ya tano

- sijambo, sina la kuamba, aheri/sabalheri
- ya kuonana, buriani dawa, binuru
- wadogo kwa wakubwa, watoto wanapoamkuana, watu wowote
- jioni, asubuhi, jioni, mtu anapowasili mahali

- siku inapoanza, watu wanapoagana bila matumaini ya kuonana tena, wakati wa kulala, usiku
- kuandika vitenzi katika wakati uliopo, hali ya kuendelea – angali anatembea
- kuandika vitenzi katika wakati uliopita, hali ya kuendelea – alikuwa akifua
- kuandika vitenzi katika wakati ujao, hali ya kuendelea – nitakuwa nikipumzika
- Kutunga sentensi kwa kutumia vitenzi vilivyopeanwa
- Kuandika insha ya maelekezo

6 Usalama Shuleni

A. Kusikiliza na kuzungumza

Zoezi 1

- Kusikiliza matini kuhusu usalama shuleni
- Kueleza usahihi masuala yanayozungumziwa katika makala
- Kutaja kilichoeleweka kutokana na makala hayo
- Kutaja msamiati uliotumika na kueleza maana
- Kutabiri kinachoweza kutokea

B. Kusoma

Zoezi 2

- maudhui ni mambo muhimu yanayoelezwa katika kazi ya fasihi kama vile riwaya, tamthilia au novela
- dhamira ni kiini cha jambo au habari inayosimuliwa ama kuandikwa katika katika katika kazi ya fasihi.
- Kuandika maudhui katika novela iliyosomwa
- Kuandika dhamira katika novela iliyosomwa
- Jina la novela iliyosomwa

C. Kuandika

Zoezi 3

- Kubuni mada kutokana na picha zilizotazamwa.
- Kuandika kisa chenye maelezo dhahiri kutokana na picha.

D. Sarufi

Zoezi 4

- imejengwa, hucheza, wanapocheza, wasiumie, yamepangwa, ukipita, utapata, akisoma, wakiandika, wanapanda, wanapopata
- Kutunga sentensi kwa kutumia vitenzi vikuu

Zoezi 5

- Vitenzi vikuu: wakitufundisha, tumepewa, kuzingatia, tulipopewa, anafuata, tunajua, kuzingatia, wakilalamika, kutambua, ametambua, wasipofuata, wakaumia, kuanguka, akikimbia, ukizingatiwa
Vitenzi visaidizi: wamekuwa, angali, inawabidi, waliokuwa, walikuja, wanaweza, aliyewahi, alipokuwa, umekuwa
- Kutunga sentensi kwa kutumia vitenzi visaidizi

Tathmini ya sura ya sita

- Maudhui ni suala kuu linalozungumziwa katika kazi ya fasihi ilhali dhamira ni nia ya kuifanya kazi husika.
- Kutaja maudhui na dhamira kutokana na novela iliyosomwa.
- wakisoma, anasakura

4. sijawahi, nitakuwa
5. Kutunga sentensi kwa kutumia vitenzi vikuu
6. Kutunga sentensi kwa kutumia vitenzi visaidizi
7. Kusoma vifungu na kuandika mifano ya vitenzi vikuu
8. Kusoma vifungu na kuandika mifano ya vitenzi visaidizi
9. Kutunga kisa kutokana na picha

7 Kuhudumia Jamii Shuleni

A. Kusikiliza na kuzungumza

Zoezi 1

1. Kutaja ujumbe katika ufahamu huo
2. makocha – walimu wa michezo kama vile soka walishirikiana – walifanya shughuli kwa pamoja marefa – waamuzi wa michezo kama vile kandanda na masumbwi
ufanisi – hali ya kupatikana kwa mafanikio
mashabiki – watu wanaopenda mchezo au jambo fulani
maafisa wa polisi – askari ambao wanahakikisha kuwa usalama upo
michezo – mambo yafanywayo kwa minajili ya kujifurahisha
usalama – hali ya kutokuwapo kwa hatari au matatizo
jukumu – wajibu
mazingira – hali ya mambo yanayomzunguka mtu mahali ambapo anaishi au maisha yake
3. Kumfasiiria mwenzako ujumbe wa ufahamu

B. Kusoma

Zoezi 2

1. Kutaja ujumbe unaopatikana katika kila aya kwa sentensi fupifupi
2. Kuunganisha sentensi za nambari ya kwanza katika aya moja
3. Kutumia viunganishi na alama za kuakifisha zinazofaa ili kuipa aya mtiririko
4. Ufupisho ni kueleza ujumbe wa makala au ufahamu kwa njia fupi

C. Kuandika

Zoezi 3

1. Kuandika insha kwa kuzingatia msamiati unaofaa
2. Kuchapa insha hiyo na kuituma kwa mwalimu na wanafunzi sana

D. Sarufi

Zoezi 4

1. Vitenzi vishirikishi ni
2. ndiyo, ndio, ni, si, ni

Zoezi 5

1. ni, ndiyo, si, ki, ndiye
2. Kutunga sentensi kwa kutumia vitenzi vilivyopeanwa

Tathmini ya sura ya saba

1. kuhudumia – kutoa msaada kwa mtu anayehitaji jamii – mkusanyiko wa watu
2. Ufupisho ni kueleza habari kwa njia fupi.

3. ni, si, ndio, ki
4. ndimi
5. yu, ndiye, si
6. Kutunga sentensi kwa kutumia vitenzi vilivyopeanwa
7. angali, la, alikuwa
8. Insha ya maelezo hufafanua au kutoa maelezo kuhusu jambo fulani.
9. Msamiati ufaao huiwezesha insha kueleweka na kuwasilisha ujumbe kwa urahisi.
10. Kuandika insha kwa kuzingatia kanuni za insha ya maelezo.

8 Ulanguzi wa Binadamu

A. Kusikiliza na kuzungumza

1. Mazungumzo ya kupasha habari ni aina ya mazungumzo ambayo huwa na lengo la kueneza ujumbe fulani ambao ni muhimu.
2. warsha, semina, mihadhara
3. kuteua mada, kutumia lugha sahili kulingana na hadhira, kusikiliza maoni ya wengine na kujibu maswali yao
4. Kushiriki katika mazungumzo

B. Kusoma

Zoezi 2

1. Mandhari ni mahali ambapo matukio mbalimbali katika fasihi hutokea.
2. Ploti ni mfuatano wa matukio au visa kimantiki kuanzia tukio la mwanzo hadi tukio la mwisho.
3. Kutaja mandhari kwa kurejelea novela iliyosomwa.
4. Kueleza namna matukio yalivyofuatana katika novela iliyosomwa
5. husaidia kushughulikia maudhui ya kazi ya fasihi, hujenga mtiririko wa kisa, huchangia katika kujenga sifa za wahusika
6. huibua mgogoro katika fasihi, hujenga taharuki baina ya matukio, hujenga mtiririko unaofaa katika fasihi
7. Kuandika maelezo mafupi kuhusu mandhari ya novela iliyosomwa
8. Kuandika maelezo mafupi kuhusu ploti ya novela iliyosomwa

C. Kuandika

Zoezi 3

1. Kupigia koma (,) mistari kwenye sentensi
2. Kutunga sentensi
3. kuonyesha pumziko fupi katika sentensi, kuandika anwani, kutoa habari za ziada katika sentensi, kutenga orodha ya vitu zitatu au zaidi, katika tarakimu ya elfu moja na zaidi
4. Tangu nilipozaliwa, niliajuzwa kuwa ulanguzi wa binadamu haufai. Uovu huo huleta madhara kwa mhasiriwa kama vile ya kimwili, kisaikolojia na pengine kifo. Wanapoumizwa, huhitaji matibabu ili kuirudisha hali yao vizuri. Matibabu mengine huhitaji shilingi 1,000 au zaidi. Ili kumaliza ulanguzi wa binadamu, tunahitaji ushirikiano kati ya maafisa wa pilisi, serikali na wanachi kwa jumla. Ikiwa tabia hiyo haitakoma, ya kuwalangua binadamu, tutakuwa tukikiuka haki za binadamu. Sote tuepuke tabia hiyo na kuendeleza usawa, uzalendo, ushirikiano na bidii.

Zoezi 4

1. Hutumika mwishoni mwa sentensi ambayo ni swali.
2. Ni nani asiyejua kuwa asiyesikia la mkuu huvunjika guu? Kukataa kufuata maagizo kuna madhara mengi. Ukishauriwa na yeyote kuhusu jambo fulani, wewe hufanya nini? Kila mmoja anafaa kufuata ushauri, sheria na maagizo anayopewa. Mojawapo ya mambo tunayofaa kufanya ni kupinga ulanguzi wa binadamu. Mengine ni kama matumizi ya mihadarati, ukabila na ufisadi. Je, tunafaa kufanya nini ili kumaliza ulanguzi wa binadamu?

D. Sarufi

Zoezi 5

1. mtoto, kiwavi, mbuzi, mikunga, manna
2. Wakulima walivuna mazao mengi. Askari hao walifunga wahalifu vikuku mikokoni. Wanafunzi wanafaa wapende kusoma vitabu vya hadithi. Ndovu walirudiwa mbugani. Wafugao ndwele hawajui waganga wanatibu.
3. Kutunga sentensi

Zoezi 5

1. mhindi, mkono, mchuzi, mgambo, mgodi, mgahawa, mchirizi, mchoro, mchuano, mbuyu, mbuni
2. mihindi, mikono, michuzi, migambo, migodi, migahawa, mchirizi, mchoro, michuano, mibuyu, mibuni
3. Kuandika nomino za ngeli ya U – I
4. u, u, u, u, u
5. Mibiringani imezaa vizuri miaka hii. Mibuni ile inapendeza. Mibaazi ikikosa maua inasingizia mvua. Michezo ya kufana iliwasilishwa na shule jirani. Michomo iliyowasumbua wagonjwa wale ilitibiwa.
6. Nomino katika ngeli hii hucukua kiambishi 'u' katika umoja na 'i' katika wingi.

Tathmini ya sura ya nane

1. Ni maongezi ambayo hufanywa na watu wawili au zaidi wakiwa na nia ya kueneza ujumbe fulani ambao ni muhimu.
2. mafunzo shuleni kuhusu suala fulani, maelezo kuhusu namna ya kutumia kifaa fulani, ufafanuzi kuhusu jinsi ya kuzuia msambao wa maradhi fulani
3. kutumia lugha sahili kulingana na hadhira, kusikiliza maoni ya wengine na kujibu maswali yao, kuwa mchangamfu ili kuvutia umakini wa wanaokusikiliza
4. Ploti ya novela ni mfuatano wa matukio katika novela. Mandhari ya novela ni mahali ambapo matukio katika novela yanafanyikia.
5. Kueleza ploti na mandhari ya novela iliyosomwa.
6. Kiulizi hutumika mwishoni mwa sentensi ambayo ni swali.
7. Kutunga na kuakifisha sentensi kwa kutumia kiulizi.
8. mkato, kipumuo
9. kutoa habari za ziada katika sentensi, kutenga orodha ya vitu vitatu au zaidi, katika tarakimu ya elfu moja na zaidi
10. Kutunga sentensi na kuiakifisha kwa kutumia koma.
11. mkono U - I
mtoto A - WA

- chura A - WA
muhogo U - I
mfagizi A - WA

12. Kutunga sentensi
13. Kutunga sentensi
14. A – WA
15. U – I

9 Matumizi ya Vifaa vya Kidijitali katika Mawasiliano

A. Kusikiliza na kuzungumza

Zoezi 1

1. dugu ndugu
rada randa
doa ndoa
dodi ndondi
poda ponda
2. Kumtamkia mwenzako maneno ya nambari ya kwanza
3. Kujirekodi kwa ukitamka vitanzandimi vilivyopeanwa
4. Kutunga vitanzandimi

B. Kusoma

Zoezi 2

1. Kueleza kile ambacho kinazungumziwa katika kifungu
2. Kutaja yule ambaye kifungu hicho kinalenga
3. idhini – ruhusa
madhara – uharibifu au athari mbaya
wakila mwata – wakiteseka
utajuma kidole – utajuta
4. Kueleza habari katika kifungu kwa ufupi

C. Kuandika

Zoezi 3

1. Kuandika insha ya masimulizi
2. Kushirikiana na ndugu na marafiki kuisahihisha insha ya nambari ya kwanza

D. Sarufi

Zoezi 4

1. chakula, kikapu, chandarua, kijibwa, kioo
2. Kuandika nomino tano za ngeli ya KI – VI kama vile kiti, chumba, kitanda, kitoto
3. ki, ki, ki, ki, ki
4. Vitanda vyetu vimefunikwa kwa vyandarua. Vidole hivi vimepona. Vijiji vile vina wakazi wazalendo. Vyumba vya kujengea maabara za tarakilishi vimenunuliwa. Vipakatalishi vipya vimewekwa katika madawati.
5. Kutunga sentensi katika umoja
6. Kuandika sentensi za nambari ya tano katika wingi

Zoezi 5

1. matunda, nanasi, gari, jicho, jino, mawimbi,
2. li, li, ya, ya, ya
3. Kuandika mifano ya nomino za ngeli ya LI – YA
4. Kutunga sentensi katika umoja
5. Kuandika sentensi za nambari ya nne katika wingi
6. Viambishi vya upatanisho vya ngeli ya LI – YA ni silabi za kwenye fungutenzi ambazo ni LI katika umoja na YA katika wingi.

Tathmini ya sura ya tisa

1. nda da
nda da
2. Kutamka maneno ipasavyo
3. Kutunga vitanzandimi
4. matumizi – namna ya kusaifu fedha au kitu kingine vifaa vya kidijitali – kifaa chochote kilicho na tarakilishi mawasiliano – ushanaji habari kwa njia mbalimbali
5. Kifungu hicho kinahusu nani?
Ni nini kinachozungumziwa katika kifungu hicho?
Matukio yanatokea wapi?
Matukio katika kifungu hicho ni ya lini?
6. Kuandika kifungu kwa ufupi
7. tunda LI – YA
chumba KI – VI
nanasi LI – YA
kitoto KI – VI
8. marinda, vipakatalishi, vyoo, makabati
9. Makarai yao yamewekwa karibu na vibanda vile.
Maembe yaliyokatwa kwa visu yalikuwa mabivu.
10. Kiti kilichowekwa darasani kilikuwa kipya.
Chombo cha kidijitali kilichonunuliwa kilikuwa kizuri.
11. Kuandika insha ya masimulizi

10 Kujithamini

A. Kusikiliza na kuzungumza

Zoezi 1

1. Nyimbo za kazi ni nyimbo ambazo huimbwa na afanyakazi wanapofanya kazi.
2. mazingira ya kufanya kazi
3. jina lolote la wimbo wa kazi
4. ujumbe unaopatikana katika wimbo wa kazi ulioandikwa katika nambari ya tatu
5. Kuwafundisha ndugu na marafiki
6. Kuimba wimbo wa kazi

Zoezi 2

1. Wimbo wa dini huimbwa na waumini mbalimbali ili kutoa sifa, ibada na shukrani kwa Mungu
2. mazingira ya dini au ibada
3. Kuandika wimbo wa dini wowote bila kujali dini wala dhehebu husika
4. Ujumbe kutokana na wimbo wa dini ulioandikwa katika nambari ya tatu
5. Kuwambia ndugu au marafiki wimbo wa dini wowote
6. Kuimba wimbo wa dini akiwa ndugu na marafiki zake

B. Kusoma

Zoezi 3

1. Majina ya wahusika katika novela
2. Sifa za wahusika katika novela
3. Uhusiano baina ya wahusika katika novela
4. Muhtasari wa sifa za wahusika katika novela
5. Kuandika mafunzo matatu kutokana na matendo ya wahusika katika novela

C. Kuandika

Zoezi 4

1. Kueleza vipengele vya kimuundo vya barua rasmi ya kuomba msamaha kama vile anwani ya mwandishi, tarehe, anwani ya mwandikiwa, mtajo, mada, mwili, jina na sahihi ya mwandishi
2. Kueleza ujumbe na lugha inayozingatiwa katika barua rasmi ya kumba msamaha kama vile lugha ya upole na ushawishi, ujumbe unaoeleza sababu za kosa lililotokea
3. Kuandika barua rasmi ya kuomba msamaha

D. Sarufi

Zoezi 5

1. nyanya/bibi, kibaya, mchana, maskini (au kisawe chake), mwembamba, kilio, woga, huzuni, nje, kubwa
2. Nomino na vinyume vyake kama vile mama – baba
3. Vivumishi ba vinyume vyake kama vile mzuri – mbaya
4. Vinyume vya maneno ni upande mwingine (wa nyuma) wa nomino inayorejelewa
5. mdogo, kichafu, vijana, mbingu, wanaume
6. Kutunga sentensi

Tathmini ya sura ya kumi

1. Nyimbo za kazi ni nyimbo mabazo huimbwa wakati wa kufanya kazi.
Nyimbo za dini huimbwa ili kumwabudu au kumsifu Mungu.
2. mazingira ya kufanya kazi
3. mazingira ya maabadini
4. kumwambia mzazi au mlezi wimbo wa kazi na wimbo wa dini
5. Mhusika ni kiumbe anayesawiriwa au kubuniwa katika kazi ya fasihi anayefanana au kumwiga kiumbe halisi duniani kwa kiasi fulani.
6. Vinyume vya maneno hali ya jambo linalokinzana na jingine.
7. huzuni – furaha
jogoo – koo
babu – nyanya/bibi
mke – mume
8. mfupi – mrefu
mwembamba – mnene/ mnono
kizuri – kibaya
ndogo – kubwa
9. Kutunga sentensi kwa kutumia vinyume vya maneno
10. anwani ya mwandishi, tarehe, anwani ya mwandikiwa, mtajo, mada, mwili, jina na sahihi ya mwandishi
11. Kuandika barua rasmi ya kuomba msamaha

11 Majukumu ya Watoto

A. Kusikiliza na kuzungumza

Zoezi 1

1. Ni kutumia ishara na vitendo vinavyofaa katika mazungumzo ili kutekeleza majukumu mbalimbali.
2. kumwelekeza mtu njia, kueleza jinsi ya kutayarisha chakula, kufafanua jinsi ya kutumia kifaa fulani, kueleza jinsi ya kufua nguo
3. ishara za mabega, ishara za mikono, ishara za vidole, kutumia mdomo, kutumia uso na macho
4. Kumweleza mwenzako jinsi ya kufua nguo

B. Kusoma

Zoezi 2

1. Kuchagua na kusoma matini
2. Kujaza jedwali
3. Kuandika msamiati na maana yake
4. Kutunga sentensi kwa kutumia msamiati uliotambuliwa
5. Kuandika muhtasari wa ujumbe

C. Kuandika

Zoezi 3

Kuandika insha ya maelezo

D. Sarufi

Zoezi 4

1. kutendwa, kutenda, kutenda
2. kauli ya kutendea – pelekea, bebea, rushia, chorea, pigia
kauli ya kutendwa – sukumwa, wekwa, fagiliwa, andikwa, bebwa
kauli ya kutenda – soma, lala, chukua, paka, meza,
3. Kuandika vitenzi katika kauli zilizopeanwa
- 4.

	kauli ya kutendwa	kauli ya kutendea	kauli ya kutenda
a)	wekwa	wekea	weka
b)	pikwa	pikia	pika
c)	jengwa	jengea	jenga
d)	chorwa	chorea	chora
e)	fungwa	fungia	funga

Zoezi 5

1. kutendea, kutenda, kutendwa, kutendea, kutendea, kutendwa, kutenda
2. Kutunga sentensi

Tathmini ya sura ya kumi na moja

1. Ni kutumia ishara na vitendo mbalimbali wakati wa mazungumzo ili kuwasilisha ujumbe kwa haraka.
2. kufafanua jinsi ya kutumia kifaa fulani, kueleza jinsi ya kubeba kifaa hasa kama kinaweza kikavunjika, kueleza jinsi ya kufua nguo

3. ishara za vidole, kutumia mdomo, kutumia uso na macho
4. majukumu ya watoto nyumbani – kucheza na wanuna, kuwachunga mifugo, kuenda shambani majukumu ya watoto shuleni – kuongoza makundi ya mijadala, kukusanya madaftari, kuongoza shughuli za usafi umri wa msomaji, ujumbe wa makala, lugha inayotumika, ukubwa wa makala
- 6.

	Kutenda	Kutendea	Kutendwa
	<u>cheza</u>	chezea	<u>chezwa</u>
	soma	<u>somea</u>	<u>somwa</u>
	<u>nyoa</u>	<u>nyolea</u>	nyolewa
	imba	<u>imbia</u>	<u>imbwa</u>
	<u>ruka</u>	rukia	<u>rukwa</u>

kutendwa, tendewa, tenda, tendewa, tenda

8. Kutunga sentensi
9. Vipengele vya mpangilio vya insha ya maelezo kama ile mada/kichwa, mwili na hitimisho
10. Kuandika insha

12 Magonjwa ambukizi

A. Kusikiliza na kuzungumza

Zoezi 1

1. Kutaja hoja muhimu katika kila aya
2. Kutaja hoja muhimu katika habari yote
3. Kueleza hoja muhimu kwa ufupi

B. Kusoma

Zoezi 2

Kusoma kifungu kwa kuzingatia kanuni mwafaka

C. Kuandika

Zoezi 3

Kuandika insha ya hotuba na kumsomea mzazi au mlezi

D. Sarufi

Zoezi 4

1. Sentensi sahili ni sentensi ambayo hutumia kitenzi kimoja au hurejelea wazo moja.
2. Sentensi ambatano ni sentensi zinazohusisha vitenzi zaidi ya kimoja kwa kutumia viunganishi.
3. Sentensi sahili
 - a) Mwalimu wetu anaitwa Busara.
 - b) Bwana Busara anapenda sana usafi.
 - c) Yeye hutusisitiza umuhimu wa kudumisha usafi.
 - d) Wanaopuza huzungumziwa na wanafunzi wenzao.
 - e) Yeyote akiambukizwa maradhi anafaa kumwona daktari ili atibiwe.

Sentensi ambatano

- a) Yeye huishi mbali na shule lakini walimu wengine wanaishi karibu na shule.

- b) Wengi wetu huzingatia usafi wa mwili na mazingira ingawa wengine hupuza ushauri wa mwalimu.
 - c) Wao hukumbushwa kuwa kutodumisha usafi ni hatari na huweza kusababisha magonjwa ya kuambukizwa.
 - d) Wengi hubadilisha mienendo yao madhali hawataki kujiathiriwa na magonjwa ya kuambukizwa.
4. Kutunga sentensi sahili
 5. Kutunga sentensi ambatano

Tathmini ya sura ya kumi na mbili

1. malaria, waba, UKIMWI, mafua
2. matamshi bora, kasi inayofaa, sauti inayopasa, ishara zifaazo
3. ishara za uso, ishara za mabega, ishara za mikono
4. Sentensi sahili huwa na kitenzi kimoja au tendo moja. Sentensi ambatano ni sentensi sahili mbili au zaidi zilizounganishwa kwa kiunganishi.
5. sentensi sahili, sentensi sahili, sentensi ambatano, sentensi ambatano, sentensi sahili, sentensi ambatano
6. Kutunga sentensi sahili na ambatano
7. Hotuba ya kupasha habari ni hotuba yenye lengo la kuwasilisha ujumbe fulani
8. hatibu, hadhira
9. mada au kichwa, utangulizi, mwili, hitimisho
10. Kuandika hotuba

13 Utatuzi wa Mizozo

A. Kusikiliza na kuzungumza

Zoezi 1

1. Maria, Juma, Musa, Zawadi
2. Maria – kushirikiana na wengine
Juma – hodari/safi
Musa – mpole/mtatuzi
Zawadi – mpendaamani
3. Kueleza mafunzo kutokana na wahusika

B. Kusoma

Zoezi 2

1. Mbinu za lugha ni maarifa yaliyotumiwa katika kazi ya fasihi. Ni kutumia lugha kiufundi ili kuwasilisha ujumbe.
2. Mifano ya mbinu za lugha katika novela iliyosomwa
3. hurembesha kazi ya fasihi na kuifanya ipendeze, hurahisisha kuwasilisha ujumbe, huibua uwazaji kina wa msomaji

C. Kuandika

Zoezi 3

Kuandika insha ya maelezo kwa kuzingatia kanuni zinazofaa.

D. Sarufi

Zoezi 4

1. Wakati uliopo, wakati ujao, wakati uliopita
2. Waliacha kukata miti katika msitu huo. Tunatunza wanyamapori katika eneo hili. Wanyama wale watafurahia uhuru wao. Vijana hao wanatambua majukumu yao.

Sote tunapinga ukabila na ufisadi.
Mlielewa jinsi ya kuihudumia jamii shuleni.

3. Kutunga sentensi

Zoezi 5

1. uliopita, ujao, uliopo, ujao, uliopo, uliopita
2. Ukanushaji ni kukana au kukataa jambo fulani.
3. Hawakulala ndani ya chandarua kilichotibiwa Hawaipendi nchi yao. Wanafunzi hawataimba wimbo kuhusu umoja. Hatuzingatii haki za kijinsia. Wakulima hawatazuia mmomonyoko wa udongo. Sote hatukunawa mikono baada ya kutoka msalani.

Tathmini ya sura ya kumi na tatu

1. Mhusika ni kiumbe anayetokeleza majukumu mbalimbali katika kazi ya fasihi.
2. Wahusika wana mchango mkubwa katikakuwasilisha ujumbe wa mwandishi.
3. Mbinu za lugha ni fani mbalimbali za lugha ambazo mwandishi hutumia katika uandishi wake.
4. hurahisisha kuwasilisha ujumbe, huibua uwazaji kina wa msomaji, hudhirisha sifa za wahusika
5. tashbihi, istiara, tashihisi, swali la balagha, methali
6. Ukanushaji ni kukataa ama kupinga jambo fulani.
7. uliopita, uliopo, ujao
8. Vijana hao hawakusameheana. Chifu hawashauri wakazi. Hatutahudhuria mkutano wa upatanisho.
9. Mambo ya kimsingi katika uandishi wa insah ya maelezo kama vile mada, utangulizi, mwili na hitimisho.
10. Kuandika insha ya maelezo

14 Matumizi ya Pesa

A. Kusikiliza na kuzungumza

Zoezi 1

1. nahau, methali, tashbihi, sitiari, urudiaji wa maneno na vifungu, maneno yasiyokuwa na maana
2. hurahisisha uimbaji, huleta urari, husaidia kuwasilisha ujumbe

B. Kusoma

Zoezi 2

1. Kueleza habari muhimu katika aya ya kwanza.
2. Kueleza ujumbe wa aya ya tatu kwa sentensi moja.
3. Kudondoa habari mahususi kutoka katika kifungu.
4. Kundika msamiati katika kifungu.
5. Kueleza funzo kutokana na habari iliyosomwa.
6. Kuandika habari kwa ufupi.

C. Kuandika

Zoezi 3

Kuandika insha ya maelezo.

D. Sarufi

Zoezi 4

1. mkebe – kebe
mji – jiji
ndoo – doo
uso – juso
mwalimu – jalimu
2. jibwa, joka, janajike, jijicho, jito
3. majigari, majiji, jiduka, majitabu, majikalumu, buga, madovu, majoka, mabogo, magamia, maguruwe, magombe, mabuzi, majito, madoo, majikarai, majiti

Zoezi 5

1. Kueleza matumizi ya nomino za hali ya ukubwa
2. Kutunga sentensi

Tathmini ya sura ya kumi na nne

1. methali, tashbihi, sitiari, urudiaji
2. hurahisisha kuwasilisha ujumbe, hurahisisha uimbaji wa wimbo, huleta urari katika wimbo
3. nani, nini, wapi, lini
4. dovu, gombe
5. jibwa, jikalumu, jitunda
6. toto, jijino, jiti
7. Kutunga sentensi sahihi
8. kumwelekeza mtu njia, kueleza jinsi ya kuandaa chakula fulani, kufafanua jinsi ya kutumia mashine au kifaa chochote, kueleza jinsi ya kumhudumia mgonjwa, kufafanua hatua za kufanya jambo lolote
9. usahihi wa habari, mpangilio wa maelezo wenye mantiki, lugha sahili
10. Kuandika insha ya maelekezo

15 Maadili ya Mtu binafsi

A. Kusikiliza na kuzungumza

Zoezi 1

1. Kutaja masuala matatu yaliyozungumziwa katika matini
2. utulivu, utiifu (anapofuata sheria), kutokata tama, uadilifu, usafi, usikivu, ukarimu, uaminifu
3. Kutaja msamiati unaohusiana na maadili ya mtu binafsi
4. Kueleza maana ya msamiati wa nambari ya tatu
5. Malkia alifurahi, alishangaa, hakuamini na kadhalika
Walibadilisha tabia zao, walijitetea, walithamaza tu na kadhalika

B. Kusoma

Zoezi 2

1. Kueleza habari katika aya ya kwanza, pili na tatu kwa sentensi mojamwa.
2. Kueleza ujumbe wa kifungu chote kwa kuunganisha sentensi za nambari ya kwanza li kuunda aya moja.
3. Kuandika ufupusho wa kifungu.

C. Kuandika

Zoezi 3

1. Kuandika majibu ya baruapepe
2. Kuisambaza baruapepe ya nambari ya kwanza

D. Sarufi

Zoezi 4

1. Usemi halisi hutaja maneno ya msemaji moja kwa moja jinsi alivyoyatamka.
2. Usemi taarifa huripoti kauli ya msemaji kwa kuyabadilisha maneno lakini ujumbe hubakia vile ulivyonuiwa na msemaji.
3. leo huwa siku hiyo, jana huwa siku iliyopita, 'ki' cha masharti huwa -nge/-ngali- na kanuni nyinginezo

Zoezi 4

1. Usemi halisi hutumiwa kunukuu maneno ya msemaji bila kuyabadilisha ilhali usemi taarifa huripoti maneno ya msemaji japo ujumbe huwa haubadilishwi.
2. Kaka alimwambia mwenzake kuwa siku hiyo angetambua kuwa ni muhimu kumheshimu kila mtu.
Watalii walisema kuwa nchi ya Kenya ilikuwa na wanachi wazalendo.
Nyanya aliwambia wajukuu kuwa yeye angepanda mboga na matunda yake pale/hapo.
3. "Mkizingatia usafi wa kibinafsi mtajiepusha na magonjwa ya kuambukizwa." daktari aliwaambia.
"Uzalendo ni muhimu sana nchini humu." Imamu aliwaeleza.
"Ni vyema kila mmoja awe mwenye bidii na uvumilivu."
mwalimu aliwakumbusha.
4. Kutunga sentensi katika usemi halisi.
5. Kubadilisha sentensi za nambari ya nne ziwe katika usemi taarifa.

Tathmini ya sura ya kumi na tano

1. Ni mwenendo mzuri ambao mtu binafsi huwa nao.
2. uadilifu – hali ya kutenda haki bila kupendelea upande wowote
tabia – mazoea yanayotokana na kurudiarudia hali, mwenendo au matendo fulani
3. kifungu kinahusu nani, nini, lini na wapi
4. Usemi halisi ni maneno aliyoyasema mtu moja kwa moja.
Maneno hayo hunukuliwa jinsi alivyoyasema.
Usemi wa taarifa ni kueleza maneno aliyoyasema mtu, ni ripoti kuhusu yaliyosemwa hapo awali.
5. jana huwa siku iliyopita, mimi huwa wewe/yeye, sasa huwa wakati huo
6. usemi halisi, usemi taarifa
7. "Leo ni siku ya kuwatuza wanafunzi waadilifu." mwalimu alisema.
Mama alisema kwamba waache kumpigia mgeni kelele.
8. anwanipepe ya mwandishi, anwanipepe ya mwandikiwa, mtajo, mada, mwili, hitimisho, jina la mwandishi
9. sahihi ya mwandishi
10. Kuandika baruapepe

MAJARIBIO

Jaribio la kwanza

KARATASI YA KWANZA

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

KARATASI YA PILI

A. INSHA

Mwongozo wa vipengele vya kuzingatia katika kuandika insha hii.

1. Kichwa - ipe insha hiyo kichwa mwafaka kulingana na usimulizi wako.
2. Utangulizi mzuri - utangulizi ueleze mada kwa uwazi, kuvutia msomaji na kuonyesha namna sherehe ilivyokuwa.
2. Maudhui sahihi na ya kina - Masimulizi yanapaswa kuhusiana na mada, ikijumuisha shughuli zote za sherehe, changamoto zilizotokea na furaha iliyodhihirika.
3. Muundo na mpangilio mzuri - Insha iwe na utangulizi, mwili wa masimulizi wenye hoja zinazofuata muhtadha na hitimisho inayooana na mdokezo.
4. Matumizi ya tamathali za lugha- Tamathali angalau tatu zitumike kwa usahihi na kwa njia inayoongeza mvuto wa maandishi, kama vile tashbihi, mfano, mtazamo, kinzani au tashihishi.
5. Lugha na msamiati - Lugha iwe rahisi kueleweka, msamiati uwe mzuri na maneno yatumike ipasavyo kuendana na mada.
6. Sarufi na uandishi bora - Matumizi sahihi ya sarufi, tahajia na vifungu na alama za uandishi ili kufanya insha iwe na muundo mzuri.
7. Hitimisho bora - Hitimisho litoe muhtasari wa maelezo na ujumbe wa umuhimu wa kuwahudumia watu wenye mahitaji maalumu.

B. FASIHI SIMULIZI

- a) Hii ni mighani. Thibitisha kwa kutoa mifano miwili.
 - Inasimulia shujaa mwenye uwezo wa ajabu, mfano: ngozi ya jiwe.
 - Inahusisha mambo ya ajabu kama damu kutoka kwenye kivuli.
- b) Ujumbe wa hadithi hii.
 - Usaliti huweza kuangamiza jamii.
 - Shujaa anaweza kuwa na udhaifu wa ndani ambao usipotunzwa unaweza kuleta maafa.
- c) Kauli, "Ngozi yake ilikuwa ya jiwe!" imetumia chuku. Bainisha vipengele vingine vya lugha vilivyotumiwa
 - Tashahi: "Milango ya machozi ikifunguka..."
 - Taswira: "Milango ya machozi ikifunguka..."
 - Methali au semi, mfano: "Kilio si dawa."

- Tanakali: mfano kama zingetumika kama "wembe ukakatika krr..."
 - Chuku- ngozi yake ilikuwa ya jiwe
 - Shada-baada ya kuwaza na kuwazua
 - Nahau; alipopiga magoti
- d) Fikiria kwamba wewe ndiye fanani wa hadithi hii. Utawasilisha vipi kauli "alianguka kwa miguu yake"? Kwa sauti ya mshangao au huzuni.
 - Kwa ishara ya kuanguka kwa nguvu, labda kwa kusimama kisha kujirusha chini kwa ghafla.
 - e) Eleza sifa mbili za mhusika Lwanda Magere.
 - Jasiri – Alipigana kwa uhodari licha ya upinzani.
 - Mpenda jamii – Alijitoa kuihami jamii yake.

C. NOVELA

1. Maneno, "milango ya machozi ikifunguka..." yametumia mbinu gani ya lugha? Alama: 2
 - Taswira au tashahi – machozi yanaelezewa kama milango inayofunguka.
2. Maudhui mawili yaliyopo.
 - Ujasiriamali – Jikiba anawekeza kwenye kuku.
 - Urafiki – Yawezekana anamsaidia rafiki yake kupata suluhisho.
3. Lengo kuu la mwandishi ni nini? Dhamira ya mwandishi
 - Kuhamasisha nidhamu ya fedha na ujasiriamali miongoni mwa vijana.
 - Kuonyesha umuhimu wa kuweka akiba.
4. Eleza sifa mbili za Jikiba.
 - Mjasiriamali – Anaanzisha mradi wa kufuga kuku.
 - Mwenye bidii – Anajitahidi kujitafutia hela ya ziara.
5. Eleza mandhari katika dondoo.
 - Mandhari ya shule – Klabu ya wawekezaji ipo shuleni.
 - Mandhari ya nyumbani / kijijini – wanafuga kuku na kutumia vifaa vya kawaida.

D. USHAIRI

1. (a) Mandhari ya mahali- shuleni
(b) Mandhari ya wakati- wakati wa masomo
2. Mbinu za lugha kwenye shairi.
Sitiari- sjuleni ni mwangazani, walimu nao ni nyota Takriri/ urudiaji- "Nidhamu kitu aali, na tuwe waadilifu."
3. Beti nne (4)
4. Kila ubeti una mishororo minne(4)
5. Vipande viwili: ukwapii na utao

JARIBIO LA PILI

KARATASI YA KWANZA

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

KARATASI YA PILI

A. INSHA

Vipengele vya kuzingatia katika kuandika insha hiyo ya barua

- Muundo wa barua rasmi
Barua rasmi lazima ifuate muundo rasmi wa kitaaluma.
- (a) Anwani mbili:
 - Anwani ya mwandishi upande wa kulia juu
Mfano:
Juma Mukoshi,
S.L.P 123,
Nairobi.
5 Juni, 2025.
 - Anwani ya mpokeaji upande wa kushoto chini ya tarehe,
Mfano:
Mwalimu
Shule ya Uzalendo,
S.L.P 234,
Maendeleo.
- (b) Mada:
 - “Yah: Kuomba msamaha kwa kukosa kuhudhuria shule siku ya kwanza muhula huu wa kwanza”
(iwe na muhtasari wa lengo)
- (c) Hitimisho rasmi:
 - Mfano: “Wako mtiifu,” au “Wako mwaminifu,”
 - Jina kamili wa mwandishi chini ya sahihi.
- Maudhui
 - Barua ifafanue tukio lililosababisha kosa au hitilafu. (Mfano: kuchelewa shuleni, kukosa zamu, kutohudhuria shughuli ya shule, kuvunja sheria n.k.)
 - Elezea sababu ya kosa hilo – iwe ya kweli au yenye kueleweka.
 - Eleza athari za tukio hilo na umuhimu wa kuomba msamaha.
 - Omba msamaha kwa unyenyekevu na uahidi kutorekebisha tabia hiyo tena.
- Mpangilio wa mawazo
 - Mawazo yapangwe katika aya zilizo wazi na zinazofuata muktadha.
 - Kila aya iwe na hoja moja kuu.
- Lugha na sarufi
 - Lugha iwe fasaha, ya heshima, yenye msamiati rasmi.
 - Kuepuka lugha ya mtaani au maneno ya kihisia kupita kiasi.
 - Sarufi, tahajia na matumizi sahihi ya viunganishi.

B. FASIHI SIMULIZI

- Hadithi hii ni kisasili. Inaeleza asili ya jamii ya Agikuyu.
- Vipengele vya kuzingatia katika uwasilishaji wa hadithi hiyo:
 - Kuvaa maleba
 - Kuigiza baadhiya vitendo kama kukwea mlima
 - Kutumia mahadhi (kupandisha na kushusha sauti) ifaavyo
 - Kushirikisha hadhira
- Kushiriki katika baadhi ya shughuli, kuwa makini, kutumia maneno na vihisishi vya kuonyesha usikivu.
- Mungu na jali watu wake.
Utiifu wa Mungu ni muhimu
- Mighani (hadithi za mashujaa), hurafa (hadithi za wahusika wanyama)

C. NOVELA

- Sifa mbili za novela.
 - Ina wahusika wachache
 - Hujikita katika maudhui ya kijamii/kifamilia.
 - Ina mandhari finyu
 - Ni fupi
- Maudhui mawili ya dondoo.
 - Unyanyasaji wa watoto (kuingizwa katika ajira mapema).
 - Migongano ya kifamilia (Herina na Shangazi).
- Dhamira ya mwandishi.
 - Kukemea ajira ya watoto.
 - Kuelimisha jamii kuhusu haki za watoto.
- Sifa za mhusika yeyote.
Mfano:
 - Herina: jasiri/ mkakamavu (anathubutu kuhoji wazazi wake).
 - Mama: mnyamavu/mpole (hana kauli licha ya maswali ya mwanawe).
- Mandhari ya dondoo.
 - Mandhari ya mahali- nyumbani/kijijini.
 - Mandhari ya wakati- wakati wa mazungumzo kati ya wanajamii

D. USHAIRI

- Beti ngapi?
 - Beti 5
- Ukwapi wa mshororo wa pili ubeti wa 3.
 - “...Ubaguzi ni wa nini?”
- Kibwagizo cha shairi.
 - “Umoja wetu ni nguvu, utengano udhaifu”
- Vina vya ubeti wa mwisho.
 - nya na -ka
- Mshairi huitwaje?
 - Malenga
- Nafsineni ni nani?
 - Nafsineni ya kwanza (mimi – napiga mbiu, nawauisia, nashauriana...)
- (a) Umoja huleta nguvu.
(b) Ushirikiano ni chombo cha maendeleo ya jamii.
(c) Ubaguzi na chuki ni hatari kwa mshikamano.
- Umoja ni nguvu, utengano ni udhaifu.

B. FASIHI SIMULIZI

- Hadithi hii ni kisasili. Inaeleza asili ya jamii ya Agikuyu.
- Vipengele vya kuzingatia katika uwasilishaji wa hadithi hiyo:
 - Kuvaa maleba
 - Kuigiza baadhiya vitendo kama kukwea mlima
 - Kutumia mahadhi (kupandisha na kushusha sauti) ifaavyo
 - Kushirikisha hadhira
- Kushiriki katika baadhi ya shughuli, kuwa makini, kutumia maneno na vihisishi vya kuonyesha usikivu.
- Mungu na jali watu wake.
Utiifu wa Mungu ni muhimu
- Mighani (hadithi za mashujaa), hurafa (hadithi za wahusika wanyama)

C: NOVELA

- Sifa mbili za novela.
 - Ina wahusika wachache

- o Hujikita katika maudhui ya kijamii/kifamilia.
 - o Ina mandhari finyu
 - o Ni fupi
2. Maudhui mawili ya dondoo.
 - o Unyanyasaji wa watoto (kuingizwa katika ajira mapema).
 - o Migongano ya kifamilia (Herina na Shangazi).
 3. Dhamira ya mwandishi.
 - o Kukemea ajira ya watoto.
 - o Kuelimisha jamii kuhusu haki za watoto.
 4. Sifa za mhusika yeyote.

Mfano:

 - o Herina: jasiri/ mkakamavu (anathubutu kuhoji wazazi wake).
 - o Mama: mnyamavu/mpole (hana kauli licha ya maswali ya mwanawe).
 5. Mandhari ya dondoo.
 - o Mandhari ya mahali- nyumbani/kijijini.
 - o Mandhari ya wakati- wakati wa mazungumzo kati ya wanajamii

C: USHAIRI

1. Beti ngapi?
 - o Beti 5
2. Ukwapi wa mshororo wa pili ubeti wa 3.
 - o "...Ubaguzi ni wa nini?"
3. Kibwagizo cha shairi.
 - o "Umoja wetu ni nguvu, utengano udhaifu"
4. Vina vya ubeti wa mwisho.
 - o -nya na -ka
5. Mshairi huitwaje?
 - o Malenga
6. Nafsineni ni nani?
 - o Nafsineni ya kwanza (mimi – napiga mbiu, nawausia, nashauriana...)
7. Msimamo wa nafsineni kuhusu umoja na ushirikiano.
 - o Umoja huleta nguvu.
 - o Ushirikiano ni chombo cha maendeleo ya jamii.
 - o Ubaguzi na chuki ni hatari kwa mshikamano.
8. Methali iliyotumika.
 - o Umoja ni nguvu, utengano ni udhaifu.

JARIBIO LA TATU

KARATASI YA KWANZA

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

KARATASI YA PILI

A. INSHA

Mwongozo wa vipengele vya kuzingatia katika insha

1. Utangulizi wa kuvutia
 - Mwandishi anapaswa kuanza kwa kuendeleza sentensi aliyopewa kwa ubunifu na mvuto wa hali ya juu.
 - Aweke mazingira ya hadithi na kuelekeza msomaji kuhusu tukio au siku hiyo ya kipekee.
2. Maudhui bora na ya kuvutia
 - Mwandishi aeleze tukio kwa kina na kuvutia: iwe ni siku ya harusi, safari, ushindi, sherehe au jambo jingine la kipekee.
 - Aeleze hisia, mazingira na mfululizo wa matukio bila kupoteza mwelekeo.
 - Awe na maudhui yaliyo na mshikamano na mada aliyozanza.
3. Mpangilio wa matukio
 - Tukio liwe na mwanzo, kati na mwisho.
 - Kila tukio lifuate jingine kwa mtiririko unaoeleweka.
4. Matumizi ya tamathali za lugha
 - Tamathali kama tashbihi, methali, mafumbo, tashihisi na misemo ya Kiswahili fasaha zitumike kwa ladha na mvuto wa kisanaa.
 - Zisiwe nyingi kupita kiasi wala zisizoeleweka.
5. Lugha fasaha na matumizi ya msamiati
 - Lugha iwe sanifu, yenye mvuto na msamiati unaoendana na tukio.
 - Kuepuka kurudia maneno au kutumia maneno ya mtaani au yasiyo rasmi.
6. Sarufi na uandishi
 - Matumizi sahihi ya sarufi, viunganishi, miundo ya sentensi, tahajia na alama za uandishi.
 - Kukosea sarufi kwa kiasi kikubwa hupunguza alama.
7. Hitimisho la kuvutia
 - Hitimisho lifunge hadithi kwa njia yenye mvuto au funzo au kuacha msisimko wa kufikirisha.

B. FASIHI SIMULIZI

1. Hadithi kama hii inayohusu ujanja huitwaje?
 - Hekaya
2. Ngano hiyo ni ya aina gani kulingana na wahusika?
 - Hurafa
3. Sifa mbili za mhusika yeyote: Sungura
 - Mwerevu: Alifaidi kwa ujanja wake kwa kula vya wengine.
 - Mvivo na mdanganyifu: Hakufanya kazi yake mwenyewe, alitegemea vya marafiki.
4. Mbinu mbili za lugha
 - Methali: "Mgaagaa na upwa hali wali mkavu."
 - Nahau: aliyatia masikio yake nta, kufaidika kutokana na jasho la wenzake
 - Uzungumzaji nafsia: alijiambia kimoyomoyo, "Kweli dunia ..."
 - Chuku: angechelewa angepata Nguchiro ameufuta mlo wake fyu na kujifanya kwamba neno chakula alilisia tu katika hadithi za pau kwa pakawa
 - Tashbihi: kufyatuka kama risasi
 - Tanakali za sauti: "limejaa ndi!" Kwikwikwi."
 - Maswali ya balagha: shida iko wapi nikila vya wenyewe?

- Nani amemzuia kutembea?
- Ujumbe katika hadithi
 - Mtu hafai kuishi kwa kutumia jasho la wengine.
 - Ujanja wa mtu humletea matatizo hatimaye.
 - Sifa ya binadamu
 - Uharibifu wa mazingira kwa tamaa / kutowajibika kwa mazingira

C. NOVELA

- Sifa mbili za novela
 - Huwa na muundo sahili(rahisi).
 - Huwa fupi.
 - Huwa na wahusika wachache
 - Huwa na mandhari finyu
 - Huwa na mandhari machache
- Maudhui mawili
 - Uhalifu: Jitu lilivamia na kutaka kuiba/kudhuru.
 - Teknolojia ya usalama: Kamera na king'ora vilisaidia kuzuia uhalifu.
- Dhamira ya mwandishi
 - Kuelimisha kuhusu umuhimu wa usalama nyumbani na kuwa makini na wageni.
- Sifa za mhusika (mtoto)
 - Mkarimu: Alimkaribisha mgeni awali.
 - Jasiri: Alibonyeza king'ora kusaidia kukamatwa kwa jambazi.
- Mandhari
 - Mandhari ya Mahali- Tukio lilitokea nyumbani.
 - Mandhari ya wakati - Tukio lilitokea usiku wa manane.

D. USHAIRI

- Utao wa mshororo wa pili ubeti wa kwanza
 - Waziwazi kuwajua
- Idadi ya beti
 - Nne (4)
- Mafunzo ya shairi
 - Tuepuke ubaguzi wa kijinsia
 - Tudumishe usawa wa jinsia zote
- Vipengele vya kimuundo kwenye shairi
 - Tashbihi: nikiimba kama komba
 - Nahau: moyo wangu nakunjua, kujifunga kibwebwe
- Muundo wa shairi
 - Idadi ya beti- shairi hili lina beti nne
 - Idadi ya mishororo- Shairi hili lina mshororo minne katika kila ubeti
 - Vina- ubeti wa kwanza (-a, -za), ubeti wa pili (-da, -mu) ubeti wa tatu (-le, -ke) ubeti wa nne (-nga, -mba)
 - Kibwagizo- shairi hili lina kibwagizo," chonde chonde nahimiza, ubaguzi tuepuke"
- Mbinu za mshairi kutosheleza mahitaji ya kiarudhi
 - Kubadilisha mpango wa maneno- hadhi yao kuishusha, tukitenda yetu ada, kuwapa bora elimu
 - Inkisari- nakunjua badala ya ninakunjua, matundaye badala ya matunda yake

JARIBIO LA NNE

KARATASI YA KWANZA

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

KARATASI YA PILI

A. INSHA

Mwongozo wa vipengele vya kuzingatia katika kuandika insha

- Aina ya Insha – Insha ya Maelezo
 - Lengo ni kufafanua kwa kina tukio la Siku ya Utamaduni shuleni.
 - Toa maelezo dhahiri kuhusu maandalizi, mavazi ya kitamaduni, chakula, michezo ya jadi, ngoma, nyimbo, maigizo n.k.
- Utangulizi (Aya ya kwanza)
 - Eleza maana ya Siku ya Utamaduni na umuhimu wake.
 - Taja tarehe, mahali (shuleni) na malengo ya shughuli hiyo.
- Maelezo ya Kina (Aya za kati)
 - Maandalizi ya hafla – wanafunzi, walimu na wazazi walivyoshiriki.
 - Mavazi ya kitamaduni – aina na asili za makabila tofauti.
 - Michezo ya jadi, ngoma, chakula, mashairi ya utamaduni, hadithi za jadi.
 - Hisia – furaha, mshangao, fahari ya kitamaduni n.k.
- Tamathali za Lugha
 - Tumia sitiari, methali, taswira, taarifa zenye hisia, majazi na kadhalika ili kuvutia msomaji.
- Hitimisho (Aya ya mwisho)
 - Eleza mafunzo, umuhimu wa kutunza utamaduni na hisia binafsi kuhusu tukio hilo.
 - Toa ujumbe wa kujivunia utamaduni wa Kiafrika.

B. FASIHI SIMULIZI

- Hawakuweza kusafiri masafa marefu , hawakuweza kukwea miti kuangua matunda
- Mpango wa kulima mboga na matunda ili kujitosheleza.
- Kutafuta miche, kunyunyizia maji kwa zamu
- Fisi. Alinyatia shambani jioni moja kuchuna matunda.
- Tusiwe watu wenye tamaa, tushirikiane na wenzetu katika miradi ya kijamii, tusiwasaliti wale ambao tunafanya kazi pamoja.

C. NOVELA

1. Kuchapa kazi zozote zinazopatikana, kutobagua kazi zozote.
2. Achanikaye kwenye mpini hafi njaa, mchagua jembe sio mkulima, mshoni hachagui nguo.
3. Kazi- watu wa familia hii wanafanya kazi ili kuzibua riziki, Malezi- Musa na Salome kuwaeleza wanao kufanya kazi kwa bidii(kazi ni kazi).
4. Wenye bidii-wanafanya vibarua kuzibua riziki, wamewajibika-wamewajibikia malezi ya wanao.
5. Msusi
6. Hulima shamba kwanza

D. USHAIRI

1. Tarbia- lina mishororo minne katika kila ubeti.
2. Ukwapi, utao
3. Vifaa vya digitali ambavyo vinarahisisha mawasiliano.
4. Kumi na sita
5. Vifaa vya dijitali, kwenye mawasiliano.

JARIBIO LA TANO

KARATASI YA KWANZA

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

KARATASI YA PILI

A. INSHA

Vipengele vya kuzingatia katika kuandika insha hiyo ya barua

1. Muundo wa barua rasmi
Barua rasmi lazima ifuate muundo rasmi wa kitaaluma.
(a) Anwani mbili:
 - Anwani ya mwandishi upande wa kulia juu
Mfano:
Juma Mukoshi,
S.L.P 123,
Nairobi.
5 Juni, 2025.
 - Anwani ya mpokeaji upande wa kushoto chini ya ya tarehe, Mfano:
Mwalimu
Shule ya Uzalendo,
S.L.P 234,
Maendeleo.
- (b) Mada:
 - “Yah: Kuomba msamaha kwa kuchelewa kuwasilisha kazi ya mradi” (iwe na muhtasari wa lengo)

(c) Hitimisho rasmi:

- Mfano: “Wako mtiifu,” au “Wako mwaminifu,”
 - Jina kamili wa mwandishi chini ya sahihi.
2. Maudhui
 - Barua ifafanue tukio lililosababisha kosa au hitilafu. (Mfano: kuchelewa shuleni, kukosa zamu, kutohudhuria shughuli ya shule, kuvunja sheria n.k.)
 - Elezea sababu ya kosa hilo – iwe ya kweli au yenye kueleweka.
 - Eleza athari za tukio hilo na umuhimu wa kuomba msamaha.
 - Omba msamaha kwa unyenyekevu na uahidi kutorekebisha tabia hiyo tena.
 3. Mpangilio wa mawazo
 - Mawazo yapangwe katika aya zilizo wazi na zinazofuata muktadha.
 - Kila aya iwe na hoja moja kuu.
 4. Lugha na sarufi
 - Lugha iwe fasaha, ya heshima, yenye msamiati rasmi.
 - Kuepuka lugha ya mtaani au maneno ya kihisia kupita kiasi.
 - Sarufi, tahajia na matumizi sahihi ya viunganishi.

B. FASIHI SIMULIZI

1. Wahusika wanne katika hadithi hii
 - Simba
 - Sungura
 - Fisi
 - Ndovu (au Twiga / Kifarua / Nyumbu – yoyote kati ya hawa pia inakubalika)
2. Sungura ni mwenye busara. Fafanua kauli hii.
 - Alitumia akili badala ya nguvu kuchimba kisima.
 - Wakati wanyama wengine walishindwa, yeye alitafakari na kutumia mtaimbo wake vyema hadi akapata maji.
3. Vipengele vya kuzingatia katika uwasilishaji wa hadithi
 - Lafudhi ya kuvutia / sauti ya kuaminika.
 - Matumizi ya ishara za uso na mikono.
 - Mbinu kama mbwembwe, tashbihi na msisitizo.
 - Kuvaa maleba ikiwezekana
 - Kushirikisha hadhira
 - Kuigiza baadhi ya matukio
4. Mbinu mbili za lugha zilizojitokeza kwenye hadithi
 - Tashbihi – “jua lililowaka kama tanuri”
 - Nahau – “kujifunga masombo kujenga jamii”
 - Taswira – “alitifua udongo kwa maringo”
5. Mafunzo kutoka kwa hadithi
 - Busara ni bora kuliko nguvu.
 - Tusiwapuuze walioonekana wadogo au dhaifu.
 - Ushirikiano husaidia jamii kustawi.

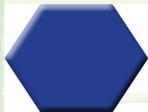
C. NOVELA

1. Ujumbe katika aya ya kwanza
 - Watu walijitosa kwenye kutafuta mali wakasahau umuhimu wa afya.
 - Maendeleo bila tahadhari huweza kuharibu maisha.
2. Maudhui mawili
 - Maendeleo ya kiuchumi – watu walitajirika kwa biashara, kilimo n.k.
 - Uzembe wa kiafya – watu waliacha mazoezi, wakala vyakula visivyo na lishe bora.
3. Dhamira ya mwandishi
 - Kuwahamasisha watu kuwa na mtindo wa maisha bora kiafya.
 - Kuonyesha athari za kuendekeza mali badala ya afya.
4. Wahusika waliotajwa
 - Bwana Rekebisha
 - Bi. Sitarudia
5. Tamathali ya lugha
 - Kinaya au kejeli – “kunenepa kinguruwe ni ishara ya utajiri”

D. USHAIRI

1. Ufafanuzi wa istilahi za kishairi
 - Ubeti – kifungu cha mistari kadhaa kwenye shairi (kawaida 4 au zaidi).
 - Mshororo – mstari mmoja wa shairi.
 - Mizani – idadi ya silabi au mpangilio wa maneno kwa ulinganifu.

- Vina – sauti za mwisho wa mistari zinazofanana.
2. Ujumbe wa shairi
 - Umuhimu wa kutunza mazingira.
 - Athari za uharibifu wa mazingira kwa vizazi vya sasa na vijavyo.
 3. Tathmini ya maudhui mawili
 - Ulinzi wa mazingira – msisitizo wa kutunza mazingira.
 - Ushirikiano – kutenda kwa pamoja kuhakikisha mazingira yanalindwa.
 4. Mbinu mbili za lugha
 - Hodi hodi uwanjani – tamathali ya mwigo wa mazungumzo (onomatopia).
 - Mazingira haya yetu ni tunu ya thamani – sitiari
 5. Mtazamo wa mtunzi
 - Mtunzi ana mtazamo chanya; anaamini kuwa mazingira yakitunzwa, maisha yatakuwa bora.
 - Anaonya dhidi ya uharibifu wa mazingira na kuhimiza bidii na mshikamano.



INTEGRATED SCIENCE ANSWERS

Answers to Assessment exercise 1.1

1. Biology, Chemistry and Physics.
2. From lower secondary school, the path way related to Integrated Science is Science, Technology, Engineering and Mathematics.
3.
 - Science journalists report science-related news and information to the general public. It involves writing information and summaries of important findings from scientists.
 - Laboratory technicians help in developing new products and supervising experiments as they run. They clean lab equipment and keep them in good condition. They also maintain and calibrate laboratory equipment.
 - Public health educators develop programs, materials, and events in order to educate people about health and how to manage existing health conditions.
4.
 - a) Mechanic – STEM pathway
 - b) Laboratory technician – STEM pathway
 - c) Dentist – STEM pathway
 - d) Pharmacist – STEM pathway
5. Cheptoo likely followed the Arts and Sports Science pathway, which focuses on physical fitness, sports science, and health.
6.
 - a) The career of a person who flies an aeroplane is a Pilot.
 - b) The career pathway likely followed is the STEM pathway.
 - c) Knowledge and skills acquired from Integrated Science used include:
Physics – understanding forces, motion, and aerodynamics
Mathematics – calculations of speed, distance, and fuel
Weather knowledge – understanding weather patterns
Problem-solving and critical thinking
Technology skills – operating flight instruments and systems

Answers to Assessment exercise 1.2

1. Common hazards in a laboratory include:
 - Open flames
 - Sharp objects
 - Corrosive materials
 - Toxic materials
 - Flammables
 - High pressure gases
 - Explosive chemicals
 - Carcinogens
2.
 - a) Pricks: sharp objects,
 - b) Burns: Open flames, flammables
3.
 - A. Flammables
 - B. Toxic materials/ substances
4. The common accidents include; cuts, burns and scalds, ingestion of harmful substances
5. Open flames, sharp objects, corrosive materials, toxic materials, flammables, high pressure gases among others.
6. Carcinogenic
7.
 - Cool the burn by holding it under cool running water until the pain feels better.
 - You can use cold milk or canned drinks instead of cold water.
 - Remove any jewellery or clothing unless stuck to the burn, before the area begins to swell.
 - Cover the area loosely with sterile bandage length ways when it has cooled. Use a clean dry piece of cloth if you do not have bandage.
 - Monitor the casualty. Seek medical advice
8.
 - When the cut is deep, more than half a centimetre deep.
 - It has been 5 years or more since the casualty got a tetanus shot.
 - Blood gets out in spurts.
 - Bleeding does not stop.
 - The body part such as a fingertip is cut off. Put the part that is cut off in a sealed glass container right away. Put the glass in a container with ice water.
9.
 - a) to avoid burns due to spurts from boiling
 - b) since some substances may be poisonous or lead to suffocation.
 - c) To avoid unnecessary fire accidents

10. • Get the poison away from the child.
- Help the child spit out anything in the mouth.
- If it's a household chemical, read the label and follow the instructions for accidental poisoning.
- Take the person and the chemical sample to the hospital. Note that the person should not be made to vomit.
11. They may cause more damage and increase the risk of infection.
12. To be aware of the possible hazard and accidents that they can lead to.

Answers to Assessment exercise 1.3

1. Observing skills, Measuring skills, Manipulating skills, Classifying skills, Predicting skills, Communicating skills, Conclusion skills
2. a) *Manipulating*- handling and carrying out practical using objects or apparatus or animals or plants.
- b) *Classification*- sorting, grouping or ordering objects or events into categories based upon characteristics or defined criteria
- c) *Observation*- using your senses to gather information about an object or event. It is description of what was actually perceived.
3. An apparatus is a piece of equipment or tool used in the laboratory to carry out experiments or investigations
4. Bunsen burner
(Other acceptable answers: spirit lamp, hot plate)
5. Hand lens (magnifying glass)
Microscope
6. Access the learner's responses.
7. Access the learner's responses.
8. Access the learner's responses.
9. To prevent accidents and injuries
To avoid breakage of apparatus
To ensure safety in the laboratory
To prevent misuse of scientific equipment
10. A hand lens gives low magnification and is handheld
A microscope gives high magnification and is used to view very tiny objects in detail.

11. a) Time
The period during which an event occurs, measured in seconds, minutes, or hours.
- b) Volume
The amount of space occupied by a substance.
- c) Magnification
The process of making an object appear larger than its actual size.
12. a) Microscope
Carry with both hands (one on the arm, one supporting the base)
Place it on a flat surface
Do not touch lenses with fingers
- b) Fragile apparatus
Handle gently and carefully
Do not drop or knock them
Store them properly after use
- c) Bunsen burner
Ensure it is on a stable surface
Keep flammable materials away
Turn off the gas after use

Answers to Assessment exercise 2.1

1. Homogeneous mixture and heterogeneous mixture.
2. Picking, winnowing, sieving, use of magnet among others. Assess the learners' description.
3. Through winnowing
4. Using magnet to attract all iron fillings
5. Salt dissolve in water hence can only be separated through evaporation
6. Salt and naphthalene, Sugar and ammonium chloride, Sugar and anthracene.
Sublimation can be used to separate all those substances which can sublime easily like naphthalene, ammonium chloride and anthracene.
7. Separation of sugar from sugar-water solution:
 - The solution of sugar and water can be separated by the process of distillation.
 - The solution of sugar and water is boiled at 100°C.
 - Since the boiling point of water is 100°C, it starts getting evaporated, leaving the sugar behind at the flask.

- By this distillation process we get pure sugar, in form of crystal, from the sugar-water solution.
8. a) Amino acids, peptides, carbohydrates, steroids, purines, and a long list of simple organic compounds
b) paper chromatography
 9. Fractional distillation is used to separate a mixture of miscible liquids.
 10. Used in water treatment
 11. Use of a magnet- decantation- evaporation- distillation
 12. a) A and E
b) Assess the learners diagram should have pigment A and D.

Answers to Assessment exercise 2.2

1. a) A base is a substance that neutralises acids
b) An acid is a substance that changes blue litmus papers red.
c) An indicator is a substance that determines the acidity or alkalinity of substances.
2. a) Acids are vinegar, lemon juice, vitamin C, fizzy drinks, stomach acid, hydrochloric acid and car battery etc.
Bases include baking soda, soap, oven cleaner, drain cleaner, toothpaste, bleach, ammonia, washing powder, cement and slaked lime etc.
3. Manufacturing of soap for bathing and washing, making antacid tablets to treat our stomach, making tooth pastes for brushing our teeth and making lime that is used to reduce acidity in the soil.
4.
 - Pick some flowers from one type of plant.
 - Cut them into small pieces.
 - Put them into a tin or beaker or mortar and pestle. Add about 10 ml of solvent.
 - Grind the petals until the liquid stops getting darker and decant the liquid into a test tube. This is the indicator.
5. Universal indicator
6. the pH paper and universal indicator is the pH paper gives the exact pH of the substance, whereas the universal indicator is used to find out whether it is acid or alkaline, or neutral.

7. To avoid pollution
8. Wood ash which is a base
9. Sodium hydroxide solution which is a base.
10. The soil is too acidic
11. To neutralize the smell. It is a base.

Answers to Assessment exercise 3.1

1. Reproduction is the biological process by which living organisms produce new individuals of the same kind, ensuring the continuation of a species
2. Access learner's responses.
3. Ovulation, fertilisation, implantation
4. Understand that the changes are normal during puberty
Practice good hygiene (shaving when appropriate)
Talk to parents, teachers, or health workers
Accept his body with confidence and patience
5. Use sanitary pads or menstrual products
Maintain personal hygiene
Eat a balanced diet
Seek guidance from parents, teachers, or healthcare providers
Understand that menstruation is a normal biological process
6. Testosterone
7. Learn that body changes are normal and happen at different rates.
Wear comfortable clothing
Talk openly with trusted adults
Build self-confidence and positive self-image
Avoid comparing herself with others
8. Talk about his feelings with trusted friends or adults.
Practice relaxation and physical exercise.
Get enough rest and sleep.
Engage in positive activities.
Understand that mood swings are temporary and normal.
9. Understand that puberty occurs at different times.
Avoid comparing herself with others.
Seek reassurance from teachers, parents, or health workers.
Stay confident and patient with her body's natural growth.

10. Normal physical changes
 - Growth of testes and penis
 - Voice breaking
 - Body and facial hair growth
 - Occasional unexpected erections
 - How to avoid embarrassment
 - Understand that erections are normal and temporary
 - Wear loose clothing
 - Remain calm and change position if needed
 - Seek correct information from trusted adults

Answers to Assessment exercise 3.2

1. Skin and kidney
2. Bladder, kidney, ureter, urethra
3. Skin – Sweat Kidney – Urine
4. Salt and excess water
5. Protect our bodies from germs, Help keep our bodies at the right temperature, Allow us to have the sense of touch
6. Epidermis
7. Drinking enough water to keep the body moist
8. Making melanin
9. To promote healthy kidneys, we need to drink a lot of water to keep our bodies hydrated. We should avoid taking drugs and alcohol.
10. To keep a healthy skin, drink a lot of water to prevent dehydration. Clean the regularly using clean water and soap and apply body oils on it. Eat healthy foods such as fruits and vegetables to maintain a healthy skin. Take care when making choice of cosmetics to apply on the skin
11. Dermis
12. Sebum
13. Pores
14. True
15. How can one prevent kidney disorders?
 - a) Taking plenty of water
 - b) Keeping the body fit and healthy through regular exercises
 - c) Getting active through physical activities
 - d) Eating foods lower in salt.
 - e) Restricting unhealthy protein in the diet
 - f) Eating more fruits and vegetables.
16. Clay, plasticine.

Answers to Assessment exercise 4.1

1. Dry cells (batteries)
 - Solar energy (solar panels)
 - Hydroelectric power (water/dams)
 - Wind energy
2. Series connection
 - Parallel connection
3. Ammeter
4. a) Difference between the arrangements
 - Circuit A: Bulbs are connected in series
 - Circuit B: Bulbs are connected in parallel
 b) Advantages and disadvantages of circuit B (parallel)
 - Advantages
 - If one bulb goes off, others remain lit
 - Each bulb gets full brightness
 - Disadvantages
 - Uses more wires
 - More expensive to instal
5. Television
 - Radio
 - Electric iron
 - Refrigerator
 - Mobile phone
 - Electric kettle
 - Fan
 - Computer
6. Parallel circuit
 - Reasons
 - Appliances work independently
 - One appliance failing does not affect others
 - Each appliance receives full voltage
7. a) Any one bulb (if connected in series)
- b) Effect of removing bulb C and reconnecting the circuit
 - All other bulbs will go out
- c) Effect of bulb D blowing out
 - The whole circuit stops working
8. Plastic
 - (Other correct answers: rubber, wood, glass)
- 9.

Series circuit	Parallel circuit
One path for current	More than one path
Bulbs share current	Each bulb gets full current
One bulb fails, all go off	Others remain lit

- Do not touch appliances with wet hands
Switch off power before repairs
Do not overload sockets
Use insulated wires
Avoid using damaged appliances
Keep children away from sockets

Answers to Assessment exercise 4.2

- A magnet is an object that produces a magnetic field and can attract magnetic materials such as iron, steel, nickel, and cobalt.
- Magnetic materials are materials that are attracted by a magnet (iron, steel).
Non-magnetic materials are materials that are not attracted by a magnet (e.g. wood, plastic, rubber).
- Suspend the bar magnet freely using a string
Allow it to come to rest
The end pointing towards the North direction is the north pole (N)
The opposite end is the south pole (S)
- Magnets are important in speakers because they:
Convert electrical energy into sound energy
Work together with electric current to produce vibrations that create sound
- North pole to north pole – They repel each other
 - South pole to south pole – They repel each other
 - North pole to south pole – They attract each other
- The magnets attract the paper clips, causing them to stick to the magnet.
Some paper clips may form chains due to induced magnetism.
- Ring magnet
Bar magnet
Horseshoe (U-shaped) magnet
Disc magnet
Cylindrical magnet
Electromagnet
- Suspend the magnet freely
The end that points towards the North direction is the north pole
The opposite end is the south pole
- The two north poles will repel each other.
The hanging magnet will move away.

- In speakers and radios
In electric motors
In refrigerator doors
In compasses for direction
In cranes for lifting metals
In door catches and locks
- The magnet attracts a metallic object (such as a paper clip) placed on the paper.
The magnetic force passes through the paper, holding it in place against a metal surface or another magnet.

ASSESSMENT TASK 1

SECTION A

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

SECTION B

- High blood pressure (hypertension)
 - Anaemia
 - Atherosclerosis (hardening of arteries)
 - Avoid smoking and alcohol consumption
 - Eat a balanced diet with less fatty foods
 - Exercise regularly
 - Maintain a healthy body weight
 - Control blood pressure and stress
 - Regular physical exercise
 - Eating a balanced diet
 - Avoiding smoking and drug abuse
- Alcohol thermometer
 - Observation
 - Measurement
 - Kelvin (K)
- W – Melting
 - X – Freezing
 - Y – Evaporation / Vaporisation
 - Z – Condensation
 - Sublimation: Solid → Gas
 - Deposition: Gas → Solid
 - Making candle from wax:** Melting and solidification
 - Repairing plastic containers:** Melting and solidification
 - Drying clothes:** Evaporation
 - Drying clothes
 - Making ice or refrigeration
 - Cooking food

- 34.a) (i) Flammable substances
 (ii) Corrosive substances
 (iii) Toxic/poisonous substances
 (iv) Explosive substances
 (v) Electrical hazard

- b) • Broken glassware
 • Chemical spills
 • Fire
 • Electric shock
 • Poisonous chemicals

35. a) • Observation
 • Measuring
 • Recording data
 • Classifying
 b) • Helps solve everyday problems
 • Promotes proper use of scientific knowledge and technology

ASSESSMENT TASK 2

SECTION A

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

SECTION B

31. a) • Light microscope

- b) • A – Eyepiece (ocular lens)
 • G – Objective lens
 • K – Mirror / Light source
 • E – Stage

c) **Magnification** is the ability of the microscope to make an object appear larger than its actual size.

- **Resolution** is the ability of the microscope to distinguish two very close objects as separate and clear.

32. a) • Bunsen burner

b) • Non-luminous (blue) flame

- c) • A – Base
 • B – Gas inlet
 • C – Collar
 • D – Air hole
 • E – Barrel
 • F – Flame

d) • Spirit lamp

- Hot plate
- Electric heater

33. a) • Physical quantity: Length

- **SI unit:** Metre (m)

- b) • Wrap the thread around the test tube once.
 • Mark where the thread meets using the marker.
 • Measure the length of the thread using the metre rule to get the circumference.
 • Divide the circumference by π (3.14) to obtain the diameter.

34. a) • A **basic quantity** is a physical quantity that cannot be derived from other quantities.

b)

Basic Quantity	SI Unit	Symbol
Thermodynamic temperature	Kelvin	K
Time	Second	s
Mass	Kilogram	kg
Amount of substance	Mole	mol
Luminous intensity	Candela	cd
Electric current	Ampere	A

35. a) • **Solute:** Table salt

- **Solvent:** Water
- **Solution:** Salt solution

b) • Salt + Water → Salt solution

36. a) • Chemical contamination or spills

- Infection from dirty glass pieces
- b) • Wash hands and clean the wound with clean water
- Stop bleeding by applying pressure
- Cover the wound with a clean bandage

c) Handling broken glass carelessly

- Applying too much force when cleaning or inserting glass tubing

37. a) • Measure the initial volume of water in a beaker

- Put the stone into the water and record the new volume
- Subtract the initial volume from the final volume

b) The stone has an irregular shape

- A ruler can only measure regular objects

38. a)

- The plant in direct sunlight will grow best, the one in shade will grow moderately, and the one in darkness will grow poorly or not at all.

b) • Use a table, chart, or graph

- Give an oral presentation or written report

39. a) Ruler

- Metre rule

b) Parallax error

- Zero error

ASSESSMENT TASK 3

SECTION A

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

SECTION B

31. Integrated Science is a subject that combines knowledge and skills from Biology, Chemistry and Physics to help learners understand their environment and solve everyday problems.

32. • Hand lens (magnifying glass)
• Microscope

33.

Quantity	SI Unit	Symbol
Luminous intensity	Candela	cd
Electric current	Ampere	A
Temperature	Kelvin	K

34. • Area
• Volume
• Speed

35.

- Used for **heating substances** in the laboratory.
(Acceptable if the diagram is a Bunsen burner or spirit lamp.)

36. • **A** – Flammable
• **B** – Corrosive
• **C** – Toxic / Poison

37. • Observation
• Measuring
• Recording

ASSESSMENT TASK 4

SECTION A

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

SECTION B

31.

(a) Thermometer that is easy to read and less hazardous if it breaks:

Alcohol thermometer

(b) Two basic scientific skills gained when using a thermometer:

- Observation
 - Measuring
- (c) SI unit of temperature:

Kelvin (K)

32. • The image is **virtual**
• The image is **upright (erect)**
• The image is **the same size as the object**
• The image is **laterally inverted**
• The image is formed at the **same distance behind the mirror as the object is in front**

33. (a) A – Melting
B – Freezing (solidification)
C – Evaporation / Vaporisation
D – Condensation
E – Sublimation
F – Deposition

- (b) • Iodine
• Ammonium chloride
(Camphor is also acceptable)

- (c) • Drying clothes (evaporation)
• Making ice / refrigeration

34. (a) • Smoke
• Dust
(Vehicle exhaust gases are also acceptable)

- (b) • Causes breathing problems and asthma
• Irritates eyes, nose and throat
• Leads to lung diseases

- (c) • Planting more trees
• Using clean fuels such as gas or electricity
• Proper disposal of waste (avoid burning rubbish)
• Servicing vehicles to reduce exhaust fumes
• Using chimneys and filters in factories

35. (a) Fractional distillation
(b) (i) Liquid collected in the conical flask (distillate):

Ethanol

(ii) Liquid remaining in the round-bottomed flask:

Water

(c) To provide a large surface area for repeated condensation and evaporation, improving separation.

(d) They have different boiling points.

36.

- (a) • **Burns:** Touching hot objects or flames
• **Scalds:** Hot liquids or steam
• **Cuts:** Broken glassware or sharp objects

- **Poisoning:** Ingesting or inhaling harmful chemicals
- **Electric shock:** Touching exposed wires or faulty electrical equipment

(b)

- Cool the affected area with cold running water
- Do not burst blisters
- Cover the burn with a clean dressing or cloth

ASSESSMENT TASK 5

SECTION A

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

SECTION B

32.

a)

- **W – Melting** (solid → liquid)
- **X – Freezing / Solidification** (liquid → solid)
- **Y – Evaporation / Vaporisation** (liquid → gas)
- **Z – Condensation** (gas → liquid)

b)

- **Sublimation:** Solid → Gas
- **Deposition:** Gas → Solid

c)

i. **Making candle from wax:**

- Melting followed by solidification

ii. **Repairing plastic containers:**

- Melting followed by solidification

iii. **Drying clothes:**

- Evaporation

d)

- Drying clothes
- Making ice / refrigeration
- Cooking and boiling food

33.

a)

- High blood pressure (hypertension)
- Anaemia
- Atherosclerosis (hardening of arteries)

b)

- Eat a balanced diet low in fats
- Exercise regularly
- Maintain a healthy body weight
- Control blood pressure and stress

c)

- Regular physical exercise
- Eating a balanced diet
- Avoiding smoking and drug abuse

34.

a) **Vertebrates** have a backbone, while **invertebrates** do not have a backbone.

b)

Molluscs:

- Snails
- Slugs
- Octopus

Arthropods:

- Bees
- Wasps
- Grasshoppers
- Spiders
- Millipedes
- Centipedes
- Lobsters
- Mites

Annelids:

- Earthworms

Platyhelminthes (Flatworms):

- Tapeworms

c)

- Help in pollination of crops
- Improve soil fertility (e.g. earthworms)
- Provide food (e.g. lobsters, snails)

35.

a)

- Cooking food
- Using electricity safely
- Treating water
- Farming activities

b)

- Nursing
- Engineering
- Teaching
- Laboratory technician

AGRICULTURE GRADE 7

ANSWERS

Assessment Exercise 1.1

1. Soil pollution is the introduction of harmful substances to the soil.
2. a) A - Plastic wastes
B - Agricultural chemicals
b) A – They do not decompose in the soil hence releasing harmful substances that block the movement of air and water in the soil.
B - They remain in the soil poisoning useful organisms and reducing soil fertility.
3. Wastewater from activities such as laundry and washing dishes contain soap, oils, chemicals, grease or germs that contaminate the soil and harm living organisms.
4. a) They do not decompose hence blocking the movement of air and water in the soil. Additionally, they also release harmful substances into the soil.
b) They can be re-used or recycled.
5. a) i) Excessive use of artificial fertilisers adds chemicals to the soil which become harmful and to the soil health and damage plants and soil organisms.
ii) They remain in the soil poisoning useful organisms and reducing soil fertility.
b) i) a) Use of recommended amount of fertilisers,
b) Use of organic fertilisers like manure.
ii) a) Use of recommended amounts of chemicals,
b) Use of physical methods of controlling weeds and pests.
6. a) Wastewater contains harmful substances such as soap, oils, chemicals, grease or germs that contaminate the soil and harm living organisms.
b) Treating them before releasing into the soil.
7. i. It maintains soil fertility so that crops can grow well.
ii. It helps protect living organisms in the soil.
iii. It protects animals and humans by reducing exposure to harmful chemical substances.
iv. It makes food safe for human consumption.
4. a) To form a bund that prevents water from flowing away, allowing more water to collect in the water retention ditch.
b) To prevent soil erosion by holding the soil together and to help conserve moisture in the bund.
5. a) i. Identify a suitable place to construct a water retention ditch.
ii. Clear the vegetation on the site and remove any stones, debris or tree roots.
iii. Mark the area where the ditch will be constructed.
iv. Use appropriate tools to dig out the soil and make a ditch of depth of about 60 to 80 cm deep.
v. Heap the dugout soil on the lower side of the ditch to form a bund.
vi. Compact the heaped soil firmly using tools or by stepping on it.
vii. Plant grass or cover crops on the heaped soil.
b) i. Identify a suitable place where rainwater collects or flows quickly.
ii. Remove vegetation, stones, debris or tree roots from the site.
iii. Use appropriate tools to construct a pit of about 80 cm to 100 cm deep.
iv. Place the soil on the side of the pit or around the edges.
6. a) i) Water retention pit – In a slope or place where rainwater collects and flows faster.
ii) Water retention ditch – A slope
b) i. Wearing gloves and protective boots.
ii. Carefully handling the tools to avoid injuries.
7. a) Mulching - is the covering of the soil around crops with materials such as dry grass, leaves In water-retention structures. Mulching helps reduce evaporation and conserve soil moisture.
b) Weeding - In water-retention structures, weeding removes unwanted plants that compete with crops for water, nutrients and space.
8. i. Water conservation ensures availability of water for farming.
ii. Water conservation helps in controlling soil erosion.
iii. Conserving water supports the healthy growth of plants.

Assessment Exercise 1.2

1. Surface runoff is the flow of water occurring on the ground surface when excess water cannot be absorbed into the soil.
2. a) Water retention ditch.
b) Water retention pit.
3. A
a) Water retention ditch.

Assessment Exercise 1.2

1. Vitamins and minerals
2.
 - i. Washing under running water instead of soaking to prevent water-soluble vitamins from dissolving.
 - ii. Thinly peeling to remove only the outer skin and conserve nutrients just beneath it.
 - iii. Cutting into large pieces to reduce the surface area exposed to air and water, minimizing nutrient loss.
 - iv. Reducing cooking time to prevent heat-sensitive vitamins (like Vitamin C) from breaking down.
 - v. Covering while cooking to trap steam, reduce cooking time, and preserve heat-sensitive nutrients.
 - vi. Using little water during cooking to prevent minerals and vitamins from leaching into the cooking water.
3.
 - i. Wash the cabbage under running water.
 - ii. Cut the cabbage into large pieces.
 - iii. Add the cabbages to cooking pan with oil.
 - iv. Cover the pot with a lid during cooking.
 - v. Cook the cabbages for a short time (3 – 5 minutes) until just tender.
4.
 - i. Handle gently to avoid physical damage which can lead to nutrient loss.
 - ii. Store separately from other foods in a cool, dry place.
 - iii. Discard any vegetables that are not fresh.
5.
 - i. Washing vegetables under running water: To remove dirt without soaking, this prevents water-soluble vitamins from dissolving into the water.
 - ii. Peeling a thin layer of vegetables: Many nutrients are concentrated just under the skin. Thin peeling removes dirt while conserving these nutrients.
 - iii. Cooking vegetables in little water: Minimizes the leaching of minerals and vitamins into the cooking water, keeping more nutrients in the food.
 - iv. Covering the vegetables with a lid: Traps steam, which speeds up cooking, reduces cooking time, and helps preserve heat-sensitive vitamins. It also helps retain flavor and color.
6.
 - i. Using less water when boiling vegetables.
 - ii. Covering vegetables while cooking.
 - iii. Cooking the vegetables for the shortest time necessary.
 - iv. Using steaming method to cook the vegetables instead of boiling.
7.
 - i) Using cooking methods like steaming to

retain nutrients.

- ii) Avoiding soaking vegetables.
- iii) Covering the cooking pot with a lid during cooking.
- iv) Cutting vegetables in large pieces to prevent mineral loss.

Assessment Exercise 1.4

1. Trees hold the soil firmly preventing it from being washed away by surface runoff.
2.
 - i. Trees reduce temperatures by providing shade and releasing moisture into the air.
 - ii. Trees slow down the speed of rainwater, reducing flooding and protecting areas from water damage.
 - iii. Trees are source of energy by providing firewood used for cooking.
 - iv. Leaves from trees fall and decompose forming organic matter that increases fertility of the soil.
3.
 - a) Seeds, seedlings and tree cuttings.
 - b) Weeding, mulching, watering and shading.
4. Trees cover the soil from strong rainwater which can cause soil erosion and tree roots hold the soil firmly preventing it from being washed away by surface runoff.
5. Watering tree seedlings before transplanting is important because it keeps the roots moist, reduces transplant shock and prevents wilting. This helps seedlings establish quickly in the new location.
6. A
 - a) **Mulching**
 - i. Conserves soil moisture
 - ii. Reduces weed growth
 - iii. Protects roots from extreme temperatures.
 - iv. Improves soil fertility as mulch decomposes.
 - b) **Watering**
 - i. Provides adequate moisture for growth.
 - ii. Prevents wilting and drying of seedlings.
 - iii. Helps nutrients dissolve and be absorbed by roots.
 - c) **Weeding**
 - i. Reduces competition for water and nutrients.
 - ii. Promotes healthy growth of tree seedlings.
 - iii. Prevents pests and diseases that may hide in weeds.

End of strand 1 assessment

1. Plastic wastes, excessive use of artificial fertilisers and wastewater.
2. A
3. C

4. Re-used or recycled.
5.
 - i) Treating wastewater before releasing into the soil.
 - ii) Using recommended amounts of artificial fertilisers or using organic methods such as applying organic manure.
 - iii) Using recommended amounts of agricultural chemicals.
 - iv) Plastic wastes can be re-used or recycled.
6. D
7. Water retention ditch and pits
8. B
9. D
10. a)
 - i. Identify a suitable place to construct a water retention ditch.
 - ii. Clear the vegetation on the site and remove any stones, debris or tree roots.
 - iii. Mark the area where the ditch will be constructed.
 - iv. Use appropriate tools to dig out the soil and make a ditch of about 60–80 cm deep.
 - v. Heap the dug-out soil on the lower side of the ditch to form a bund.
 - vi. Compact the heaped soil firmly using tools or by stepping on it.
 - vii. Plant grass or cover crops on the heaped soil.
- b)
 - i. Prevents soil erosion
 - ii. Helps hold the soil together
 - iii. Conserves moisture in the bund
11. i) Identify a suitable place where rainwater collects or flows quickly.
- ii) Remove vegetation, stones, debris or tree roots from the site.
- iii) Use appropriate tools to construct a pit of about 80 cm to 100 cm deep.
- iv) Place the soil on the side of the pit or around the edges.
12. B
13. Vitamins and minerals
14. C
15. She can wash the potatoes under running water instead of soaking them.
16. D
17. a)
 - i. Washing the vegetables under running water.
 - ii. Cutting the vegetables into large pieces.
 - iii. Cooking the vegetables for a short period.
- b) Thinly peeling helps prevent the removal of nutrient-rich layers under the skin of the vegetables.
18. C
19. a) Watering tree seedlings before transplanting is important because it keeps

- the roots moist, reduces transplant shock and prevents wilting.
- b) Mulching conserves soil moisture, reduces weed growth and protects roots from extreme temperatures.
20. a) Seeds, seedlings and tree cuttings.
 - b)
 - i) Weeding – removal of unwanted plants that competes for nutrients and water with tree seedlings.
 - ii) Watering - Provides enough moisture for growth and helps seedlings recover from transplanting shock.
 - iii) Mulching - Conserves soil moisture, controls weeds, and protects roots from extreme temperatures.

Assessment Exercise 2.1

1. Ensures seed germination, proper root development and water penetration.
2. a) Seeds, seedlings and cuttings from trees
 - b)
 - i) Millet seeds
 - ii) Beans and maize
 - iii) Sugarcane and banana suckers
3. a)
 - i. Clear the area by removing weeds, plant residues and stones.
 - ii. Plough the soil to loosen compacted layers and improve aeration.
 - iii. Break large clods using a hoe, spade or harrow to make the soil finer.
 - iv. Crush remaining clods to obtain fine, crumbly soil suitable for planting.
 - v. Level the soil with a rake to create a smooth and uniform surface.
 - vi. Rake for the final time to ensure the soil is evenly fine, free from clumps, weeds and stones.
- b)
 - i. Remove weeds, stones and plant residues from the land.
 - ii. Plough or dig the soil to loosen it well.
 - iii. Break large soil clods but leave small ones to form a moderately fine texture.
- c)
 - i. Clear the land by removing weeds, stones, and plant residues.
 - ii. Plough or dig the soil once to loosen it.
 - iii. Leave large soil clods unbroken.
4. a) Coarse tilth
- b) Bananas, sugarcane, napier grass and arrow roots
5. a) Fine tilth
 - b)
 - i. Clear the area by removing weeds, plant residues and stones.
 - ii. Plough the soil to loosen compacted layers

- and improve aeration.
 - iii. Break large clods using a hoe, spade or harrow to make the soil finer.
 - iv. Crush remaining clods to obtain fine, crumbly soil suitable for planting.
 - v. Level the soil with a rake to create a smooth and uniform surface.
 - vi. Rake for the final time to ensure the soil is evenly fine, free from clumps, weeds and stones.
6. Size of the planting material and the tith required for the planting material.

Assessment Exercise 2.2

1. a) A: Weeding
B: Earthing-up
b) A: Weeding – Removes unwanted plants from a garden. This prevents competition for moisture, nutrients and sunlight.
B: Earthing-up - Helps in conserving soil moisture, increase size of tuber crops and protect crops from falling due to strong wind.
2. a) Tilling
b) i) Use a jembe to dig out weeds.
ii) Dispose the weeds away from the garden.
3. a) Thinning
b) It allows space for the remaining crops to grow well.
4. i. Wearing of gloves when handling weeds.
ii. Wearing protective boots.
iii. Handling farm tools carefully to avoid injuries.
iv. Being careful not to damage crops.
5. a) Thinning helps in removal of excess crops from the field allowing space for the remaining crops to grow well.
b) Gapping helps in replacing missing or dead plants in a garden.

Assessment Exercise 2.3

1. i) Sort the eggs into the following different categories:
 - a) Colour of the eggshell.
 - b) Size of the eggs
 - c) Cleanliness of the eggs.
 - d) Weight of the eggs.
 ii) Package the eggs in crates.
2. a) Weight of the eggs, colour of the eggshell, size of the egg and appearance of the egg shell.
b) i) Handle the eggs carefully to avoid damaging them.
ii) Wash hands before handling eggs.

3. a) Sieve or a muslin cloth
b) i) Use of clean contains to avoid contamination.
ii) Avoid water and dirt contamination in honey.
4. Crushing and straining is a method where honeycombs are broken into pieces before crushing. After crushing, the honey is strained using a sieve or a muslin cloth into a clean container.
5. a) Helps in pricing and helps the customers buy eggs of their choice.
b) Prevents contamination, helps honey to be stored for a long time and makes honey to be sold at higher prices.

Assessment Exercise 2.4

1. a) A – Grilling, B – Roasting, C – Steaming
b) A – Grilling: Meat and fish
c) B – Roasting: Potatoes, maize and groundnuts
2. a) Rice – Steaming, Maize – Roasting, Meat – Grilling/roasting.
b) Rice – Sauce pan or pot, Maize – Wire grill, Meat – Grill or wire mesh
3. i) Food to be roasted should be fresh and of good quality.
ii) Food to be roasted should be prepared correctly and seasoned well before putting it in the roasting pan.
iii) Food being roasted should be frequently turned to facilitate even cooking.
4. i. Use kitchen gloves when removing lid from the water path.
ii. Direct the steam away from you when opening the steam to avoid scalds.
5. i) Light the fire or charcoal stove and allow it to produce steady heat.
ii) Place the maize on a grill or wire mesh over the fire.
iii) Maize to be roasted should be fresh and of good quality.
iv) Maize should be frequently turned to facilitate even cooking.
6. a) Grilling
 - i. Cooks food quickly.
 - ii. Enhances flavour and taste.
 - iii. Requires little or no cooking oil.
 b) Roasting
 - i. Improves flavour and texture of food.
 - ii. Makes food easier to eat and digest.
 - iii. Helps reduce moisture for longer keeping quality.
 c) Steaming

- i. Preserves nutrients in food
- ii. Uses little or no oil
- iii. Keeps food soft and moist

End of strand 2 assessment

1. C
2. a) Banana suckers
b) Coarse tilth
3. a) Fine tilth
b) Millet seeds
4. a) Fine tilth: small sized planting materials,
Coarse tith – large sized planting materials
b) Fine tilth: millet seeds and carrot seeds,
Coarse tilth: Bananas and sugarcane.
5. C
6. C
7. C
8. a) Earthing-up.
b) Sweet potatoes and potatoes
9. C
10. D
11. C
12. D
13. A
14. A
15. Crushing and straining method - is a method where honeycombs are broken into pieces before crushing. After crushing, the honey is strained using a sieve or a muslin cloth into a clean container.
16. a) Grilling
b) Meat, fish and sausages
17. i. Steaming is a method of cooking where steam from boiling water is used to cook food.
ii. Grilling is a method of cooking food using direct dry heat from below or above.
iii. Roasting a method of cooking where food is cooked over fire or in heated oven. The food is heated until it turns brown and develops a crispy texture.
18. C
19. a) Steaming
b) A
i) Follow manufacturer's instructions when using steamer to cook food.
ii) The food must be covered to avoid direct contact with the steam.
iii) Water must be covered to prevent evaporation.
20. a) i) Steaming: Steamer, saucepan with lid and metal steamer basket
ii) Grilling: Grill or wire mesh, charcoal stove or electric grill and tongs

- iii) Roasting: Oven, roasting pan, spit or open fire with rack and baking tray.
- b) i. Roasting – Maize, meat and potatoes.
ii. Grilling – Meat, fish and sausages.
iii. Steaming – Spinach, cabbage and rice.

Assessment Exercise 3.1

1. Hygiene practices are actions taken to keep animals clean in order to prevent diseases and maintain good health.
2. a) A – Cleaning animal structures, B – Cleaning animal
b) Cleaning animal waterers and feeders.
3. a) Cleaning rabbits
b) Reduces shedding and eliminate pests such as fleas and ticks.
4. a)
i. Empty any remaining water from the waterer.
ii. Scrub the inside and outside of the waterer using a brush and clean water.
iii. Rinse thoroughly to remove soap or detergent residues.
iv. Refill the waterer with clean, fresh water.
v. Place the waterer back in its usual location, ensuring it is stable and accessible to the animals.
- b) i. Remove any leftover feed from the feeder.
ii. Scrub the feeder with a brush and clean water to remove dirt and mold.
iii. Rinse thoroughly to remove soap or detergent residues.
iv. Dry the feeder if necessary to prevent mold growth.
v. Refill the feeder with fresh feed and place it back where animals can easily access it.
5. a)
i) Cleaning feeders and waterers ensures animals eat and drink clean and uncontaminated food and water.
ii) Cleaning animal structures prevents the spread of diseases and keeps animals in a healthy environment.

Assessment Exercise 3.2

1. Sorting lose-coloured items helps to separate them by colour to avoid discolouring other items.
2. a) To avoid fading of colours.
b) To minimise fabric damage.
3. a) Kneading and squeezing is a method of gently pressing and rubbing clothes

to remove dirt while minimising fabric damage and preventing color fading.

- b) A
 - i) Minimises fabrics damage.
 - ii) Prevent the loss of fabrics colour.
- 4.
- a) To prevent the colours from fading or running.
 - b) To help set the colours and prevent them from bleeding.
 - c) To allow proper drying without colour transfer and to prevent fading from direct sunlight.
- 5.
- a) To protect the colours from fading or shining.
 - b) To prevent damage to the fabric and maintain its texture.

End of strand 3 assessment

- 1. B
 - 2. B
 - 3. a) Cleaning the rabbit's house.
 - b) Prevents the spread of diseases and keeps animals in a healthy and comfortable environment.
4. B
- 5.
- a) Cleaning animal feeders
 - b) Promote good nutrition by preventing animals from eating contaminated food.
- 6.
- i. Remove the pets.
 - ii. Open the doors and windows of the house.
 - iii. Prepare soapy water.
 - iv. Sweep inside the house.
 - v. Scrub the surfaces.
 - vi. Rinse the floor using clean water.
 - vii. Dry the floor of the house.
 - viii. Return the pets to the house.
- 7.
- i. Empty any remaining water from the waterer.
 - ii. Scrub the inside and outside of the waterer using a brush and clean water.
 - iii. Rinse thoroughly to remove soap or detergent residues.
 - iv. Refill the waterer with clean, fresh water.
 - v. Place the waterer back in its usual location, ensuring it is stable and accessible to the animals.
8. C
- 9.
- a) Sponge and a scrub brush
 - b)i. Remove any leftover feed from the feeder.
 - ii. Scrub the feeder with a brush and clean water to remove dirt and mold.
 - iii. Rinse thoroughly to remove soap or detergent residues.

- iv. Dry the feeder if necessary to prevent mold growth.
 - v. Refill the feeder with fresh feed and place it back where animals can easily access it.
10. B
11. B
12. B
13. B
14. a) Kneading and squeezing
- b) It is a gentle method of pressing and rubbing clothes to remove dirt while minimising fabric damage and preventing color fading.
15. i. Add warm water and wash using soap or detergent by kneading and squeezing.
- ii. Rinse in warm water to remove remaining soap or dirt.
 - iii. Add salt and vinegar or lemon in cold water for the final rinse.
 - iv. Gently squeeze the article to remove excess water.
 - v. Dry inside out under shade.
 - vi. Iron using a moderately hot iron from the wrong side.
 - vii. Fold well and store appropriately.
16. a) Lose or fading of colours due to direct sunlight, b) Fabric damage due to exposure to sunlight.
17. To remove wrinkles while preserving the fabric and colour.
18. Lemon, salt and vinegar.
19. A red shirt and a blue trouser
20. S
- i) To minimise fabric damage and loss of colour.
 - ii) Helps to fix and set the colour in the fabric and removes soap residues from the clothes.
 - iii) Prevents fading caused by direct sunlight and helps maintain the brightness and quality of the clothes.
- 21.
- i. Add warm water and wash using soap or detergent by kneading and squeezing – Removes dirt and germs without damaging the fabric or causing colour loss.
 - ii. Rinse in warm water to remove remaining soap or dirt – Prevents soap build-up that can trap dirt.
 - iii. Add salt and vinegar or lemon in cold water for the final rinse – Fixes the colour and helps kill remaining germs while removing soap residue.
 - iv. Gently squeeze the article to remove excess water

- Reduces drying time and prevents fabric damage.
- v. Dry inside out under shade
 - Prevents colour fading and allows thorough drying to stop mould growth.
- vi. Iron using a moderately hot iron from the wrong side
 - Kills remaining germs and protects the fabric colour.
- vii. Fold well and store appropriately
 - Keeps the article clean, dry, and free from contamination.

Assessment Exercise 4.1

1. a) A - Purl stitch, B – Knit stitch
b) A - are mat and scarves, B - Cushion covers and decorative mats
2. A knit stitch is a basic stitch that creates a smooth V-shaped pattern on the front of the fabric while a purl stitch creates a bumpy texture on the front and a smooth surface on the back.
3. a) A – Yarn, B – Knitting needles, C - tapestry needle
b)
A - Used as the main material to create knitted fabric.
B - Used to form the loops of yarn into stitches; they hold the active stitches as you knit.
C - Used for weaving in yarn ends or sewing knitted pieces together.
c) Scissor and tape measure.
4. a)
 - i. Begin by making a slip knot with the yarn.
 - ii. Place it on one of your knitting needles and pull to make the first stitch.
 - iii. Wrap the yarn around your index finger.
 - iv. Scoop the loop through the bottom and pull. Repeat this procedure to cast on the number of stitches you want for the width of the scarf.
 - v. Hold the needle with the stitches in your left hand and the empty needle in your right hand. The working yarn should be behind the needle.
 - vi. Insert the right needle into the first stitch on the left needle, from front to back.
 - vii. Wrap the working yarn around the right needle counterclockwise.
 - viii. Pull the yarn through the stitch to create a new loop.
 - ix. Slide the old stitch off the left needle,

- x. Repeat this for every stitch on the left needle until you have transferred all stitches to the right needle.
 - xi. Switch the needle with the stitches into your left hand and the empty needle into your right hand after knitting the entire row.
 - xii. Repeat the knit stitch across the row by inserting the right needle into each stitch on the left needle, wrapping the yarn, pulling it through and sliding off the old stitch.
- b)
 - i. Handle knitting needles carefully to avoid injury.
 - ii. Knit in a well-lit place to prevent eye strain.
 - iii. Sit properly to avoid back and neck pain.
 - iv. Keep needles and yarn away from small children.
 - v. Store knitting tools safely after use.
5.
 - i. Make a slip knot by making a loop, twisting it, and pulling another loop through it.
 - ii. Put the right needle into the slip knot and pull gently to make your first stitch.
 - iii. Wrap the yarn around your index finger to add more stitches to the needle.
 - iv. Use the needle to scoop up the yarn from the bottom and pull it through. Repeat to make more stitches.
 - v. Hold both needles, with the stitches on the left needle.
 - vi. Keep the yarn in front of your work.
 - vii. Put the right needle into the first stitch on the left needle from the back to the front.
 - viii. Wrap the yarn around the tip of the right needle to form a new loop.
 - ix. Pull the right needle back through the stitch, bringing the yarn with it to make a new stitch on the right needle.
 - x. Let the old stitch slip off the left needle so the new stitch stays on the right needle.
 - xi. Keep purling each stitch the same way until all stitches move from the left needle to the right needle.
 - xii. When you finish the row, turn your work so the right needle is now in your left hand, keeping the yarn in front.
6.
 - i. Knitting helps us save money for buying household articles.
 - ii. Knit and purl stitches produce firm fabric that lasts long.
 - iii. Knitted articles can be sold to earn money.

Assessment Exercise 4.2

1. A framed suspended garden is a small garden where crops are grown in a raised structure supported above the ground using a framework made of metal or wood.
2. A
 - a) Wooden planks, metal bars and wires.
 - b) Carrots, tomatoes, spinach and onions.
 - c) Along a wall of a building, verandah or balcony.
3.
 - a)
 - i) Adequate sunlight for the crops, proper watering and good drainage.
 - ii) Firm ground or strong wall for fixing the frame.
 - b)
 - i) The area should have enough space.
 - ii) Areas should have source of light.
4.
 - i. Choose a location with enough sunlight, stable support, and easy access to water.
 - ii. Use strong materials to ensure the frame, ropes, or wires can support the weight of soil and plants.
 - iii. Ensure proper drainage by providing containers with holes or layers that allow excess water to escape.
 - iv. Secure the frame properly to prevent falling.
 - v. Space plants appropriately to allow enough room for growth and air circulation.
 - vi. Water and fertilize adequately to maintain healthy plant growth without overloading the frame.
 - vii. Inspect regularly to check for damage, pests, and soil moisture.
5.
 - a) Shading – to protect the crops from excessive heat from the sun and preserve moisture.
 - b) Watering – Ensures the supply of moisture for crops.
 - c) Weeding – To remove unwanted weeds which competes for nutrients, moisture and sunlight.
6.
 - i. Saves space by maximising small areas like rooftops, or urban settings.
 - ii. Improves food security as vegetables, herbs, or fruits are grown at home.
 - iii. Reduces soil-borne pests and diseases as plants are elevated from the ground.
 - iv. Enhances beauty by making the environment green and attractive.

Assessment Exercise 4.3

1. Value addition refers to improving raw crop produce to increase the value and shelf life.
2.
 - a) A – Frying, B – Drying
 - b) Drying removes moisture from crop produce, allowing them to be stored for a longer time without spoiling while frying adds flavour and improves the taste and appearance of crop produce.
3.
 - a) Drying – Cassava, pumpkin leaves and mangoes.
 - b) Frying – Potatoes and groundnuts
4. S
 - a) Drying
 - b) It removes moisture from the sukuma wiki crop produce allowing them to be stored for a longer time.
5.
 - i. Value added products are sold higher prices than raw produce.
 - ii. Value added products stays for longer period unlike raw produce.
 - iii. Adding value to crops prevents wastage of raw produce.

Assessment Exercise 4.4

1.
 - a) A - Powder soap, B – Bar soap
 - b) Powder soaps are dry granular soaps while bar soaps are soaps in solid form.
2.
 - a) Liquid soap
 - b) Powder soaps and liquid soaps
 - c) Powder soap.
3. Powder soaps. They have additives like bleach for enhanced cleaning.
4. A
 - a) A – Ash, B – Salt, C – Tallow
 - b) Ash – Used to make lye, B – Salt – Used to fasten the hardening process of homemade soap, C - making strong, long-lasting, and skin-friendly soap.
5.
 - i. Wearing protective clothes to protect the skin.
 - ii. Putting off fire when not in use.
 - iii. Working in a well-lit area.
 - iv. Being careful when adding the lye to the melted fat.
6.
 - a) Laundering clothes – Used for washing various clothes.
 - b) Cleaning surfaces – Used to clean surfaces such as walls and floors.
 - c) Personal hygiene – Used for hygiene purpose such as bathing.

End of strand 4 assessment

1. C
2. a) Knit stitch
b) Yarn and knitting needle
3. C
4. D
5. Tapestry needle
6. A
a) Framed suspended garden
b) Onions, spinach and cabbages
7. C
8. A
9. C
10. D
11. Value addition refers to improving raw crop produce to increase the value and shelf life.
12. C
13. a) Drying
b) Cassava, pumpkin leaves and mangoes
14. Value addition increase the shelf life and also increase the selling price of crop produce.
15. A
a) Liquid soap
b) Used for hand washing and dish washing.
16. C
17. Hillary
18. C
19. D
20. C

ASSESSMENT TASK 1

- | | | | | | |
|------|-------|-------|-------|-------|-------|
| 1. C | 6. C | 11. B | 16. C | 21. B | 26. D |
| 2. B | 7. C | 12. C | 17. A | 22. C | 27. C |
| 3. C | 8. C | 13. C | 18. D | 23. C | 28. A |
| 4. B | 9. B | 14. A | 19. B | 24. B | 29. A |
| 5. B | 10. B | 15. D | 20. B | 25. A | 30. D |
- 31.
- a) Fine tilth
 - b) Millet
 - c) Size of the planting material and tilth required for the planting material.
32. a) Cooking under running water instead of soaking them.
b) Thinly peeling the vegetables.
33. a) Tree roots hold the soil firmly preventing it from being washed away.
b) i) Prevents soil erosion.
ii) Help in formation of rain.
iii) Provide shade for human and animals.
34. a) A – Uprooting
B – Slashing
b) A – Applied where crops have been planted by broadcasting.
B – Applied where crops are widely spread.

35. a) A – Size of the egg.
B – Colour of the eggshell
b) Weight of the eggs appearance of the eggshell.
36. a) Grilling
b) Beef and fish
37. a) Cleaning of animal structures.
b) Cleaning of animal feeders.
38. a) Loose-coloured items are clothes or fabrics whose dye is not strongly fixed and can bleed, fade or run during washing.
b) i) Minimises fabric damage.
ii) Reduce colour bleeding or fading.
39. a) Purl stitch
b) A purl stitch creates a bumpy texture on the front and a smooth surface on the back.
40. a) Value addition refers to improving raw crop produce to increase the value and shelf life.
b) S
i) Prevents wastage of raw produce.
ii) Increases the value of crop produce.
41. a) Sieve or muslin cloth
b) i) Using clean containers to avoid contamination.
ii) Making sure water does not spill on the honey as they cause contamination.
- 42.
- a) A framed suspended garden is a type of vertical or hanging garden where plants are grown in a frame that is suspended above the ground, rather than planted directly in the soil.
b) Allows excess water to drain preventing plant roots from rotting.

ASSESSMENT TASK 2

- | | | | | | |
|------|-------|-------|-------|-------|-------|
| 1. C | 6. A | 11. B | 16. B | 21. B | 26. D |
| 2. B | 7. A | 12. B | 17. A | 22. B | 27. D |
| 3. B | 8. D | 13. B | 18. A | 23. A | 28. D |
| 4. D | 9. B | 14. C | 19. B | 24. C | 29. B |
| 5. B | 10. A | 15. C | 20. C | 25. C | 30. C |
31. a) Mulching and shading.
b)
a) Shading reduces the evaporation of soil moisture.
b) Mulching reduces soil erosion.
32. a) Earthing-up.
b) Potatoes and yams.
c) i) Conserve soil moisture.
ii) To allow for tuber expansion in crops.
33. a) Gully erosion, sheet erosion, rill erosion and splash erosion.
b) Water and wind.

34. a) Roasting a method of cooking where food is cooked over fire or in heated oven.
 b) Grilling is a method of cooking food using direct dry heat from below or above.
 c) Steaming is a method of cooking where steam from boiling water is used to cook food.
35. a) Cleaning animal feeders
 b) Cleaning animal structures and cleaning animals.
36.
 a) A balanced meal is a meal that contains all nutrients in the right proportions which are carbohydrates, proteins, vitamins and minerals.
 b) Eating a balanced meal is important because it provides the body with all the essential nutrients needed for energy, growth, repair, immunity and overall health.
37. a) A – Purl stitch, B – Knit stitch
 b) A purl stitch creates a bumpy texture on the front and a smooth surface on the back while a knit stitch is a basic stitch that creates a smooth V-shaped pattern on the front of the fabric.
38. a) Wooden planks and old tyres
 b) Tomatoes and kales
39. a) Drying
 b) i) Increase the shelf life of crop produce.
 ii) Increase the value of crop produce.
40. For laundry clothes and cleaning surfaces.
41. a) Cooking using steaming method instead of boiling.
 b) Cooking the vegetables for a few minutes.
42. a) Plastic wastes
 b) Recycling or reusing the plastic wastes.

ASSESSMENT TASK 3

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

31. a) Seeds and seedlings
 b) To ensure good quality trees are planted.
32. a) Water retention pit.
 b) Water retention ditch.
33. a) Thinning
 b) Thinning removes excess crops from the field allowing space for the remaining crops to grow well.

34. a) Stewing is a method of cooking food where food is cooked by slow simmering or boiling in a small amount of liquid.
 b) Beef and chicken.
35. a) Groundnuts and beef.
 b) It produces a crisp, golden surface on food enhancing flavour and texture.
36. a) Cleaning animals.
 b) i) Reduces shedding.
 ii) Eliminate pests such as fleas and ticks.
37. a) Grass stain.
 b) Blood stain
38. a) A – Double crocheting stitch,
 B – Single crocheting stitch
 b) Single crocheting stitch has its stitches closer to each other while double crocheting stitch has its stitches far apart.
39. a) The site should receive enough sunlight.
 b) The site should have strong walls or structures for hanging the framed suspended garden.
40. a) Tallow and ash
 b) Ash
41. a) Reduce soil erosion.
 b) Provide shade human and animals.
42. a) Wash vegetables under running water.
 b) Cut vegetables into large sizes after washing.
 c) Peel vegetables thinly.
 d) Use a clean cutting board to cut vegetables.

ASSESSMENT TASK 4

- | | | | | | |
|------|-------|-------|-------|-------|-------|
| 1. C | 6. C | 11. A | 16. C | 21. D | 26. B |
| 2. A | 7. C | 12. D | 17. D | 22. B | 27. C |
| 3. C | 8. B | 13. A | 18. B | 23. D | 28. C |
| 4. B | 9. C | 14. A | 19. A | 24. D | 29. C |
| 5. C | 10. C | 15. C | 20. C | 25. B | 30. A |
31. a) Water retention ditch.
 b) Used for watering crops, Used for watering animals
32.
 a) Small seeds – Millet and cabbage, Medium-sized seeds – Beans and maize, Large planting materials – Bananas and cassava.
 b) Millet and cabbage – Fine tilth, Beans and maize – Medium tilth, Bananas and cassava - Coarse tilth.
33. a) Gapping and thinning
 b)
 A – Gapping replaces the crops that did not grow after establishment.
 B – Thinning removes excess crops in order to allow the remaining crops to grow well.

34. a) Crushing and straining method.
b) i) Prepared honey can be stored for long and used later.
ii) Preparing prevents contamination which lowers quality of the honey.
c) Handling honey with clean hands and storing them in clean containers to prevent contamination.
35. a) Steaming
b) Grilling and roasting
c)
i) Wear clean protective clothing such as an apron or hair cover.
ii) Use pot holders or a cloth when handling hot utensils to avoid burns.
36.
a) Cleaning the feeders
b) Prevents the contamination of food and build-up of diseases.
c) Cleaning animals and cleaning animal structures.
37.
a) Dry under a shade
b) To avoid direct sunlight this causes colours to fade.
38. a) Purl stitch and knit stitch
b) Handling the sharp tools with care to avoid injuries.
39.
a) Shading is the practice of protecting young seedlings from direct sunlight using materials such as grass, shade nets or polythene.
b) Watering is the regular supply of clean water to seedlings in the nursery. It keeps the soil moist, supports germination and growth.
40. a) Soil pollution is the introduction of harmful substances to the soil.
b) i) They affect the beneficial living organisms in the soil.
ii) People get sick when they consume food having chemical residues.
41. a) Coarse tilth
b) Sugarcane cuttings and banana suckers
c) It ensures proper seed germination and root development.
42.
a) Covering the vegetables while cooking.
b) Cooking the vegetables for short time.

ASSESSMENT TASK 5

- | | | | | | |
|------|-------|-------|-------|-------|-------|
| 1. C | 6. C | 11. D | 16. B | 21. A | 26. D |
| 2. B | 7. D | 12. B | 17. A | 22. C | 27. A |
| 3. B | 8. B | 13. A | 18. B | 23. A | 28. C |
| 4. B | 9. D | 14. B | 19. A | 24. B | 29. A |
| 5. C | 10. B | 15. A | 20. B | 25. A | 30. A |
31.
a) A - Knit stitch B – Purl stitch
b) A knit stitch is a basic stitch that creates a smooth V-shaped pattern on the front of the fabric while a purl stitch creates a bumpy texture on the front and a smooth surface on the back.
32.
a) They accumulate in the soil becoming harmful to the living organisms in the soil.
b)
i) Use of recommended amounts of agricultural chemicals.
ii) Use of organic methods of controlling weeds, pests and disease control.
33.
a) Water retention ditch and water retention pit.
b) Arrow roots and bananas.
34.
a) Weeding and mulching.
b) Tree roots hold soil firmly together, thus preventing soil erosion caused by surface runoff.
35.
a) Uprooting and tilling
b)
i) Reduces competition for water, nutrients, and sunlight, allowing crops to grow well.
ii) Prevents pests and diseases by removing weeds that may harbor them.
36.
a) A vertical garden is a prepared surface to grow crops upwards using a support structure while a horizontal garden is a prepared surface for growing crops at ground level.
b) Spinach, tomatoes and onions.
37.
a) Cleaning animal housing/structure
b) S
i) Prevents the growth of mould.
ii) Provides fresh air which prevents bad odour.
38.
a) Frying
b) Cassava and simsim
39.
a) To produce good lather.

- b) Used to produce alkali (lye).
 - c) Helps to harden the soap.
- 40.
- i) Wear gloves when handling hot equipment.
 - ii) Ensure the kitchen is well ventilated to avoid smoke build up.
 - iii) Hold the food properly to avoid burns.
 - iv) Carefully handle hot ash or charcoal to prevent burns.
- 41.
- a) Kneading and squeezing.
 - b)
 - i) To minimise fabric damage.
 - ii) To reduce colour bleeding during washing.
 - c) To remove wrinkles while preserving the fabric and colour.
- 42.
- a) Treating waste water before releasing to the soil.
 - b) Plastic wastes.
 - c) Excessive use of artificial fertilisers.

ANSWERS TO AGRICULTURE PAPER 2

ASSESSMENT TASK 1

Constructing water retention structures

1. A
 - a) A – water retention pits B – water retention ditches
 - b) Water retention structures conserve water by slowing down and holding rainwater, allowing it to soak into the soil instead of flowing away as runoff. This increases soil moisture, reduces erosion and ensures water is available for crops and plants for a longer period.
2.
 - a)
 - i. Identify a suitable place to construct a water retention ditch.
 - ii. Clear the vegetation on the site and remove any stones, debris or tree roots.
 - iii. Mark the area where the ditch will be constructed.
 - iv. Use appropriate tools to dig out the soil and make a ditch of depth of about 60 to 80 cm deep.
 - v. Heap the dugout soil on the lower side of the ditch to form a bund.
 - vi. Compact the heaped soil firmly using tools or by stepping on it.
 - vii. Plant grass or cover crops on the heaped soil.
 - b) Arrow roots and sugarcane.

3.
 - a) Surface runoff is water from rainfall or irrigation that flows over the land surface instead of soaking into the soil, often carrying away topsoil and nutrients.
 - b)
 - i) Prevent wastage of rainwater.
 - ii) Make water used in farming activities available for long period of time.

Conserving vitamins and minerals

1.
 - i) Wash the vegetables.
 - ii) Cut the vegetables into large sizes.
 - iii) Heat the oil in a pan.
 - iv) Add the vegetables in the pan and cover with a lid.
 - v) Let the vegetables cook for 3 to 5 minutes or until they are ready.
 - vi) Serve on a clean plate alongside other foods.
2. S
 - i) Use pot holders or oven gloves when handling hot pots or steam.
 - ii) Use clean utensils, cutting boards, and cookware.
 - iii) Cut vegetables carefully to avoid injuries.
 - iv) Wash hands thoroughly before handling vegetables.
3. Covering vegetables reduces cooking time and helps in retaining the flavours of food.
4.
 - a)
 - i. Handle food with care to avoid damage and prevent them from being bruised.
 - ii. Do not store vegetables with other foods.
 - iii. Keep vegetables in a cool and dry place.
 - iv. Discard any vegetable that has over stayed.
 - b)
 - i) Vegetables should be cut into large sizes to reduce area exposed to air.
 - ii) Vegetables are washed under running water to reduce the loss of water soluble vitamins.
 - iii) Thinly peeling the vegetables to avoid removing nutrient rich layers under the skin.

ASSESSMENT TASK 2

1.
 - a) A – Seeds , B – Seedlings
 - b) Seedlings, tree cuttings and seeds.
2. a)

- i. Water the mango tree seedling 4 hours before planting it.
 - ii. Choose a suitable site that receives enough sunlight.
 - iii. Dig a hole of about 30 cm to 40 cm deep for planting the tree seedling.
 - iv. Use a jembe to dig the soil from the hole. Separate top soil from the subsoil while digging the soil out. Put the topsoil on one side of the hole and the subsoil on the other side of the hole.
 - v. Mix the topsoil with manure and fill the hole half way with it.
 - vi. Remove the seedling from the polythene paper and put it in the center of the hole. Cover it with soil.
 - vii. Press the soil around the seedling and water the seedling.
 - viii. Apply a layer of mulch to retain moisture. Ensure that the mulch is not in contact with the seedling.
- b) Watering and weeding.
- 3.
- i. Tree roots hold the soil firmly preventing it from being washed or blown away by rain and wind.
 - ii. Trees help in rainfall formation and reduce surface runoff allowing water to seep into the soil.
 - iii. Trees offer food and shelter to birds, insects and animals.
 - iv. Trees reduce temperatures by providing shade and releasing moisture into the air.

Preparing suitable soil tilth for planting materials

1.
 - i. Clear the area by removing weeds, plant residues, and stones.
 - ii. Plough the soil to loosen compacted layers and improve aeration.
 - iii. Break large clods using a hoe, spade, or harrow to make the soil finer.
 - iv. Crush remaining clods to obtain fine, crumbly soil suitable for planting.
 - v. Level the soil with a rake to create a smooth and uniform surface.
 - vi. Rake for the final time to ensure the soil is evenly fine, free from clumps, weeds, and stones.
2.
 - i. Wearing gloves and protective boots.

- ii. Handling tools properly to avoid injuries.
3. Millet seeds and cabbage seeds.
4.
 - a) Size of the planting materials
 - b) The tilth required for the planting material.
5.
 - a) To ensure proper seed germination.
 - b) To ensure proper root development and water penetration.

ASSESSMENT TASK 3

1. Grilling is a method of cooking food using direct dry heat from below or above. Examples of foods that can be grilled meat, fish and sausages.
2.
 - i. Clean the beef under clean running water and dry it.
 - ii. Make deep cuts in the beef using a fork.
 - iii. Mix oil, salt, garlic and ginger to marinate the beef and leave it for an hour.
 - iv. Prepare the charcoal stove by lighting it and placing the grill on top. The charcoal should be red hot before placing the meat on.
 - v. Place the beef on the grill and cook it on medium heat. Baste the beef regularly with the oil mixture until fully cooked.
 - vi. Serve the beef hot with accompaniments such as ugali and vegetables to make a balanced meal.
3.
 - i) Wash your hands before handling food.
 - ii) Wear protective clothes such as closed shoes and gloves.
 - iii) Supervise the grill while cooking to prevent accidents.
 - iv) Always grill in a well ventilated space.
4. Meat, sausages, vegetables and sea food.

Seedbeds that conserve soil moisture

1.
 - a) Shallow pits
 - b) Shallow pits trap irrigation water or rainwater for a long period of time, ensuring that crops have enough moisture for growth even during dry periods.
2.
 - 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) Maize and beans
- 3.
- a) A moist bed garden is a type of garden where the soil is kept consistently wet to help seeds and plants grow well.
 - b) Polythene sheet is lined in a moist bed garden so that water does not seep underground on the sides.
- 4.
- a) cabbage, carrots and spinach
 - b) bumpkins and beetroots.

ASSESSMENT TASK 4

- 1.
- a) A - Cleaning animal feeders. B - Cleaning animal.
 - b) Cleaning animal waterers involves scrubbing water containers with a brush or sponge to remove dirt, algae, and residues. This prevents the build-up of parasites and diseases that can affect both animals and humans. The practice should be carried out regularly to maintain good hygiene and ensure the animals have access to clean, safe water.
- 2.
- a)
 - i. Wear protective gloves.
 - ii. Take the rabbits out of the house structure and keep them in a safe and comfortable place.
 - iii. Allow fresh air into the room by opening the doors and windows.
 - iv. Sweep inside the house to remove loose dirt.
 - v. Prepare soapy water.
 - vi. Scrub all surfaces (walls and floors) using a brush. Make sure you clean every spot where dirt may hide.
 - vii. Rinse the floor with clean water and a sponge.
 - viii. Dry the surfaces using a rag or floor towel.
 - ix. Add clean bedding if needed.
 - x. Return the rabbits to their housing structure.
 - xi. Check the room to ensure it is clean, dry, and well-ventilated.

- b)
 - i) To prevent growth of mould and bad odour.
 - ii) To ensure the animals live comfortably in a clean environment.
- 3.
- a) A sponge, mild soap, trash bin and a washing brush
 - b) To prevent animals from eating contaminated food and prevent development of micro-organisms.

Laundering a lose-coloured clothes for hygiene purposes

- 1.
- a) Kneading and squeezing is a method of gently washing loose-coloured clothes by pressing and rubbing them carefully. This minimises fabric damage and reduces colour bleeding during washing.
 - b) Sorting is the process of separating clothes according to their colours to prevent discolouration and protect fabrics from colour transfer.
- 2.
- i. Add warm water in a basin. Using a bar soap or mild detergent, wash the shirt in soapy water using the kneading and squeezing method to prevent loss of colour.
 - ii. Rinse in warm water to remove the remaining soap or dirt.
 - iii. Add salt and vinegar or lemon in cold water for the final rinse.
 - iv. Gently squeeze the shirt to remove excess water for quick drying.
 - v. Dry the shirt inside out under shade to prevent direct sunlight that may cause fading of the colours. If washing shirts of different colours, do not overlap them or hang them closely.
 - vi. Using a moderately hot iron, iron the shirt from the wrong side.
 - vii. Fold well and store appropriately.
3. To minimise fabric damage and reduces colour bleeding during washing.
4. To prevent discolouration and protect fabrics from colour transfer.
5. To avoid direct sunlight this can cause colours to fade.

ASSESSMENT TASK 5

1. A – Knit stitch, B – Purl stitch
2. A knit stitch is a basic stitch that creates a smooth V-shaped pattern on the front of the fabric while a purl stitch creates a bumpy texture on the front and a smooth surface on the back.
3. Mat and scarf
4. Yarn and knitting needles
5. a)
 - i. Make a slip knot by making a loop, twisting it, and pulling another loop through it.
 - ii. Put the right needle into the slip knot and pull gently to make your first stitch.
 - iii. Wrap the yarn around your index finger to add more stitches to the needle.
 - iv. Use the needle to scoop up the yarn from the bottom and pull it through. Repeat to make more stitches.
 - v. Hold both needles, with the stitches on the left needle.
 - vi. Keep the yarn in front of your work.
 - vii. Put the right needle into the first stitch on the left needle from the back to the front.
 - viii. Wrap the yarn around the tip of the right needle to form a new loop.
 - ix. Pull the right needle back through the stitch, bringing the yarn with it to make a new stitch on the right needle.
 - x. Let the old stitch slip off the left needle so the new stitch stays on the right needle.
 - xi. Keep purling each stitch the same way until all stitches move from the left needle to the right needle.
 - xii. When you finish the row, turn your work so the right needle is now in your left hand, keeping the yarn in front.
- b)
 - i. Select the item, yarn, and knitting needles suitable for the project.
 - ii. Cast on the required number of stitches onto one needle to start your work.
 - iii. Hold the needles and yarn properly, keeping the tension even and comfortable.
 - iv. Insert the right needle into the first stitch on the left needle, wrap the yarn around it, and pull it through to create a new stitch.

- v. Slide the old stitch off the left needle so the new stitch stays on the right needle.
 - vi. Repeat the knit stitch across the row, maintaining even tension for uniform stitches.
 - vii. Continue knitting row by row until the item reaches the desired length.
 - viii. Cast off the stitches to secure the final row and prevent unraveling.
 - ix. Finish the item by sewing any seams, trimming loose yarn, and tidying edges.
6. i) Work in a well ventilated area.
ii) Handle tools carefully to avoid injuries.
iii) Store needles and yarn properly after knitting.

Drying crop produce as a method of value addition on crop produce

1. Drying removes moisture from crop produce, allowing them to be stored for a longer time without spoiling. Crops that can be value added through drying include cassava and vegetables.
2.
 - a) Wash and the sweet potatoes with clean running water.
 - b) Peel the sweet potatoes.
 - c) Use a knife to slice the sweet potatoes thinly.
 - d) Put the sliced sweet potatoes on a meshed tray or a woven mat.
 - e) Place the sweet potatoes on the meshed tray or a woven mat on a raised area under direct sunlight.
 - f) Keep turning the slices sweet potatoes until they are completely dry.
3. Cassava and vegetables.
4. To ensure the even drying of sweet potatoes on a woven mat during drying.
5. Improves quality of crop produce and ensures the crop produce are stored for a longer time.

SOCIAL STUDIES ANSWERS



SOCIAL STUDIES

1.1 Self-exploration

Self-exploration

Activity 1

- School Subject: (Learner can name any subject, e.g., Science, Art and Craft or Mathematics).
 - Hobby/Activity: (Learner can name any activity, e.g., playing football, singing in the choir or reading storybooks).
- I would use my ability to be a good listener so that I can hear everyone's ideas and make sure everyone feels valued.
I would use my ability to be very organised to make sure we follow all the steps correctly and finish the task on time.
- Practice 1: I can practice speaking my answer out loud in front of a mirror or to a family member before I get to class.
 - Practice 2: I can make sure I look at the people I am talking to (make eye contact) and speak slowly and clearly.
- (If the favourite subject is Science): The skills I learn in Science, like solving problems and observing things, can help me find better ways to keep my community clean or grow better crops.
 - (If the favourite hobby is Football): Playing football teaches me teamwork and discipline, which can help me work with other people in the community to start helpful projects.
- The most important area to improve is my social development. Why? Because I need to get better at talking to new people and sharing my ideas politely, so that I can make new friends and learn from others.

Or

I think the most important area to improve is my physical development. Why? Because I need to eat healthier food and exercise more so I can stay strong and have enough energy to study and play.

Activity 2

- C. Tell the teacher what happened and offer to help replace it. Why? Responsibility means owning your actions and Integrity means being honest even when it's difficult.
- You show respect by listening carefully and not laughing or interrupting them.
 - You show empathy by saying something

kind like, "Thank you for sharing your idea. I see why you think that, but what if we also consider..." This shows you understand their effort even if you disagree.

- Action for Perseverance: I will not give up. I will talk to my teacher, ask them to show me where I went wrong, and spend extra time on those topics next week.
 - Why it is better: Giving up guarantees failure. Perseverance means trying again and learning from the mistake. It shows that you value hard work and improving over time.
- Integrity: I would act on what I know is right, which is standing up against bullying, even if it is uncomfortable.
 - Respect: I would speak to the older students quietly and respectfully, telling them it's not right to hurt someone's feelings.
 - Empathy: I would try to comfort the new student and treat them kindly, remembering how sad and lonely I would feel if I were in their shoes.
- The most challenging value for me is perseverance. Sometimes when my homework is too hard, I just want to copy the answers instead of struggling to understand it.
 - Personal rule: Before I ask for help or give up on a tough question, I must spend at least 15 extra minutes trying to solve it myself, no matter how hard it feels.

Activity 3

- For Happiness: I can smile, share a positive word or help someone with a task.
For Anger: I can take three deep breaths or count slowly to ten before I speak or act.
- (The answer should be a reassuring phrase, e.g.) "I know my topic well, and it is okay to feel nervous. I can do this!" (OR) "I will focus on one friendly face, speak clearly and try my best."
- I can pause my work, look at my sibling, and say calmly: "I love you very much, but right now I need quiet time to finish this work. Can you please play quietly for the next 30 minutes and then I will play with you?" This shows respect for both my time and their need for attention.
- Holding on to fear or anger can make your body feel tense. It might give you a headache, make your stomach ache or make it hard to sleep peacefully.

Positive activity to release feelings: I can do physical exercise like running or jumping, talk to a trusted adult about the problem or draw or write about how I feel.

Activity 4

- Emotion: happiness or excitement.
• Body sign: I feel light, I smile widely and I might feel a warm feeling in my chest
- (Self-awareness focuses on recognising the strength.)
• Personal strength: I used my patience when I was explaining a difficult concept to my friend for the third time.
I used my good listening skills to understand exactly why my friend was upset before offering advice.
- Trigger: When someone interrupts me while I am speaking or when someone blames me for something I did not do.
• Positive action: I will take a deep breath and politely say, "Please let me finish my sentence and then you can speak."

Formative assessment 1.1

- C. Integrity
- (Acceptable answers include: good listener, organised, or good at drawing/explaining.)
- Take three deep breaths or count slowly to ten (before speaking/acting).
- True
- Perseverance
- Telling the teacher what happened (and offering to help clean/fix it).
- Fear or nervousness
- People with strong, steady/good personalities.
- Smiling, sharing a positive word or helping someone with a task.
- Headaches, stomach aches or trouble sleeping.

1.2 Entrepreneurial Opportunities in Social Studies

Formative assessment 1.2

- It gives us knowledge on conservation measures such as planting trees and cleaning the environment.
- It is a career subject. We acquire knowledge and skills to serve in different capacities such as lawyers, teachers, farmers, meteorologists and surveyors, among others.
- We become aware and have concern about the welfare of others. We can also tolerate differences among ourselves and share what we have.
- Meteorologist.

- Ambassador
- Land surveyor
- Entrepreneurship is the activity of setting up a business or taking on financial risks with hope of making profit.
- Farmer, Lawyer and social businesses.
- Lawyer, cartographer, teacher of History and Geography.
- Cartographer
- Good or global citizens
- Lawyer, cartographer, teacher of History
- a) What you like to do (your interests/hobbies). b) What you are good at (your skills). c) The way you act (Are you shy or outgoing? Are you careful or fast?).
- They could start a small service to draw maps or write simple story cards about their local historical sites for tourists or younger students.
- In a job, you work for someone else and follow their rules. In your own business, you create the work and make your own rules to sell a product or service.
- A social entrepreneur is a person who starts a business mainly to solve a big community problem (like helping the poor or cleaning the environment), not just to make themselves rich.
- a) It must have a clear plan to help people (its mission). b) It must be a new or better way to solve the problem. c) It needs a plan to get money so it can keep running (not just waiting for free money). d) It should be able to grow bigger and help more people.
- It is important so the business does not try to solve the wrong problem. By asking, the entrepreneur knows the community's real and biggest need, making sure the business is helpful and accepted.
- Problem example: Many children drop litter outside the school. Social business idea: Start a "Recycling Club" where students bring plastics and bottles and the club sells them for recycling to buy new books for the library.

2

NATURAL AND BUILT ENVIRONMENTS IN AFRICA

2.1 Human origin

Formative assessment 2.1

1. The learner to narrate the story of human origin according to their community.
2. People believe in one Supreme Being.
3. Tape recording, note taking, video taking
4. They create a sense of belonging. They reveal the ancestors of the community. Promote religious tolerance.

2.2 Early civilisation

Formative assessment 2.2

1. The Kingdom of Ancient Egypt was located in Northeast Africa. The great river that ran through it and was its lifeline is the Nile River.
2. The valuable resource that the leaders of Great Zimbabwe controlled to become rich and powerful was Gold (and also ivory). They traded these resources with merchants on the East African coast.
3. The Kingdom of Kongo was located near the Congo River (or its mouth/estuary) in the central/western part of Africa.
4. One major contribution from Ancient Egypt that modern society still uses, especially for time-keeping, is the 365-day calendar (which was later modified into the Julian and Gregorian calendars we use today). Other contributions include early forms of paper (papyrus) and advances in architecture or building techniques.
5. The special type of item the Kingdom of Kongo used as its main form of money (currency) was shells, specifically cowrie shells, which were gathered from the coast.
6. The most famous physical structures of Great Zimbabwe that show the skill of their builders are the massive dry-stone walls and structures, such as the Great Enclosure and the Hill Complex.
7. The belief that the Pharaoh was a god on Earth (Theocracy) gave the government absolute and divine authority. This belief made the Pharaoh's commands unquestionable,

allowing the state to easily mobilise vast numbers of workers and resources for massive, long-term national projects like the pyramids. The people saw the work as a religious duty to a god, which ensured loyalty and a disciplined workforce.

8. The major economic factor central to the growth and wealth of all three kingdoms (Egypt, Great Zimbabwe and Kongo) was trade.
 - Egypt controlled trade along the Nile and exported surplus grain.
 - Great Zimbabwe controlled the gold trade route from the interior to the coast.
 - Kongo controlled regional trade in copper, ivory and coastal resources and later trade with Europeans
9. The existence of these large, complex African kingdoms (like Egypt, Ghana, Mali, Songhai, Great Zimbabwe and Kongo) proved to the world that advanced, highly organised and wealthy civilisations existed in Africa long before European contact. They showed great achievements in engineering, governance, economics (complex trade networks) and architecture.
10. Access to a major water body (river or sea) was an essential starting factor for their growth because:
 - Ancient Egypt (Nile River): The river provided fertile soil for farming (via annual floods), a constant source of fresh water and the primary transportation route for goods, people, and building materials (like the stones for the pyramids).
 - Kingdom of Kongo (Congo River/Atlantic Coast): The river and coast provided key trade access to both the interior and the Atlantic Ocean. It also supported agriculture and provided resources like the cowrie shells used as currency, making it the economic highway for the kingdom.

2.3 Slavery and Servitude

Formative assessment 2.3

1. Persians, Ottoman traders, Arab traders, African chiefs and Swahili people.
2. Many died due to suffocation, malnutrition and disease.
3. • Debt bondage (Pawnship): Giving a person (or a family member) to serve another person until a debt is paid off.

- Domestic slavery/servitude: People captured in war or who were criminals serving in the household of a chief or wealthy family.
- In traditional African domestic servitude, the enslaved person was often integrated into the owner's family or community over time. They could sometimes own property, marry, and their children might gain full freedom. In contrast, chattel slavery (like in the Indian Ocean Trade) treated the person as mere property to be bought and sold forever, with no rights or hope of integration.
 - This represents the factor of high demand for labour. The growth of cash crops (like cloves and dates) on the coast and in the Middle East required huge numbers of workers, which the Indian Ocean Slave Trade supplied by taking people from the interior of Africa.
 - (Acceptable answers will depend on the student's reasoning, but should follow this logic)
 - Yes, I agree: Because many conflicts start when people fear or hate those who are different. If you practice tolerance and respect different tribes, religions, or opinions, you remove the main cause of fighting and discrimination, promoting peace and justice.
 - No, I disagree: While important, justice/fairness is more important. If people are treated unfairly (e.g., denied rights or resources), they will eventually fight, even if they are tolerant. We must first ensure equal rights and fairness for all.
 - Slogan: "Dignity for All: Treat Every Heart Like Your Own." (Or similar simple, powerful phrase)
 - Simple action: Listen actively to a classmate without interrupting them, or use polite language (like 'please' and 'thank you') with everyone, regardless of their age or job (e.g., the school watchman or cleaner).
 - Human dignity means that every person has inherent worth and a right to respect, freedom, and self-determination just because they are human.
 - Slavery/Servitude is the complete opposite because it removes a person's freedom, treats them as property (chattel), and forces them to work without consent or full rights, thereby denying their basic inherent human worth.

2.4 Development in medium of trade

Factors that led to the introduction of money in Africa

Activity 5

- The main problem was the "double coincidence of wants." You had to find someone who not only had what you wanted but also wanted exactly what you had. This made trade very difficult and slow.
- People needed a standard way to measure value. Money (like gold, silver, or cowrie shells) allowed everyone to agree that a small piece of gold was worth ten baskets of grain, making pricing and trade much simpler.
- The volume of goods increased too much, and trade distances became too long. It was impossible to carry hundreds of items to swap, so they needed a portable and small item (money) to represent the value of all those goods.
- Goods like food perish (rot), and animals can die. People needed something that would not spoil over time, so they turned to things like metal coins or cowrie shells (durable items) to save their wealth.
- The colonial governments demanded that taxes be paid in their official currency (money), and they needed official money to pay African workers. This forced everyone to start using the European system of money.

Impact of the introduction of money in Africa

Activity 6

- Trade became much faster and easier. Money could be used to buy anything, anywhere, so people traded more often, leading to the growth of markets and commercial towns.
- Money meant a farmer could focus only on farming and sell their produce for cash, then use that cash to buy everything else they needed. This led to people becoming better at specific skills (like blacksmithing or tailoring).
- It led to wealth inequality. Since money could be accumulated and stored easily, some people became very rich while others remained poor, widening the gap between them.
- They forced Africans to pay taxes in colonial money. To get this money, Africans had to work on European farms or mines, making them dependent on the colonial system.

- Social status began to be measured mainly by the amount of money and wealth a person owned, leading to a shift away from traditional measures of community respect and character.

Formative assessment 2.4

- The exchange of goods and services between people or countries.
- Barter trade
- Currency trade
- Barter trade
- Currency trade
- Tea, coffee, soda ash
- Electronics, cars
- Minerals, agricultural products
- Trade between countries, export and import of goods, improved standard of living
- Countries produce goods in large quantities for export.
- Prepare budget on items to spend on, set financial goals, carry out activities that give more money, save for future uncertainties.

2.5 Diversity and interpersonal relationships

Factors that determine human diversity in the society

Activity 1

- Human diversity means all the ways people are different from each other. These differences include things you can see (like age or skin colour) and things you cannot see (like beliefs, culture or way of thinking).
- Diversity makes relationships richer and more interesting because people bring new ideas and views. However, it can also cause misunderstandings or conflicts if people don't respect or try to understand the differences in how others think or act.
- Having diverse friends helps you see the world in new ways. You learn about different foods, holidays, music, customs and ways to solve problems. It expands your mind and makes you smarter about the world.
- Misunderstandings: They might misunderstand what the other person means, especially in how they communicate or use body language.
 - Conflict: Strong disagreements can happen over very important beliefs (like religion or politics).
 - Different Expectations: They may expect different things from the friendship or have

different ideas about what is right or wrong.

- It is important because it leads to peace and unity. When you show respect, you avoid arguments and unfair judgments (prejudice). Understanding others helps everyone live and work together to make the whole society better.
- Human diversity is determined by many things, which can be grouped simply:
 - Physical features: Race, gender, age and physical abilities.
 - Background and culture: Ethnicity, language, religion, nationality (where you come from).
 - Experiences and thinking: Education, work experience, economic status (how much money you have), personality and beliefs.

Formative assessment 2.5

- Two visible differences that determine human diversity are:
 - Race/Skin colour (e.g., Black, White or Asian.)
 - Gender (male or female) or age (young or old)
- One non-visible factor that makes human beings diverse is:
 - Religion (e.g., Christian, Muslim, Hindu)
 - Language or tribe/ethnic group (e.g., Luo, Kikuyu, Kamba)
- The simple skill that involves listening carefully and trying to understand others is empathy or active listening.
- To communicate better with a classmate whose first language is different, you can: speak slowly and clearly. Use simple words or kindly ask them to repeat if you do not understand.
- One example of a desirable personality attribute is friendliness or kindness or cooperation.
- One example of an undesirable personality attribute is bullying or prejudice (judging someone unfairly before knowing them) or selfishness.
- It is important to build healthy relationships with people who have different traditions because it helps to create peace and unity in the country. (or: you learn new and exciting things about other cultures.)
- The value of tolerance in a multicultural society is that it helps people to live together peacefully without conflict or hatred.
- The desirable action to take is to speak up (report it to a teacher or parent) or stand up for the person being treated unfairly.

- Using respectful language shows that you value other people's backgrounds and beliefs. This helps different groups to feel accepted and creates a harmonious environment where everyone appreciates the richness of different cultures.

2.6 Peaceful Coexistence

Qualities of a peaceful person in the community

Activity 1

- To be tolerant means to accept and respect that people have different religions or ethnic groups, even if you do not agree with all their practices.
- A peaceful learner can show respect by greeting the elder politely (e.g., using shikamoo or habari) or by offering them a seat.
- The quality that helps them listen instead of shouting is patience or self-control (controlling one's anger).
- The best quality is fairness or impartiality (not taking sides).
- One thing they do is avoid littering and participate in community clean-up initiative.
- The term for treating everyone fairly is justice or equality.
- A community with many peaceful people will avoid conflicts and violence. This allows people to focus on working together in a safe environment, which leads to economic progress and development for the nation.

Activity 2

- The simple factor is intergroup contact or cooperation (working together). This helps reduce prejudice.
- The term is equitable distribution of resources or fairness. This prevents one group from feeling richer than others.
- They should address inclusion and addressing grievances (listening to and solving their complaints) to make sure they feel valued.
- Dialogue is a key factor because it allows people to understand each other's point of view and find a solution without fighting.
- The key factor is non-discrimination or national cohesion/integration. This ensures everyone is treated as equal citizens.

Activity 3

- The first and most important step is to remain calm (control your temper) or identify the real problem (what is the conflict actually about?).

- They should aim to achieve a win-win solution or a mutual agreement that satisfies both neighbours.
- The method involving a neutral person (like a teacher) helping them agree is called mediation.
- The simple method involving stepping away to cool down before talking is called negotiation or simply talking things out once emotions are controlled.
- Active listening is important because it shows the other person you respect their feelings and helps you understand their perspective clearly, preventing misunderstandings.
- You should avoid using insults, name-calling or hate speech (language that attacks someone's tribe or religion).

Activity 4

- The major benefit is development or economic growth. When people are not fighting, they can focus on working together and contributing to community projects and the nation's progress.
- Peaceful coexistence creates a safe and stable environment. When learners feel safe and secure, their minds are relaxed, allowing them to focus better on learning and achieving success.
- It helps the economy by promoting trade and business. When people can travel safely, they can take their products to new markets, which helps everyone earn a better living.
- It creates a feeling of national unity and belonging. This strong bond helps all Kenyans view themselves as one nation, promoting patriotism and cooperation.

Formative assessment 2.6

- A. Tolerance
- The quality is self-control or patience.
- Prejudice (judging unfairly), bullying or arrogance.
- Intergroup cooperation or joint activities.
- It prevents feelings of marginalisation or unfairness which can lead to anger and fighting.
- Calm down (control your emotions/temper).
- Mediation
- A win-win solution.
- Development or economic growth.
- Peace ensures safety and security, so traders can move their goods without the fear of theft or violence.
- National unity or belonging.



COMMUNITY SERVICE LEARNING

Activity 2

1. It makes learning relevant and practical. It shows the learner that what they study in class can be used to improve real life.
2. CSL teaches the value of civic responsibility or citizenship—that they are part of a larger community and should actively contribute to the common good.
3. It can provide clean water (from a clean borehole), a greener environment (from a tree nursery), or better health (from a sanitation campaign).
4. CSL enhances the learner’s critical thinking and problem-solving skills by requiring them to analyse an issue and create a practical plan.
5. CSL helps learners understand different professions (like environmental work or community leadership) and develop employability skills like teamwork and communication, which are needed in any job.

Formative assessment 3.0

ANSWERS TO SST 7

Formative Assessment 3.0

1. CSL stands for Community Service Learning.
2. A CSL project is a planned activity where learners identify a problem in the community and take action to help solve it while gaining knowledge, skills and values.
3.
 - A Community - a group of people living in the same area or share common interests and values.
 - Community Service - a voluntary activity where individuals or groups help others in their community without expecting payment or personal gain.
 - Community service learning- a teaching method that combines community service with learning activities.
 - A project- a planned set of activities or tasks that are designed to achieve a specific goal or outcome.
 - A gap- something that is missing or not working well.
4.
 - It helps solve real community problems.
 - It promotes good citizenship and responsibility.

- It builds teamwork and leadership skills.
 - It encourages care, empathy and respect for others.
 - It strengthens the relationship between schools and the community.
 - It helps learners apply classroom knowledge to real-life situations.
5.
 - Identification and verification.
 - Planning to solve the identified problem.
 - Designing solutions to the problem.
 - Implementing the designed problem.
 - Reflecting on the experience and reporting on the project done.
 6.
 - Inadequate funds or resources.
 - Limited cooperation from community members.
 - Time constraints.
 - Inadequate skills or knowledge.
 - Unfavourable weather conditions.
 - Safety and security concerns.
 - Poor planning or organisation.
 7.
 - Mobilise resources through fundraising or donations.
 - Create awareness and involve community leaders.
 - Prepare a clear timetable and work plan.
 - Seek guidance from teachers and experts.
 - Have alternative plans for bad weather.
 - Ensure safety measures are in place.
 - Improve planning and teamwork.



NATURAL AND HISTORIC BUILT ENVIRONMENTS

4.1 Historical information

1. Primary sources of information provide firsthand information. Secondary sources depend on information from other sources.

2.

Written	Diary, Qur’an, Encyclopedia, letters, biography and books.
Unwritten	Poems, interviews and artefacts.
Electronic	Radio, audio tape, videos and microfilms.

3. Written sources

Formative assessment 4.1

1. Primary sources are original sources of information from the past, while secondary sources are accounts written or produced after the events using primary sources.
- 2.

Written sources	Unwritten sources	Electronic sources
Books	Interviews	Videos
Biography	Artefacts	Audio tape
Encyclopedia		Radio
Qur'an		Microfilms
Diary		
Letters		
Poems		

3.
 - a) Biblical story of creation- It is a written source of historical information.
 - b) Qur'anic story of creation- It is a written source of historical information.

4.2 Historical Development of Agriculture

Factors that favoured growing of crops grown and rearing of animals in the Rift Valley of Eastern Africa, Egypt and Nubia during early agriculture.

Extended Activity

1. The fertile soil, called silt, came from the annual flooding of the Nile River. The floodwaters carried this black, nutrient-rich soil down from the Ethiopian highlands and deposited it on the riverbanks when the water went down.
2. The Nile River itself. It provided a permanent, predictable source of fresh water for both crops (through irrigation) and for the people and animals to drink, which is essential for survival in a dry area.
3. Volcanic activity (from active or past volcanoes). When volcanic ash breaks down, it creates deep, rich and highly fertile soil that is excellent for growing crops, especially in the highlands bordering the Rift.
4. The Rift Valley had wide grasslands (savannas) and a climate that provided good natural pasture (grazing land) and water sources (from lakes and rivers) for the animals to feed and thrive.

5. They used simple irrigation systems like digging canals (ditches) and using devices like the shaduf (a bucket and counterweight system) to lift water and control its flow to their fields.

Formative assessment 4.2

1. Thebes, Memphis
2. Napata, Meroe
3. They started simple agriculture.
4. Provision of raw materials.
5. Crop produce and livestock.
6. Sinking boreholes
7. Basin irrigation

4.3 Maps and map work

Formative assessment 4.3

1. Kenya lies between latitudes 5° N, 4.5° E and Longitudes 34° E and 42° E. Eastern Africa lies between latitudes 23° N and 12° S and longitudes 22° E and 51° E.
2. Comoros, Seychelles, Cape Verde, Mauritius
3.
 - a) We lose time when we move to the West.
 - b) We gain time when we move to the East.
4. Places on the East of Greenwich Meridian are ahead in time.
5. The time taken to cover distance between two longitudes is 1 hour. For example when Kigali is 4.00 pm, Somalia is 5.00 pm.
6. 0°
7. 4 minutes
8. West, East
9. 24 hours
10. 360°
11. 24 hours
12.
 - a) Nairobi, Kigali, Kampala and Addis Ababa.
 - b) Conakry, Freetown and Dakar.
13. 2 .00 p.m.
14.
 - a) Africa lies between latitudes 37° N and 35° S and longitudes 18° E and 52° E.
 - b) N'Djamena 12° N and 17° E. Luanda 12° S and 14° E
15.
 - a) 2.00 P.M.
 - b) 11.00 a.m.
16. 12.00 p.m.

4.4 Earth and the Solar System

Formative assessment 4.4

1. Core
2. Crust
3. Mantle
4. Water, plants, air and soil
5. Earth
6. Plant trees

4.5 Weather

Formative assessment 4.5

1. Humidity, cloud cover, sunshine and wind.
2. Rainfall, temperature
3. Wind
4. For easy recording of weather conditions from the environment.
5. a) Measures the strength of wind.
b) A piece of cloth, string, wire, pole
6. a) It alters the planting patterns and crop dry up.
b) To prevent famine.
c) They make good harvest.
7. It makes use of the wind to produce power.

4.6 Field work

Formative assessment 4.6

1. a) Musango b) Thomas c) 54
2. Prepare a schedule of activities.
3. Head teacher
4. Area chief
5. Conducting pre-visit to know routes and identify appropriate methods of data collection and equipment.
6. To know routes and identify appropriate methods of data collection and equipment.
7. Use of appropriate equipment, ensure there are enough funds to finance the exercise, carry out fieldwork when the weather is clear.

5 POLITICAL DEVELOPMENT AND GOVERNANCE

5.1 Political development in Africa

Formative assessment 5.1

1. Eldest or favourite son
2. **Scramble for Africa** is the disorderly rush to acquire colonies in Africa by European powers.
3. Belgium, Britain, France, Germany, Italy, Portugal and Spain.
4. a) To get riches and raw materials
What they did: European factories were growing fast and needed things like rubber, cotton, copper, and palm oil. Africa had all these things.

Goal: The European groups rushed in to take control of these resources. They wanted to exploit (use unfairly) Africa's land and people to make their own countries richer. They also wanted new places to sell the things they had manufactured (made in their factories).

b) To compete for power and prestige
What they did: European countries were constantly fighting to be the most powerful in the world. Having many colonies in Africa was a way to show off their national power and importance.

Goal: They raced each other to claim territory so that their rivals wouldn't get it first. This competition led them to divide up the continent quickly, like people scrambling for sweets.

5. Chancellor Otto Von Bismarck
6. To divide Africa and create rules for the colonisation of African continent.
7. Abolishment of slave trade, development of transport systems.
8. Belgium, Britain, Portugal, Italy, Germany, Spain (learners to circle correctly)
9. Missionaries were resisted by the rulers, Muslims and traders. They asked their governments to come and protect them.
10. a) Acquiring more colonies gave colonial masters a sense of pride and superiority.
b) Ant-slave trade campaigners pressured European governments to occupy Africa and stop slave trade.
c) European governments occupies Africa to protect their people who had invested there.
d) There was to settle the excess population in Africa.
e) Africa provided raw materials for industries in Europe.
11. Democratic Republic of Congo
12. Areas that had been already occupied by European powers could not be claimed by any other colonial power.

5.2 The constitution of Kenya

Formative assessment 5.2

1. Constitution
2. 2010
3. The rights and freedoms of every Kenyan citizen are enshrined in the constitution in the Bill of Rights.
4. Right to play, right to be treated with respect, right to learn.
5. Participation in all school and classroom activities, respect student leaders and school

administrators, keep environment clean and neat.

6. Paying of taxes promotes development, honest citizens are reliable and dependable, inclusiveness encourages people to make use of their talents and skills, and transparency promotes proper management of resources.
7. National unity
8. Integrity
9. Guarantees our human rights and freedoms, promotes equal distribution of resources.
10. Inclusiveness, unity, equality, rule of law.
11. Integrity, transparency and accountability, rule of law.
12. Respect others, being honest, obeying rules, promoting cohesion, respect others' property.
13. Submitting and obeying the law regardless of our positions in society.
14. It outlines the duties of every citizen.
15. Paying taxes, engaging in rightful activities, obeying laws, being diligent and hardworking, working together, providing equal opportunities, managing resources responsibly.
16. Public participation
17. We become responsible for our actions, in conducting and managing resources.
18. Submitting and obeying the law, participating in elections, respecting human rights and freedoms, using proper methods of conflict resolution, protecting resources.
19. Natural
20. Supporting and abiding by laws and principles of the constitution.

5.3 Human rights

Formative assessment 5.4

1. Human rights
2. A, B, C
3.
 - . Right to work and earn money.
 - . Right to trade.
 - . Right to equal pay and fair wages.
 - . Right to belong to a worker's union.
 - . Right to own property.
4. Human rights are universal.
5. Human rights have limitations.
6. Respecting and giving opportunities to the minority groups.

5.4 African Diasporas

Formative assessment 5.4

1. African diasporas
2. Outside Africa
3. America, France, Brazil
4. Marriage

5. a) true b) true c) true d) true
e) true f) true g) false
6. Business

5.5 Citizenship

Formative assessment 5.5

1. To tackle challenges such as climate change together and provide solutions. To trade with other countries.
2. It allows free movement of people and goods.
3. It does not pollute the environment.
4. Investments, free trade among countries, political representation, intervening in solving common global concerns.
5. It is the state in which countries work together to achieve a common goal.
6. a) Business
b) Loss of jobs c) People are able to interact.
7. Climate change
8. Rise of pandemics-building of hospitals, Lack of education-scholarships, Climate change-use of green energy, Food security-irrigation schemes, quality crops
9. It has promote export and import of goods. For example, use of air has helped in transporting valuable and perishable goods such as minerals and flowers.
10. Participating in charitable work that aim at helping the needy, planting trees, reusing and recycling resources
11. Helping in ending terrorism, supporting people to avert effects of famine and drought.

ASSESSMENT TASKS ANSWERS

ASSESSMENT TASK 1

- | | | | |
|------|-------|-------|-------|
| 1. A | 6. B | 11. B | 16. A |
| 2. B | 7. C | 12. B | 17. D |
| 3. A | 8. B | 13. B | 18. C |
| 4. B | 9. A | 14. C | 19. A |
| 5. A | 10. A | 15. C | 20. C |
21. Abundant natural resources such as iron, tin and copper brought a lot of wealth. Adequate rainfall and fertile soils favoured agriculture. Profitable trade between the Shona, Waswahili and Portuguese strengthened their economy.
 22. Poor waste management, water scarcity/contamination and lack of hygiene awareness.
 23. Desirable: Open- mindedness, friendliness, patience, responsible

- Undesirable: carelessness, dishonesty, jealousy, laziness
24. Doing activities she loves. Being friendly to others. Helping others.
 25. Forced Labour, Debt Bondage and Domestic Servitude
 26. Airports, national parks, forested regions
 27. To inform the local administrators such as chief. To familiarise with the area if it is new. To know if the area is best suited for collecting information.
 28. Shadoof irrigation method
 29. People settled and left nomadic lifestyle. Surplus production promoted trade. Advanced machines were invented for agricultural activities.
 30. Production of goods in large quantities due to increased trading activities. Maximum exploitation of resources since money gave value to them. Acquisition of better products and services led to improved living standards.
 31. Carrying activities that bring more money. Prepare a budget to guide on important things to buy. Setting financial goals to achieve in a specified period of time in business.
 32. Recycling and reusing plastics instead of burning. Use clean energy such as solar panel, improved jikos and energy saver bulbs. Using sources of heat that do not pollute the environment.
 33. CSL solves real local problems. Projects improve the neighborhood. It builds stronger community bonds. Students and elders work together. CSL saves the community money and time.
 34. Proper storage: Documents are kept in cool, dark, dry rooms. This prevents them from rotting or fading. Special materials: Sources are stored in acid-free boxes and folders. This stops regular paper from damaging the old, fragile documents.
 35. B-France, A-Belgium
 36. To guarantee their rights and promote equality. To spell out responsibilities and conduct of all. To promote law and order in the class.
 37. Citizens participate through share opinions or voting in decision making. The opinions, decisions and outcome of elections are respected. Decisions are based on the will of majority.
 38. a) Human rights can be derogated.
b) Human rights have limitations. Human rights are indivisible.

39. a) Many Africans were shipped to America and Brazil to work as slaves.
b) Many students were airlifted to other countries for studies.
c) Business people acquired citizenship in other countries as they invested there.
40. a) New unacceptable cultures have eroded traditional African cultures.
b) Access to cheap goods has led to collapse of local industries.
c) Skilled people leave their country to seek jobs elsewhere.

ASSESSMENT TASK 2

- | | | | |
|------|-------|-------|----------|
| 1. B | 6. A | 11. C | 16. A |
| 2. B | 7. A | 12. B | 17. B |
| 3. B | 8. B | 13. A | 18. C |
| 4. B | 9. B | 14. A | 19. A, B |
| 5. B | 10. B | 15. A | 20. A |
21. Production of wind energy
 22. Newspapers
 23. Sketch map and topographical map.
 24. Africa is a massive continent, approximately 30.37 million sq km ((11.7) million sq mi), making it the second-largest continent and covering about one-fifth of the Earth's total land surface.
 25. Protecting Earth from space threats. Finding resources and preparing for the future. Understanding our home-Earth.
 26. They had a strong economy. They had natural resources such as minerals. They had strong revenue that supported its economy.
 27. Temperature is a measure of hotness or coldness in the atmosphere. Rainfall is a measure of the amount of liquid water that falls from the atmosphere to the ground.
 28. Attending to the vulnerable people in the society. Obeying the laws of the country. Voting for the best leaders.
 29. Helping the vulnerable in the society. Voting for your leaders.
 30. Military slavery, debt slavery, domestic servitude
 31. Physical fitness of Africans, presence of trade merchants, slavery was a profitable trade.
 32. a) Anemometer
 33. Rainfall
 34. They acquire the original information from the environment.
 35. People settled permanently in areas they established agriculture. People started trading with excess agricultural yields. Irrigation ensured continued supply of food to the people.

36. Observation, Asking questions and Interviewing.
37. Maximum exploitation of resources. Increased trading activities among countries. It led to economic growth in various countries.
38. Mean, mode and median.
39. They required raw materials for their industries.
40. Lawyer, farmer, photography and cultural tour guide agency.

ASSESSMENT TASK 3

- | | | | |
|------|-------|-------|-------|
| 1. B | 6. D | 11. B | 16. B |
| 2. B | 7. B | 12. C | 17. B |
| 3. B | 8. D | 13. C | 18. B |
| 4. C | 9. A | 14. B | 19. B |
| 5. A | 10. A | 15. B | 20. B |

21. Availability of water for irrigation.

22. A.	Lack of common language	A local person to interpret the language is acquired prior to the study.
B.	Dishonest respondents give wrong information.	The respondents should be informed earlier on the importance of the study.
C.	Lack of adequate resources	Appropriate equipment should be acquired earlier and kept ready.

23. Basin irrigation
24. Money enables specific amounts of goods to be bought.
25. Reusing waste water for irrigation. Using drip irrigation. Protecting water catchment areas.
26. Money made trade much easier and quicker. It allowed people to save their wealth safely in banks.
Money helped local markets grow into bigger towns.
Colonial powers used money to collect taxes from Africans.
The new currency forced many people to work for wages.
27. Missionaries acted as early explorers for the colonial powers.
Missionaries softened African resistance by teaching peaceful obedience.
The desire to “save” Africans gave Europeans a moral reason for invading.
Mission stations became centers that later served as colonial administrative posts.
28. Missionaries, Explorers, Traders
29. It is a document that has a set of principles and laws of a country.

30. Obeying the law and promoting law and order. Taking care of the environment. Holding free, fair and peaceful elections.
31. There is too much consultation.
32. Economic right-right to own property, right to equal pay and fair wages, right to work and earn money.
Social right-right to worship, right to parental care
33. African diaspora, Emigrant, Dual citizen
34. Assimilation
35. There is no a country that produces all goods or provide all services. A country cannot solve some of the global challenges alone. It requires assistance. Countries can only achieve common goals when they work together.
36. Creation of jobs. Offering opportunities for investments. Introduction of new cultures such as music.
37. a) Willingness to protect resources and the environment. Believes in fair distribution of resources. Values and respect diversity across all cultures.
b) Plant trees, caring for the vulnerable, improvising items using locally available materials.
38. Food insecurity. Terrorism. Rise of pandemics such as COVID-19.
39. It has promoted cooperation and unity in Africa. It has created friendly ties between Africa and other continents. It has promoted peace and security among African countries.
40. a) AFCON have brought countries together.
b) Mobile phones enhance communication.
c) Kenya airways enable faster transport.
d) import and export enable trade activities.

ASSESSMENT TASK 4

- | | | | |
|------|-------|-------|-------|
| 1. A | 6. B | 11. B | 16. B |
| 2. A | 7. A | 12. A | 17. B |
| 3. B | 8. C | 13. B | 18. C |
| 4. D | 9. A | 14. C | 19. A |
| 5. C | 10. C | 15. C | 20. A |
21. Written: letter to the president, magazine, diary.
Unwritten: Abukusu story, wise sayings.
Electronic: Radio, videos, TV station
 22. a) Fossils
b) Aspects of different cultures
 23. They all believe there was a Supreme Being who created humankind. The first human beings sired children that reproduced also. Human beings were made care takers of the earth.
 24. Hunting and gathering, fishing, cooking

25. The warm tropical climate was favourable for the survival of the early man and made him possible to hunt and gather.
26. Kingdom of Kongo. b) Presence of minerals such as copper. Trade with Portuguese was very profitable. Religion united them.
27. Zulu
28. Participating in games and sports. Attending traditional ceremonies to celebrate together. Participating in trade activities with neighbours.
29. It results in the change of seasons across the globe.
It affects the changing lengths of daytime and nighttime.
It creates the difference in temperature across the planet.
It is the reason why we observe different stars in the night sky during different months.
30. Forgiveness, friendliness and commitment.
31. Obeying and abiding by the laws of the country. Coopering with others.
Voting for good leaders.
32. Equality means giving everyone the exact same resources or opportunities.
Equity means giving everyone what they need to succeed, which may be different amounts of support.
33. African Swahili people, Portuguese, Persians
34. Homes, property such as crops, livestock
35. Exposure to harsh climatic conditions weakened the immunity of Africans.
Destruction of property depleted stocks of food people depended on and rendered them homeless. Regarding Africans as commodities took away their dignity.
36. Human rights are universal, belonging to every person on Earth.
They are inherent, meaning you are born with them.
They are inalienable, meaning they cannot be taken away.
They are indivisible, meaning all rights are equally important.
They are interdependent, meaning one right relies on others.
Human rights must be enjoyed without discrimination
37. a) Barley, dates, wheat, figs, lentils and grape, rice, bananas, millet, grapes, sorghum.
b) Goats, sheep, camels, ducks, chicken and geese.
38. a) The area should be open and flat, not on a steep slope.
The ground cover should be natural grass or soil.

The station must be far away from tall buildings or trees.

It should be safe from flooding or strong winds.

b) Thermometer: Used to measure air temperature (how hot or cold it is).

Rain Gauge: Used to measure the amount of rainfall (precipitation) over a period.

Barometer: Used to measure atmospheric pressure (the weight of the air). Changes in pressure help predict changes in weather.

Hygrometer: Used to measure humidity (the amount of water vapor in the air).

c) It is perfect for watering the home garden and plants.

Collected water is used for cleaning outside areas like driveways.

With proper filters, rainwater can be made safe for drinking.

39. Need for the raw materials for their growing industries. Need to settle the excess population. Need to protect the missionaries.
40. a) We should submit, obey and abide by the laws of the country.
b) It is being honesty and truthful in our actions, activities, dealings and relations with others.

ASSESSMENT TASK 5

- | | | | |
|------|-------|-------|---------|
| 1. B | 6. A | 11. A | 16. A |
| 2. B | 7. B | 12. D | 17. D |
| 3. C | 8. B | 13. D | 18. D |
| 4. B | 9. A | 14. D | 19. D,A |
| 5. C | 10. A | 15. A | 20. D |
21. Equal treatment, listening to concern of others, fair distribution of resources
 22. We are able to improve performance. We can share learning materials. It increases self esteem and self efficacy.
 23. A global citizen understands the wider world and their place in it.
They feel responsible for protecting the planet and all people.
They respect the diversity of different cultures and beliefs.
They challenge injustice and inequality around the world.
They actively work with others to solve global problems.
 24. Interviewing and photographing, use of questionnaires, direct observation
 25. It ensures regular supply of food to people.
Country earns foreign exchange from agricultural exports. Variety of foods provides balanced diet to promote good health.

26. Identify a need by observing and asking the community.
Plan the project by setting clear goals and tasks.
Gather the necessary resources like materials, tools and help.
Carry out the service by doing the planned work carefully.
Reflect on the experience by thinking about what was learned.
Evaluate the project to see if it successfully met the community's need.
Share the results with the community and classmates through reports.
27. a) Currency trade
b) It has a measure of value. Debts could be expressed in terms of money. It was the most acceptable form of payment in trade.
c) He does not need to travel to the market to acquire goods.
28. Truthfulness and transparency guides on how we live and work.
29. People must respect all different cultures and beliefs.
Open talking helps solve problems and avoid fights.
Focusing on shared goals brings people closer.
Organised events allow different groups to mix easily.
Leaders must treat everyone fairly under the law.
30. She should know about the world beyond her local area.
She must feel responsible for protecting the planet.
She needs to respect all different cultures and beliefs.
She should question and analyze global issues carefully.
She must stand up for fairness and human rights everywhere.
31. Right to education.
32. a) If the lives of people are endangered, the right can be suspended but not denied.
b) To avoid endangering lives of other people through infections.
c) To prevent eruption of war that could lead to loss of lives.
33. He wanted Africans to be proud of their culture and their blackness. He wanted Africans to be educated in order to prepare themselves to rule after independence. He advocated for political unity of African countries.
34. Culture

35. A	Globalisation	is the process of interaction and integration among people across the world and countries.
B	Global citizenship	Refers to understanding our place within the world around us.
C	Interdependence	It is a condition in which countries depend on themselves.
D	Interconnectedness	Refers to the state in which countries work together to achieve a common goal.

36. Trade barriers have been removed to allow movement of people and goods. Business people can invest in other countries. Spread of technology and innovation enables communication and trade.
37. Competence, suitability, integrity
38. Accountable
39. It rules on human rights in the African continent.
40. a) Currency trade, they use currency in trading.
b) They share new technology and scientific discoveries.
Many countries borrow money from or lend money to others.
They depend on each other for peace and security around the world.
c) Trade between countries has increased rapidly.
Local companies now face more competition from foreign companies.
Countries get easier access to foreign investment and money. Some local jobs may be lost as production moves to cheaper countries.

ANSWERS

Assessment exercise 1.1

1. Pre-Technical Studies is a subject that introduces basic technical skills, tools, materials, and simple technology.
2. The three components are Drawing, Craft, and Technology.
3. It helps people develop practical skills, solve problems, use tools safely, and understand everyday technology.
4. Careers include engineering, carpentry, electrical work, mechanics, architecture, and technical teaching

Assessment exercise 1.2

1. Safety is the condition of being protected from danger or harm.
2. Physical threats to a computer include dust, heat, water, theft, and fire.
3. It prevents accidents, injuries, and damage to property.
4. Use strong passwords, privacy settings, secure devices, and avoid sharing personal details.
5. Online threats include viruses, hacking, phishing, malware, and identity theft.
6. Mitigating physical threats: keep computers clean, use covers, avoid liquids, ensure proper ventilation, and use security locks.

Assessment exercise 1.3

1. Information is processed data that is meaningful and useful.
2. Three forms of data are text, numbers, and images.
3. A computer is an electronic device that accepts data, processes it, and produces information.
4. Characteristics of computers:
 - a) Speed – works very fast
 - b) Accuracy – gives correct results
 - c) Storage – stores large data
 - d) Diligence – does not get tired
 - e) Versatility – performs many tasks
5. Computers are classified according to size, purpose, and capacity.
6. An educational activity is researching information on the internet.

End of Strand Assessment

1. Safety is protection from danger or harm.
2. Data can come in the form of text, numbers, images, sound, and video.
3. A computer can be classified by size, purpose, and capacity.
4. Physical threats include dust, heat, water, fire, and theft.
5. Online safety threats are viruses and phishing.
6. Components of Pre-Technical Studies are Drawing, Craft, and Technology.
7. Characteristics of computers:
 - a) Speed – works very fast
 - b) Accuracy – produces correct results
 - c) Storage – stores large amounts of data
 - d) Diligence – works without tiring
 - e) Versatility – performs many tasks
8. A computer is an electronic device that processes data into information.
9. Speed is how fast a computer processes data.
10. Physical threats cause physical damage (e.g. fire); online threats come from the internet (e.g. virus)

Assessment exercise 2.1

1. Communication is the process of sending and receiving information.
2. Basic drawing symbols (names only): circle, square, triangle, arrow, rectangle.
3. Technical drawing is precise and uses measurements; artistic drawing is for expression and creativity.
4. Importance of drawing:
 - a) Conveys ideas clearly
 - b) Aids understanding
 - c) Saves time
 - d) Reduces errors
 - e) Used in planning
5. Types of technical drawing: orthographic, isometric, oblique, sectional.
6. Types of lines: outline line, dashed line, center line, dimension line, construction line

Assessment exercise 2.2

1. 2D means two-dimensional, having length and width only.
2. Free-hand sketching is drawing without using drawing instruments.

3. Principles of free-hand sketching:
 - a) Accuracy
 - b) Proportion
 - c) Neatness
 - d) Clear lines
4. 2D shapes include square, rectangle, triangle, circle, and oval.
5. The hand compass method is used to draw circles or arcs free-hand.
6. Techniques of free-hand sketching:
 - a) Light guide lines
 - b) Correct proportions
 - c) Smooth continuous lines
 - d) Practice and observation
7. To sketch a rectangle: draw light horizontal lines, add vertical sides, adjust proportions, then darken final lines.
8. Free-hand sketching is important because it quickly communicates ideas and designs clearly

Assessment exercise 2.3

1. ICT stands for Information and Communication Technology
2. Email, Mobile phone, Social media, Video conferencing (e.g., Zoom), Instant messaging (e.g., WhatsApp)
3. Fast communication,
Saves time and money,
Helps people communicate from far away
Easy sharing of information and documents,
Supports learning and education
4. Use strong passwords
Do not share personal information online
Avoid clicking unknown links or attachments
5. Assess

End of strand

1. Communication is the process of sharing information or ideas between people.
2. Importance of drawing in communication:
 - a) Shows ideas clearly
 - b) Helps explain designs and plans
 - c) Reduces misunderstandings
 - d) Saves time in explaining
 - e) Helps in planning and building
3. Artistic drawing is for expression and creativity; it does not need measurements. Technical drawing is precise and uses measurements and standards for construction.

4. Principles of free-hand sketching:
 - a) Accuracy – correct shape and size
 - b) Proportion – correct relationship between parts
 - c) Neatness – clean and clear lines
 - d) Clarity – easy to understand
 - e) Light guidelines – use light lines first, then darken final lines
5. Assess
6. Radius
Centre line
Diameter
Perpendicular
Square
7. DRG – Drawing
A/F – As Freehand
A/C – As Constructed
I/D – Inside Diameter
O/D – Outside Diameter
8. Email
Mobile phone
Social media
Video conferencing (e.g., Zoom)
Instant messaging (e.g., WhatsApp)
9. Use light guide lines first
Draw the outline lightly and slowly
Keep correct proportions
Use smooth continuous strokes
Darken final lines after checking the shape
10. Fast communication
Saves time and money
Allows remote communication
Easy sharing of information
Helps in education and learning

Assessment exercise 3.1

1. Materials are substances used to make products or goods.
2. Five materials used in production: wood, metal, plastic, glass, rubber.
3. Differences between metallic and non-metallic materials:
 - a) Metallic: conduct heat/electricity, shiny, strong.
 - b) Non-metallic: poor conductors, dull, usually lighter.
4. Four sustainable ways of using materials:
 - a) Recycling
 - b) Reusing
 - c) Reducing waste
 - d) Using renewable materials

- Importance of materials in production:
They are essential for making goods and determining their quality and use.

Assessment exercise 3.2

- A metal is a material that is usually hard, shiny, and a good conductor of heat and electricity.
- It is shiny, strong, conducts heat/electricity, and can be shaped (malleable).
-

Metal	Use
Copper	Making electrical cables
Gold	Making jewellery
Aluminium	Making sufurias
Bronze	Making church bells
Iron	Making doors and windows

- Four physical properties of metallic materials:
 - Shiny (lustrous): they have a bright surface.
 - Good conductors: allow heat and electricity to pass through.
 - Malleable: can be hammered into sheets.
 - Ductile: can be drawn into wires.
- Metals are used to make tools, buildings, machines, utensils, and electrical items.

Assessment exercise 3.3

- Non-metallic materials are materials that do not have metallic properties like shine or conductivity.
- Difference:
Natural non-metallic materials: come from nature (e.g. wood, cotton).
Synthetic non-metallic materials: made by humans (e.g. plastic, nylon).
- Five examples of non-metallic materials:
Wood, plastic, rubber, glass, cotton.
-

Non-metallic material	Use
a) Wood	Making furniture and handles of kitchen tools like sufuria
b) Glass	Making windows
c) Rubber	Making gloves
d) Leather	Making shoes and belts
e) Soil	Growing crops and vegetables

End of strand

- A metal is a material that is usually hard, shiny,

and a good conductor of heat and electricity.

- Five differences between metallic and non-metallic materials:
 - Metallic are shiny; non-metallic are dull.
 - Metallic conduct heat/electricity; non-metallic do not.
 - Metallic are strong; non-metallic are usually weaker.
 - Metallic are malleable; non-metallic are brittle.
 - Metallic are ductile; non-metallic are not.
- Four sustainable ways of using materials in production:
 - Recycling materials
 - Reusing materials
 - Reducing waste
 - Using renewable materials
- Four physical properties of non-metallic materials:
 - Poor conductors of heat and electricity
 - Dull appearance
 - Lightweight
 - Brittle or flexible depending on type
-

Metal	Use
Bronze	Making jewellery
Aluminium	Making doors and windows
Gold	Making coins
Copper	Making electrical cables
Steel	Making kitchen ware like sufurias

- Difference between synthetic and natural non-metallic materials:
 - Natural non-metallic materials come from nature (e.g., wood, cotton).
 - Synthetic non-metallic materials are made by humans in factories (e.g., plastic, nylon).
- Four types of natural non-metallic materials:
 - Wood
 - Cotton
 - Leather
 - Clay/Soil
- Five physical properties of non-metallic materials:
 - Poor conductors of heat and electricity
 - Dull in appearance
 - Lightweight

- d) Brittle or can break easily
- e) Flexible or soft (some types)

Assessment exercise 4.1

1. Difference between marking and measuring tools:
 - a. Marking tools are used to draw or mark lines on materials.
 - b. Measuring tools are used to find or check dimensions (length, width, angle).
2. Five marking tools:
 - a. Pencil
 - b. Chalk
 - c. Marking gauge
 - d. Scriber
 - e. Try square
3. Ammeter, tape measure, ruler, pair of dividers
4. Five ways of caring for measuring and marking tools:
 - a) Keep them clean and dry
 - b) Store them in a safe place
 - c) Avoid dropping or banging them
 - d) Oil metal parts to prevent rust
 - e) Check and repair any damage regularly
5. Factors to consider when selecting a measuring or marking tool:
 - a) Accuracy required
 - b) Size of the workpiece
 - c) Type of material being worked on
 - d) Ease of use
 - e) Durability and quality of the tool

Assessment exercise 4.2

1. Computer hardware is the physical parts of a computer you can touch (e.g., keyboard, monitor, CPU).
2. Categories of computer hardware:
 - a) Input devices
 - b) Output devices
 - c) Storage devices
 - d) Processing devices
3. Four examples of removable storage devices:
 - a) USB flash drive
 - b) External hard disk
 - c) CD/DVD
 - d) Memory card
4. Functions of output devices:

- a) Monitor: Displays visual output (text and images).
 - b) Speaker: Produces sound output.
 - c) Braille embosser: Prints text in Braille for visually impaired users.
 - d) Printer: Produces hard copies on paper.
 - e) Projector: Displays computer output on a large screen or wall.
5. QR code scanner, keyboard, mouse, pointer

End of strand

1. Differentiate between measuring and marking tools.
 - a) Measuring tools are used to determine length, width, or angles.
 - b) Marking tools are used to draw or mark lines on materials.
2. Computer hardware is the physical parts of a computer you can touch (e.g., keyboard, monitor, CPU).
3. Differentiate between input and output devices.
 - a) Input devices send data into the computer (e.g., keyboard).
 - b) Output devices receive data from the computer (e.g., monitor).
4. Name any five factors to consider when selecting removable storage devices.
 - a) Storage capacity
 - b) Speed of transfer
 - c) Durability
 - d) Cost
 - e) Compatibility with the computer
5. State any five ways we can care for marking and measuring tools.
 - a) Keep them clean
 - b) Store in a safe place
 - c) Avoid dropping them
 - d) Keep them dry to prevent rust
 - e) Check for damage regularly
6. Name the cares for measuring and marking out tools to minimise damage.
 - a) Clean after use
 - b) Store properly
 - c) Handle carefully
 - d) Oil metal parts
 - e) Keep away from moisture
7. State and explain the two categories of computer output devices.

- a) Hardcopy output devices: produce physical output on paper (e.g., printer).
 - b) Softcopy output devices: show output on screen (e.g., monitor).
8. Giving an example in each, name any five categories of input devices.
- a) Keyboard (typing)
 - b) Mouse (pointing)
 - c) Scanner (image input)
 - d) Microphone (audio input)
 - e) Webcam (video input)
9. Give two differences between hardcopy and softcopy output devices.
- a) Hardcopy gives physical output; softcopy gives digital output on screen.
 - b) Hardcopy can be kept as a document; softcopy cannot be touched or kept physically
10. Scribbler, dot punch, marking knife, pair of dividers,

Assessment exercise 5.1

1. An entrepreneur is a person who starts and runs a business, taking risks to make profit.
2. **Five importance of entrepreneurship in the community**
 - a) Creates jobs
 - b) Provides goods and services
 - c) Increases income for families
 - d) Encourages innovation
 - e) Helps in community development
3. **Five qualities of an entrepreneur**
 - a) Risk-taking
 - b) Hardworking
 - c) Creative
 - d) Self-confident
 - e) Good decision-making
4. **Five ways an entrepreneur can generate business ideas**
 - a) Observing market needs
 - b) Solving everyday problems
 - c) Improving existing products
 - d) Listening to customer feedback
 - e) Researching trends and demand
5. **Five sources of business ideas**
 - a) Market research
 - b) Customers' needs and complaints
 - c) Competitors' products
 - d) Personal skills and hobbies
 - e) Government and community programs

Assessment exercise 5.2

1. A production unit is a place where goods are manufactured or produced.
2. **Three examples of production units in your locality**
 - a) Bakery
 - b) Tailoring workshop
 - c) Brick-making factory
3. **Five factors to consider when locating a production unit**
 - a) Availability of raw materials – easy access reduces costs.
 - b) Proximity to market/customers – saves transport costs.
 - c) Availability of labor – enough workers nearby.
 - d) Transport and infrastructure – good roads and electricity.
 - e) Government policies and regulations – permits, taxes, and support.
4. **Hires workers** for production, packaging, selling, and management, which **creates jobs** for the community.
5. **Four factors that determine the size of a production unit**
 - a) Amount of capital available
 - b) Size of the market demand
 - c) Availability of raw materials
 - d) Level of technology used
6. **How locating a production unit near customers benefits the business**
 - a) Reduces transport costs
 - b) Delivers products faster
 - c) Increases customer satisfaction
 - d) Improves sales and profits

Assessment exercise 5.3

1. Financial discipline is the ability to manage money wisely, spend within budget, and save regularly.
2. **Five factors to consider when setting up financial goals**
 - a) Income level – how much money you earn
 - b) Business needs – what the business requires to grow
 - c) Expenses – how much you spend monthly
 - d) Time frame – when you want to achieve the goal

- e) Risk and uncertainty – possible problems that may affect finances

3. Why should an entrepreneur set financial goals?

- a) To plan and manage money well
- b) To track progress and measure success
- c) To avoid overspending
- d) To prepare for future growth
- e) To increase profit and savings

4. Goal setting is the process of **planning and deciding what you want to achieve** in the future.

5. Explain the SMART technique of formulating financial goals

- a) S – Specific: Clearly state what you want to achieve.
- b) M – Measurable: You must be able to measure progress.
- c) A – Achievable: The goal must be realistic.
- d) R – Relevant: It must be important to your business.
- e) T – Time-bound: Set a clear deadline.

End of strand

1. An entrepreneur is a person who starts and runs a business, taking risks to make profit.
2. Entrepreneurship is the process of starting, organizing, and managing a business to earn profit.

3. Five factors that determine the size of a production unit

- a) Capital available – more money allows larger production.
- b) Market demand – high demand requires larger production.
- c) Availability of raw materials – enough materials support bigger production.
- d) Technology level – advanced technology can increase production size.
- e) Availability of labour – more workers can support a larger unit.

4. Five reasons why an entrepreneur should observe financial discipline

- a) To avoid overspending
- b) To save money for future needs
- c) To manage business expenses well
- d) To avoid debt and financial problems
- e) To increase profits and business growth

5. Goal setting is the process of **planning and deciding what you want to achieve** in the future.

6. Five factors to consider when setting up financial goals

- a) Income level – how much money is available
- b) Business needs – what the business requires
- c) Expenses – regular costs to cover
- d) Time frame – when you want to reach the goal
- e) Risk and uncertainties – possible challenges

7. Five reasons why we should set financial goals

- a) Helps to plan money wisely
- b) Guides spending and saving
- c) Helps to measure progress
- d) Motivates you to work hard
- e) Helps to achieve future plans

8. Qualities of an entrepreneur in business

- a) Hardworking
- b) Creative and innovative
- c) Risk-taker
- d) Self-confident
- e) Good decision-maker
- f) Organized and disciplined

MODEL TEST PAPER

ASSESSMENT TASK 1

Paper 1

Section A

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

Section B

31. Corrosive
32. Artistic drawing
33. a) Assess. Learners have different tools they use at home
b) Assess depending on the tools mentioned above.
34. Wear a mask and gloves, sweep away from people, open windows, sprinkle some water to reduce dust, assess any other
35. An electronic device used to process data into information.

36. Gloves
37. Wear appropriate personal protective gear, follow the rules given by the workers, use the right tool for the right tasks, assess any other
38. Fire fighter, first aid personnel, risk assessment officer, assess any other
39. a) tape measures, stop watch
b) used to measure the length or width of a straight item
used to measure curves in bodies or garments
stop watch is used to count time spent doing a task
40. running, drawing, singing and dancing

Paper 2

1. Face masks, gloves, disposable bag, shoe cover, goggles
Face, hands, feet and eyes
2. Computer, calculator, clock
To transfer raw data into information

ASSESSMENT TASK 2

Paper 1

Section A

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

Section B

31. Email, Social media, Video conferencing tools, Instant messaging
b) Fast communication, Reaches many people, Saves time and cost
32. a) Computer Studies, Business Studies, Technical Studies
b) Develop practical skills, Prepare learners for careers
c) Problem-solving, Creativity, Technical skills
33. a) Anything that can cause harm or danger.
b) Viruses, Hacking
c) Use strong passwords, do not share personal information, install antivirus software, Avoid suspicious links
34. a) A computer is an electronic device that accepts data, processes it, and gives output
b) According to size, According to purpose, According to functionality

- c) Speed, accuracy, storage capacity
35. a) **Data:** raw fact **Information:** processed data

- (b) Learning, Communication, Record keeping
36. Digital computers, Analog computer
37. Marking gauge
38. Artistic is for decoration; technical is for accuracy, Artistic is not to scale; technical uses scale, Artistic has no rules; technical follows rules
39. (a) **Technical drawing**
(b) Drawn to scale, Follows measurement
(c) Correct proportion
40. Recycling, Reusing, Reducing waste, using renewable materials

Paper 2

Assess the hand compass method

Assess the triangle construction

ASSESSMENT TASK 3

Paper 1

Section A

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

Section B

31.

Metallic	Non-metallic
Bronze	Paper
Tin	Glass
Aluminium	Wood
Iron	Plastic

- Firefighter
Security officer
Electrician
Health and safety officer
33. To communicate his idea or plan
To guide construction before actual work begins
 34. Box method
Centreline method
Hand compass method
Blending

- 35. Cost
 - Storage capacity
 - Speed/processing power
 - Durability
- 36. Iron
 - Aluminium
- 37. Hardware refers to the physical parts of a computer that can be seen and touched.
- 38. Helps in selecting the right material
- 39. Improves product quality
 - Enhances safety in production
 - Reduces wastage and costs
- 40. Input

Paper 2

Assess how the classification of non-metallic materials has been done.

Test paper 4

Paper 1

Section A

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

Section B

- 31. Artistic drawing is for decoration and expression, while technical drawing is for accuracy and communication of ideas. Artistic drawing is not drawn to scale; technical drawing uses scale and measurements. Artistic drawing has no strict rules; technical drawing follows set standards and symbol
- 32. Engineer
 - Electrician
 - Carpenter / Technician
- 33.

By function	By size	By purpose
Analog computer	Super computer	General-purpose computer
Digital computer	Micro computer	Special-purpose computer

Land: Natural resources used in production.
 Labour: Human effort used to produce goods and services.
 Capital: Man-made tools and machines used in production.

- 35. Promotes teamwork
 - Reduces misunderstandings
 - Improves efficiency and productivity
- 36. Proximity to customers
 - Level of demand for the product
- 37. The margarine melts when heated
 - It melts faster on the metallic spoon than non-metallic spoons.
- 38. Steel rule: measures length
 - Tape measure: measures long distances
 - Divider: marks equal distances or circles
- 39. Wear gloves
 - Dispose waste properly
 - Wash hands after handling waste
- 40. Metals are good conductors; non-metals are poor conductors
 - Metals are shiny; non-metals are dull
 - Metals are strong; non-metals are less strong
 - Metals are malleable; non-metals are brittle
- 41. Hand compass method
- 42. Electrical hazards
 - Slippery floors
 - Fire hazards
 - Poor ventilation
- 43. Information is processed data that is meaningful and useful.
- 44. Computer Studies
 - Business Studies
 - Technical Studies
- 45. Box method
 - Centreline method
 - Hand compass method
 - Blending
- 46. Box method
- 47. Observation
 - Proportion
 - Line quality
 - Light sketching
- 48. Slippery floors
 - Exposed electrical wires
 - Fire hazards (gas, candles)
 - Sharp objects
- 49. According to size
 - According to purpose
 - According to functionality
- 50. Wearing appropriate personal protective equipment (PPE), specifically safety goggles and gloves.

PAPER 2

Task 1

Assessment rubric for freehand sketching

CRITERIA	Exceeding expectation	Approaching expectation	Meeting Expectation	Below expectation
Ability to use the box/centerline/hand compass method	Consistently uses the box /centerline/ hand compass method to draw four or more types of lines.	Uses the box/ centerline/hand compass method to draw three types of lines.	Uses the box/ centerline/hand compass method to draw two types of lines.	Uses the box/ centerline/hand compass method to draw only one type of line.

Task 2

Assess how the 2D shapes have been sketched.

Test paper 5

Paper 1

Section A

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

Section B

31. Technical drawing
32. Artistic drawing
33. Examples of upper-case letters: A, B, C, D
34. A chain line looks like long dash – short dash – long dash, repeated.
35. Negative space
36. Looseness
37. Observation
38. Hatching
39. Box method
40. Video conferencing / online communication tool
41. Smartphone and Email
42. Three ICT ways Anaria can use to communicate:
 - a) Email
 - b) Video conferencing (e.g. Zoom)
 - c) Instant messaging / social media
43. Material Tom should use: Copper

44. Material that conducts electricity: Copper wire
45. Plastic is an insulator and prevents electric shock.
46. Hand compass method
47. Free-hand sketching principle practiced: Light sketching / looseness
48. How ICT is helping: Enables fast sharing of designs over long distances.
49. Drawing principle used: Negative space
50. They are good conductors of electricity/ energy and durable.

Paper 2

Assess the financial goal. It should be SMART.

ANSWERS
CREATIVE ARTS AND SPORTS
GRADE 7

1.0 Foundations of Creative Arts and Sports

1.1 Introduction to Creative Arts and Sports

Activity 1

Category	Activities
Music and dance	Singing, playing musical instruments, folk songs and composing music
Visual Arts	Drawing, painting, sculpture, pottery, weaving, beadwork
Drama and film	Acting, storytelling, script writing, role play, film making
Sports	Football, athletics, volleyball, netball, swimming

Activity 2

- Learners are playing a descant recorder, swimming, running, rope jumping, acting playing sports.
- They promote creativity, physical fitness, teamwork, cultural preservation and talent development.
- Music and Dance, Visual Arts, Drama and Film, Sports.

Activity 3

- They entertain, educate, preserve culture, develop talent, promote teamwork and enhance wellbeing.
- Competition – All involve contests or festivals.
 - Audience – All are performed or displayed to an audience.
 - Attire – Participants wear special or appropriate outfits.
 - Theme – Activities follow a given message or idea.
 - Team effort – Participants work together to succeed.

Activity 4

- Creative Arts and Sports activities.
- By cutting and pasting pictures or drawings of different Creative Arts and Sports activities onto one surface to form a collage.

Assessment exercise 1.1

- An artwork made by cutting and pasting materials on a surface.
- They are linked through creativity, expression, teamwork and performance.

- Select a theme, collect materials, cut, arrange, paste and finish.
- Drama, music, dance and visual arts; they combine acting, sound, movement and stage design.
- Music and Dance, Visual Arts, Drama and Film, Sports.
- Paper, pictures, scissors, glue, pencil, ruler, magazines.

1.2 Components of Creative Arts and Sports

Activity 1

- Amina
- Kijiji Village, near the river and her home.
- She found an injured bird and helped it by cleaning its wound and caring for it.
- Kindness and responsibility bring happiness.

Activity 3

- The components of physical fitness are the different physical abilities that help the body perform activities efficiently.
- Strength, endurance, flexibility, coordination, balance, speed, agility.
- To enable the body to move smoothly and control movements accurately.
- It helps the body lift, carry, push and perform daily tasks without getting tired or injured.

Activity 4

- Pictures b and d
- Picture a and c

Activity 6

Music note	Symbol	Rests
Semibreve		
Minim		
Crotchet		
Quaver		

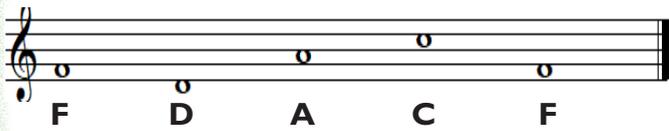
Activity 8



Activity 6



Activity 7



- The clef is important because it tells you the pitch of the notes on the staff, showing which lines and spaces represent which notes.

Activity 11

- F, A, C'
- C, B, A

Activity 12

- Look at the arrangements of notes as shown.
- Because they form a complete scale from a note to its higher octave.
- It is a musical scale made up of the notes C, D, E, F, G, A, B with no sharps or flats and it represents the basic major scale in music.
-



Activity 13

- Piano keyboard
-

1	2	3	4	5	6	7	8	9
C	D	E	F	G	A	B	C'	D'

Activity 15

- Rhythm A is beamed while rhythm B is not beamed.
- A

Assessment exercise 1.2

- Characters, Setting, Plot, Conflict, Theme, Resolution
- Running, skipping, push-ups, sit-ups, stretching, jumping jacks, squats
- 2 beats per bar; a crotchet gets one beat
- Push-ups, sit-ups, squats, running, skipping; build strength and endurance for performance.
- C, D, F, E, G, B, C'
- Draw the Keyboard with notes: C, D, E, F, G, A, B, C' matched to treble staff notes.
- A narrative with characters, setting and plot
- X = C, Y = F, Z = A

2.0 Creating and Performing in Creative arts and Sports

2.1 Drawing and Painting

Activity 1

- The lines in the drawings are used to show shapes, outlines and direction of movement.
- The tone in the drawings shows light and dark areas to create depth and contrast.

Activity 4

- a) Cool colours: Blue, green, violet
b) Warm colours: Red, orange, yellow
- Analogous colours

Activity 5

- Picture A uses warm colours like red, orange and yellow. Picture B uses cool colours like blue, green and violet.
- Warm colours evoke energy, warmth or excitement. Cool colours evoke calmness, peace or relaxation.

Assessment exercise 2.1

- Even distribution of visual elements to make a work look stable and pleasing.
- Tone (light and dark shading).
- Symmetrical balance.
- Cool colours.
- Warm colours and Cool colours
- Positive space: The main subject or object in the drawing. Negative space: The empty area around and between the objects.

2.2 Rhythm

Activity 1

- $\frac{2}{4}$
- Crotchet and a pair of quavers.
- A time signature is necessary because it shows the number of beats in each bar and the note value of each beat, helping musicians keep correct rhythm and timing.
- Bars 3-4 is a variation of bars 1-2.

Activity 2

- Bars 1-2 and bars 3-4 have used a variation of rhythmic patterns.
- Using repetition and variation of note values is necessary because repetition creates a sense of pattern and familiarity, while variation adds interest and excitement, making the rhythm more engaging and balanced.

Assessment exercise 2.2

1. Reading and performing music at first sight without prior practice.
2. Time signature, tempo, note values, accents and phrasing.
3. Repetition repeats the same notes; variation changes some notes to add interest.
4. Listen carefully, count beats, clap the rhythm, break into smaller sections.
5. Practice clapping, counting aloud, start slowly, focus on time signature and note values.
6. Compose a four-bar rhythmic pattern, ensuring to use variation and repetition of note values.
7. A melody that uses only one pitch throughout.

2.3 Javelin and Sculpture

Activity 1

1. A three-dimensional artwork created by shaping or combining materials.
2. The process of cutting or shaping a material to create a design or figure.
3. Carving techniques in Kenya:
 - a) Relief carving: Cutting designs into a flat surface.
 - b) Round carving: Creating fully 3D figures.
 - c) Chip carving: Removing small pieces to form patterns.
 - d) Incised carving: Cutting lines or grooves into the material.
4. Materials: Wood, soapstone, ivory, clay.
Tools: Knives, chisels, gouges, mallets, files, sandpaper.

Activity 2

1. a- Handsaw b- Carving knife
c-Chisel d- Panga
2. a- Used to cut wood into the required sizes before carving begins.
b-Used for cutting and shaping fine details in the material.
c- Used to remove small portions of material and create detailed shapes.
d- Used in carving to roughly cut and shape wood by removing large pieces before finer carving tools are used.

Activity 3

1. Javelin
2. Thrown in athletics to achieve maximum distance in a javelin throw event.

Activity 5

1. By painting, texturing, engraving or smoking.
2. Techniques:
 - i. Painting: Applying colours or designs on the surface.
 - ii. Texturing: Creating patterns or roughness on the surface.
 - iii. Engraving: Carving designs into the surface.
 - iv. Smoking: Using smoke to darken or colour the wood.

Assessment exercise 2.3

1. A Javelin is a spear-like implement thrown in athletics to achieve maximum distance.
2. Wood, metal, soapstone; panga, knife, chisel, file, sandpaper.
3. Grip, Run-up, Withdrawal, Throw, Follow-through.
4. Jog lightly to warm up the muscles and prevent injuries before stretching.
5. Tip, Shaft, Grip, Tail.

2.4 Melody

Activity 1

1. Repetition, simple structure, distinctive rhythm
2. The rhythm and melody work together to make the melody feel lively, flowing and easy to follow.
3. Happiness and excitement because it has an upbeat tempo and lively rhythm.

Activity 2

1. Singable, ends on do
2. Has an identifiable shape
3. The start and end of the melody end on do

Activity 3

- a) It keeps the melody interesting and engaging.
- b) "Twinkle, Twinkle, Little Star"

Activity 4-7

Compose the rhythms as instructed, then perform.

Assessment exercise 2.4

1. A melody is a sequence of musical notes that are perceived as a single, pleasing tune.
2. Correct pitch, rhythm, breath control, fingering, articulation and sight-reading.
3. Memorable, simple, balanced, expressive and harmonically pleasant.

4.

	Melody	Technique
a)		Variation of notes
b)		Repetition of notes

- Pitch, rhythm, tempo, dynamics and articulation.
- Most melodies begin on do (d), mi (m), or so (s) because these notes provide a strong tonal foundation and are easy to sing or play.

2.5 Handball

Activity 1

- Passing, dribbling and performing a jump shot in Handball.
- a- Jump shot: Jumping with knees bent, arms raised, preparing to throw the ball toward the goal.
b-Passing: Standing upright, one foot forward, arm extended to throw the ball.
c-Dribbling: Slightly bent knees, body leaning forward, controlling the ball with one hand.

Activity 4

- Moving the ball while running by bouncing it on the ground with your hand.
- It helps maintain control of the ball while moving and avoids travelling faults.

Activity 6

- A learner is performing a jump shot in Handball, attempting to throw the ball toward the goal.
- The learner is in mid-air with knees bent, one arm raised to throw the ball and the other arm balancing the body; the landing foot is ready to absorb impact and block the ball from scoring.

Assessment exercise 2.5

- Moving the ball to a teammate by throwing it; important to maintain possession and create scoring opportunities.
- Jump pass
- Side pass and flick pass
- Bounce the ball higher than usual while running; used to move quickly and avoid defenders.
- Grip, Run-up, Jump/Throw, Follow-through.
- Confuses defenders by changing timing and rhythm, making it harder for them to intercept.

2.6 Descant Recorder

Activity 1

- A symbol at the beginning of a staff that shows the number of beats in a measure and which note value gets one beat.
 - A set of sharps or flats at the beginning of a staff that indicates the key of the music.
- Semibreve, minim, crotchet, quaver, semiquaver.

Activity 2

- $\frac{2}{4}$
- C major
- Crotchet, minim, a pair of quavers

Activity 3

- $\frac{2}{4}$
- To identify the correct pitch names.

Activity 4

- Reading and performing music at first sight without prior practice.
- It helps musicians play music accurately and confidently on the first attempt.
- Instructions in music that guide how the music should be played or sung.
- Tempo marks, dynamics (loud/soft), articulation (staccato, legato), expression marks, repeats.

Activity 5

- Allegro
 - p and f

Activity 6-8

Sight-read and play the music pieces given.

Activity 9

- Play softly
- Play loudly
- Allegro- Play fast and lively

Assessment exercise 2.6

- A descant recorder is a high-pitched woodwind instrument played by blowing and covering finger holes.
-

Performance direction	Meaning
Allegro	Fast and lively
p	Soft
Largo	Slow and broad
f	Loud

- Pitch, rhythm, time signature, key signature, tempo and performance directions.
- Plays a piece in C major, observing dynamics and tempo.
- It improves accuracy, confidence, rhythm, note recognition and overall musical fluency.

2.7 Storytelling and Animation

Activity 1

- A narration of real or imaginary events with characters, setting and actions.
- Characters, setting, plot, conflict, theme and resolution.
- Use of voice, gestures, expressions and emotions.
- Keeps the audience active, attentive and engaged.
- Storyteller.

Activity 5

- Corruption
- Water pollution

Activity 8

- By varying tone, pitch, volume and pace to express emotions and meaning.
- It helps show emotions, actions and makes the story more expressive.
- By asking questions, encouraging responses and using eye contact.

Assessment exercise 2.7

- Clear sequence, gradual movement, consistency, smooth flow, clear idea.
- Narration, dialogue, expression and gesture, song and rhythm.
- Smooth motion, clear drawings, consistency, creativity, clear storyline.
- Online safety, cyberbullying, social media misuse, digital responsibility.
 - Use short songs or chants to repeat and emphasise the moral.
- Increases interaction, attention and understanding.
 - Builds empathy by helping learners understand others' feelings.
 - YouTube, TikTok, Instagram.

2.8 Football

Activity 2

- Learner is doing a thigh trap
 - Learner is doing a chest trap
- Picture a thigh trap: Arms slightly out for balance; one leg raised with the thigh angled to cushion the ball, the other leg supporting the body. Picture b chest trap: Arms out to the sides; chest pushed forward, knees slightly bent for balance.
- Learner on picture a thigh and learner on picture b chest.
- Thigh trap: Lift the thigh to meet the ball and relax it to cushion the ball down to the ground. Chest trap: Lean back slightly, push your chest forward to cushion the ball and let it drop to your feet.

Activity 3

- Outside of the foot
 - Inside of the foot
- Outside of the foot: Place the non-kicking foot beside the ball and strike the ball using the outer part of the foot while swinging the kicking leg.
Inside of the foot: Place the non-kicking foot next to the ball and strike the ball with the inside part of the foot for accuracy.

Activity 5

- Kicking the ball towards the goal in an attempt to score.
- Placed shot, low-drive shot, inside foot shot

Activity 6

- Learners are shooting the ball.
- Placed shot
 - Inside of the foot

Activity 7

- Crayons
- Candle wax, natural pigments, charcoal

Activity 9

- Nature
- Flower and butterfly
- Crayons, black paint or ink, paper, stylus or blunt stick for etching.
- Draw with crayons on paper, cover with black paint/ink, then scratch or etch away the black surface to reveal the coloured design underneath.

Assessment exercise 2.8

1. Controlling and stopping the ball after receiving it.
2. Thigh trap
3. Wax, paper.
4. To see teammates, opponents and make better decisions.
5. Colour the paper with crayons, cover with black paint, then scratch away the paint to reveal the colours beneath.
6. Lean back slightly, chest forward, arms out and let the ball land on your chest to control it.
7. A technique where coloured crayon drawings are covered with black paint and designs are scratched out to reveal the colours.
8. a) Placed shot – Kicking the ball accurately into a specific part of the goal.
b) Low drive – Kicking the ball hard and low toward the goal.

2.9 Kenyan Folk Songs

Activity 1

1. a- Initiation ceremonies
b- Sacred ceremonies
2. The songs can be classified according to gender, occasion and community of origin

Activity 3

1. Methods used by performers to present music, dance or drama effectively.
2. Performance techniques:
 - a) Voice projection: Singing or speaking loudly and clearly.
 - b) Expression: Showing emotions through face and body.
 - c) Gestures: Using hands or body to enhance meaning.
 - d) Posture: Maintaining correct body position for performance.
 - e) Dynamics: Varying loudness and softness.

Assessment exercise 2.9

1. Traditional song passed down orally reflecting community culture.
2. Voice projection is singing loudly and clearly, while balance is voices blending without overpowering each other.
3. a) Community of origin – specific ethnic group or region
b) Occasion – performed during ceremonies or festivals
c) Gender – sung by men, women or mixed groups

4. Preserve culture, teach morals, entertain and strengthen community identity.
5. Performing the song true to its original style and cultural context.
6. Mood enhances and conveys the meaning or lesson of the song.

2.10 Indigenous Kenyan Craft- Beadwork

Activity 1

1. The art of making decorative items using beads, such as jewellery, ornaments or clothing embellishments.
2. Materials such as glass beads, seeds, shells, stones, bones used by different Kenyan communities.
3. Shows cultural identity, social status, beauty and is used in ceremonies and rituals.
4. Maasai, Kikuyu, Samburu, Kisii and Kamba.

Activity 2

1. a- Plastic
b- Shell
c- Plastic
2. Beadwork
3. a- ear
b- neck
c- hand
4. It is worn for beauty and decoration.

Activity 3

1. Found in rivers, forests, markets, homes, farms and open fields.
2. Seeds, bones, shells
3. Gourds, calabashes, reeds, horns, leather, recycled plastic, paper, fabric.

Activity 5

1. The jewellery shows repeated patterns arranged in lines, circles and symmetrical designs.
2. One-way technique and criss-cross technique

Activity 8

1. Beadwork enhances the message of a patriotic song by displaying national colours and symbols that promote unity and love for Kenya.
2. Beadwork is culturally significant as it represents identity, traditions, values and social status within Kenyan communities.
3. Visual elements make the performance more attractive, help communicate meaning and increase audience interest and emotional connection.

Assessment exercise 2.10

1. Beadwork is the art of making decorative items by threading, sewing or weaving beads together.
2. Stringing, threading, weaving, stitching, knotting and looping.
3. Jewellery is used for decoration, cultural identity, communication, ceremonies, social status, protection and economic purposes.
4. Beads, thread or wire, needle, scissors, pliers, clasps, seeds, shells and strings.
5. Black, red, green and white.
6. Maasai, Samburu, Turkana, Kikuyu, Kamba and Pokot.

OPTIONAL SUB STRANDS

2.11.1 Swimming

Activity 2

1. Learners entering the pool using the crouch dive in picture a and pencil dive in picture b.
2. In picture a, the learner bends the knees, leans the body forward, stretches the arms in front and enters the water head first with the body slightly curved while picture b, the learner keeps the body straight and upright, arms close to the body or stretched overhead and enters the water feet first in a straight line.

Activity 5

1. Backstroke skill
2. The learner lies on the back, facing upward and moves through the water using alternating arm strokes and a steady flutter kick.

Assessment exercise 2.11.1

1. Crouch dive
2. Mercy said that in a crouch dive, the body is bent with knees flexed and arms stretched forward, while in a pencil dive, the body remains straight and upright when entering the water.
3. The swimmer lies on their back, keeps the body straight and floating, kicks continuously and moves the arms alternately in a circular motion while breathing normally.
4. Crouch dive, pencil dive

5. Pencil dive
6. Body position: A straight and streamlined body helps reduce resistance and improve movement.
Arm action: Alternating arm movements provide propulsion and balance during the stroke.
7. a) Ensure the water is deep enough.
b) Check that the pool area is clear.
c) Enter the water under teacher supervision.
d) Maintain correct body position to avoid injury.

2.11.2 Kenyan Indigenous Games (Rope games)

Activity 2

1. a - Long rope skipping
b- Double-dutch rope skipping
c- Rope climbing
2. Rope
3. Blada, tug of war

Assessment exercise 2.11.2

1. Popular Kenyan indigenous rope games include skipping rope, tug of war, rope swinging and group jumping rope, often played with songs and rhythms.
2. a. Maria gains coordination and endurance from regular participation.
b. Materials essential include ropes made from sisal or fibres, open play space and comfortable sportswear.
3. Traditional rhythmic and call-and-response songs are used in Kenyan rope games.
4. a. Long rope skipping
b. Music makes rope games more enjoyable, improves rhythm and coordination and motivates learners to participate actively.

3.0 Appreciation in Creative Arts and Sports

3.1 Analysis of Creative Arts and Sports

Activity 1

- Values are principles or standards that guide behaviour and help people decide what is right or wrong.
- Sports values:
 - Fairness – Treating all participants equally and following the rules of the game.
 - Teamwork – Working together with others to achieve a common goal.
 - Equality – Ensuring everyone has the same opportunities to participate and compete.
- A player breaking rules but not being penalised. Team members are refusing to pass the ball or cooperate.

Activity 2

- Ajua
- Fairness – Players follow the rules, take turns properly and respect decisions during the game.
 - Teamwork – Participants cooperate, plan strategies together and help each other to succeed in the game.
 - Equality – All players, regardless of age or gender, are given an equal chance to play.

Activity 4

- Storytelling is the art of sharing a story orally or visually to entertain, educate or convey a message.
- By checking the theme, plot, confidence of the performer, use of voice

Activity 6

- Portfolio
- It is used to store, organise and showcase samples of creative work in arts and sports.
- The portfolio can be made by using a sturdy folder, decorating the cover, dividing the inside into sections and neatly inserting work samples in each section.

Assessment exercise 3.1

- Fairness, teamwork, respect
 - Fairness ensures all athletes compete under the same rules, discouraging doping.
- A collection of work samples organised to showcase creativity and progress.

- Costume, message of the song, media of performance, participants in the folk song
- Melody, rhythm, lyrics, instruments, performer movements
 - Observe gestures, posture and dance steps; assess coordination with music and audience engagement.
- Props make the story visual; voice conveys emotions and emphasises points
 - Story structure, clarity, expression, audience engagement, creativity
- Cardboard, recycled paper, glue, string, decorative items
 - Scissors or craft knife, ruler, pencil, adhesive

Summative Assessment Tasks 1

Task 1

PART 1: PERFORMING ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
C major scale	Plays all notes accurately with correct fingering and tone.	Plays most notes correctly with minor errors.	Plays some notes correctly with assistance.	Unable to play the scale correctly.
Sight-reading	Reads and plays rhythm and notes accurately.	Reads and plays fairly well with few mistakes.	Reads with difficulty and needs guidance.	Unable to sight-read the piece.
Recorder techniques	Uses correct fingering, blowing, embouchure and pinching.	Uses techniques fairly well.	Uses techniques inconsistently.	Uses incorrect techniques.
Musical interpretation	Observes key, time signature and note values accurately.	Observes most musical signs correctly.	Observes few musical signs.	Does not observe musical signs.

PART 2: SPORTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Low drive shot	Accurate, powerful and well-controlled.	Fair accuracy and control.	Performed with difficulty.	Unable to perform correctly.
Penalty shot	Accurate and confident execution.	Fair execution with minor errors.	Needs assistance to perform.	Poor execution.
Placed shot	Accurate placement and control.	Fair placement.	Weak placement.	Inaccurate shot.
Attire and safety	Correct attire and observes all safety rules.	Proper attire, fair safety.	Some safety concerns.	Unsafe attire and practice.

PART 3: VISUAL ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Circle and sections	Circle is neat with 12 equal sections.	Sections are mostly equal.	Sections uneven.	Poorly drawn circle.
Colour mixing	Accurate primary, secondary and tertiary colours.	Minor colour errors.	Several mixing errors.	Incorrect colours.
Neatness and presentation	Very neat, labelled and clean.	Fairly neat and labelled.	Some untidiness.	Untidy and poorly presented.

Task 2

PART 1: PERFORMING ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Notes G–D	Plays all notes accurately.	Minor fingering errors.	Needs assistance.	Unable to play notes.
Song performance	Plays song confidently and correctly.	Plays fairly well.	Plays with difficulty.	Unable to play the song.

PART 2: SPORTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Side pass	Accurate and well-controlled.	Fair control.	Weak control.	Poor execution.
Jump pass	Executed correctly with balance.	Fair execution.	Needs assistance.	Unable to perform.
Flick pass	Accurate and quick.	Fair accuracy.	Weak technique.	Incorrect technique.
Safety and attire	Correct attire and safe play.	Fair safety.	Some safety issues.	Unsafe practice.

PART 3: VISUAL ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Design and colour	Attractive design and colour choice.	Fair design.	Simple design.	Poor design.
Threading and finishing	Beads well threaded and secured.	Ends fairly secure.	Loose ends.	Beads fall apart.
Neatness	Very neat item.	Fairly neat.	Some untidiness.	Untidy work.

Task 3

PART 1: PERFORMING ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Pitch and rhythm	Correct pitch and steady rhythm.	Minor pitch/rhythm errors.	Inconsistent pitch.	Incorrect pitch.
Expression	Excellent dynamics and expression.	Fair expression.	Limited expression.	No expression.
Posture	Correct posture throughout.	Mostly correct posture.	Poor posture at times.	Incorrect posture.

PART 2: SPORTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Water entry	Safe and controlled entry.	Fair entry.	Needs guidance.	Unsafe entry.
Floating	Floats confidently.	Floats briefly.	Difficulty floating.	Unable to float.
Breaststroke	Correct technique and coordination.	Fair technique.	Poor coordination.	Incorrect stroke.

PART 3: VISUAL ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Shape and form	Well-shaped and accurate.	Fair shape.	Poor shape.	Incorrect form.
Surface finish	Smooth and neat.	Slight roughness.	Rough surface.	Very rough.
Stability	Stable sculpture.	Fair stability.	Weak stability.	Unstable.

Task 4

PART 1: PERFORMING ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Voice	Clear, loud and expressive.	Clear voice.	Low voice.	Unclear voice.
Body and facial expression	Excellent use of gestures.	Fair use.	Limited use.	No gestures.
Eye contact	Maintains eye contact.	Occasional eye contact.	Rare eye contact.	No eye contact.

PART 2: SPORTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Participation	Actively participates.	Participates fairly.	Limited participation.	Does not participate.
Coordination	Excellent coordination and balance.	Fair coordination.	Poor coordination.	No coordination.
Safety	Observes all safety rules.	Minor safety errors.	Needs reminders.	Unsafe behaviour.

PART 3: VISUAL ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Category identification	All categories are correctly shown.	Most categories correct.	Few categories correct.	Incorrect categories.
Arrangement and neatness	Very neat and creative.	Fairly neat.	Some untidiness.	Very untidy.
Labelling	Clear and correct labels.	Minor labelling errors.	Poor labelling.	No labels.

Task 5

PART 1: PERFORMING ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Melody creation	Creative and correct melody.	Simple correct melody.	Limited melody.	No melody.
Pitch and rhythm	Correct pitch and rhythm.	Minor errors.	Inconsistent.	Incorrect.

PART 2: SPORTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Coordination	Excellent timing and balance.	Fair coordination.	Poor timing.	No coordination.
Strength	Performs all exercises correctly.	Minor posture errors.	Needs assistance.	Unable to perform.

PART 3: VISUAL ARTS

Criteria	Exceeding Expectation	Meeting Expectation	Approaching Expectation	Below Expectation
Sequence	Clear and smooth movement.	Fair movement.	Jumping movement.	No movement.
Neatness	Very neat and consistent.	Fairly neat.	Untidy pages.	Very untidy.

Summative Assessment Tasks 2

Task 1

Section A: Multiple choice questions

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

Section B: Structured And Analysis Questions

31. a) Voice modulation
b) Made the story vivid and showed emotions.
32. Simple, compound rhythms
33. a) taa, ta-te taa-aa b) 2 beats
c) Keeps correct timing and coordination
34. a) Cover all holes except first with left index
b) Adjust breath to control volume
35. a) 7 players
b) Dribble with one hand, max 3 steps, max 3 seconds hold
c) Maintain possession, create scoring chances
d) Enough space, bend knees, avoid pushing
36. a) Position body, use foot/chest/thigh, keep eyes on ball
b) Improves control and agility
c) Prevent collisions, maintain posture
d) Paper, crayons, black paint/ink
37. a) Crouch dive, pencil dive
b) Stand straight, arms overhead, enter feet first
c) Safe pool depth, avoid crowding
d) Emergency help, teach techniques, prevent accidents
38. a) Chisels, mallets, carving knives
b) Clay, wood, stone
39. Red and green, Blue and orange

Task 2

Section A: Multiple choice questions

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

SECTION B: STRUCTURED AND ANALYSIS QUESTIONS

31. a) Girl b) Inside a forest
c) She finds her friends with the guide's help
32. Compose correctly
33. a) FACE
b) Mnemonics help beginners remember notes easily and quickly
34. i) W – C ii) Y – F
iii) X – E iv) Z – A
35. a) A – Shaft, B – Grip, C – Tip
b) Approach run
36. a) Float on back, face upward, kick legs, alternate arm strokes, keep body straight
b) Improves endurance, strengthens muscles
c) Enhances fun and develops problem-solving during strokes
37. a) Hold the ball, step sideways, pass to teammate at chest height
b) High dribble – faster, less control; Low dribble – slower, better control
c) Leap, release the ball mid-air toward the goal and land safely
d) Encourages cooperation, improves team performance
38. a) red and green, blue and orange
b) blue, grey)
39. a) Line – a mark connecting two points to define a shape
b) Tone – variation of light and dark to show depth
c) Balance – distribution of visual weight for stability
40. a) Framing
b) cardboard, glue/adhesive, coloured paper

Task 3

Section A: Multiple choice questions

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

Section B: Structured and analysis

31. C – D – E – F – G – A – B – C'
32. i. p – soft ii. f – loud
iii. Allegro – fast
33. Uses vocal variation, improvises movements, adds personal expression
34. i. Voice – variation in pitch, tone and volume
ii. Use of body – gestures and facial expressions

35. Singable, stepwise movement, clear ending
36. Push-ups, sit-ups, weight lifting, tug of war
37. Wear proper gear, avoid rough play, warm up
38. Body prone, arms move together, dolphin kick, coordinated breathing
39. Ajua, Bao
40. Green, orange
41. Shading, cross-hatching, stippling
42. Even spacing, balanced shapes
43. a) Basket
b) Source of income and storage
44. a) Equal balance on both sides
b) Unequal but balanced arrangement
c) Balance around a centre point

Task 4

Section A: Multiple choice questions

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

Section B: Structured and analysis

31. K – G L – B
32. Classified by community, occasion and gender
33. a. Time signature – $\frac{2}{4}$
b. Key signature – C major
c. Stepwise movement – D to E
d. Leap – E to G
e. Stepwise melodies are easier because they move gradually and are easier to sing
34. a. Hold the ball with fingers, snap wrist forward, aim at teammate
b. Dribbling helps maintain possession by controlling speed and direction
c. Wear proper gear, warm up, avoid collisions
d. Encourages cooperation and better game strategy
35. Controlled inside-foot pass – Position body, keep foot firm, follow-through
a. Prevent injuries, maintain control
b. Develop coordination, creativity and enjoyment
c. Teamwork, discipline
36. adornment, status symbol, cultural identity, ritual purposes
37. Stringing, weaving
38. a. Image – Colour wheel
b. Cool colours – blue, green; Warm colours – red, yellow

Task 5

Section A: Multiple choice questions

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

Section B: Structured and analysis

Part I: Performing Arts

31. Visual Arts, Music and Dance, Drama and Film, Sports
32. a) Extends the staff for notes above or below it
b) Created by clapping, tapping and using instruments
33. Performer shows expression by – Voice modulation, facial expressions, gestures
34. Community songs, Occasion-based songs, Gender-based songs
35. Singable, tuneful, memorable
36. Hold the ball, jump while extending arms, release to teammate, land safely
37. Warm up, clear area, proper grip, throw in designated direction
38. Lie face down, alternate arm strokes, flutter kick, breathe to side
39. Indigenous rope games – Kangaroo skipping, long rope jumping
40. Drawing – Uses lines; Painting – Uses colours and brushes
41. Beads, threads, wires
42. For decoration, cultural expression
43. a) Necklace
b) Personal adornment
44. Prepare clay, shape using hands or tools, smooth and decorate

CHRISTIAN RELIGIOUS EDUCATION

Revision exercise 1.1

1. Christian Religious Education is the study of God's revelation to mankind through personal experiences, His creation, Holy Spirit, Jesus Christ and the word of God. (Assess other relevant answers)
2. Love, peace, wisdom, justice, service, self control, compassion. (Assess other relevant answers)
3.
 - a) It is important to study Christian Religious Education as it helps us to develop our faith in God. We study it to see the will of God for us and how we are expected to live among other people.
 - b) When we study Christian Religious Education, we get to know more about the character of God and how He reveals Himself to humans.
 - c) We study about Christian Religious Education to have a better relationship with others.
 - d) We promote values of peace, wisdom, justice, service, self-control and even compassion.
 - e) It provides an important background for entry into careers and ambitions for example; law, clergy, Christian Religious Teaching and administration.
 - f) Christian Religious Education helps the learner to know more about the Bible and the personalities in it. It also helps to explain certain mysteries in life for example origin of mankind, why people die and the destiny of human beings. (Assess other relevant answers)
4. Christian Religious Education contributes to the national goals of education such as; patriotism and nationalism as learners are taught various qualities of being good citizen.
5. Integrity, diligence, honesty, tolerance and respect among others. (Assess other relevant answers)

Assessment 1

1. A Christian is a person who follows the teachings of Jesus Christ.
2. True.
3. Service, compassion, endurance, generosity, justice. (Assess other correct answers)
4. The Bible.
5. True.
6. Biblical knowledge.
7. Honesty, patience, peace. (Assess other correct answers)
8. A Pastor, counseling psychologist, a community service worker. (Assess other correct answers)
9. True.
10. The Bible.

Revision exercise 2.1

1. The Bible gives two accounts of creation in the book of Genesis. The first account (Genesis 1:1–2:4a) explains how God created the world in six days and rested on the seventh day. God created light, the sky, land, plants, animals and finally human beings in an orderly way. The second account (Genesis 2:4b–25) focuses on the creation of human beings. God formed man from the dust of the ground, placed him in the Garden of Eden and later created woman from man's rib.
2.
 - a) The creation of the firmament, the sun, the moon, stars, fish and creeping animals is only mentioned in the first account of creation.
 - b) The planting of the Garden of Eden and the making of the river is only mentioned in the second account of creation.
 - c) The creation in the first account is out of nothing (word) but in the second account, creation is out of substance. For example; the creation of man. (Assess other relevant answers)
3. They enable us know how the creation of the earth occurred and what is in it came to be. (Assess other relevant answers)
4. In the biblical accounts of creation, God is

portrayed as;

- i) Orderly and systematic.
 - ii) Holy.
 - iii) An omnipresent God – This means God is everywhere.
 - iv) An omnipotent God – This means God is all powerful.
 - v) Omniscient – This means God is all knowing.
 - vi) The sole creator.
5. God used word of mouth to create the universe.
6. a) In both, God is portrayed as the sole creator.
b) In both, man is portrayed as a special creature; man was created in God's image and likeness and there was nothing else created in that way.
c) Both outline the creation of the living and non-living things for example; heaven, man, plants and animals.
d) In both, man shares in life with God. God breathed life into man's nostrils and created him in His own image.

7. We should value God's creation because it is a gift from God. Conserving the environment shows obedience to God and helps protect plants, animals, and natural resources. It also ensures that future generations can enjoy and benefit from the environment.

8. I value God's creation by planting trees, avoiding littering, saving water, recycling waste and protecting animals. I also encourage others to care for the environment and use natural resources wisely.

9. Assess other correct answers.

Revision exercise 2.2

1. By creating awareness among human beings on how to co-exist with wild animals in friendly ways. (Assess other relevant answers)
2. Because it is a responsibility given to human beings by God, so by doing so you obey God. (Assess other relevant answers)
3. True.
4. True.
5. To take care of them, to name them. (Assess other relevant answers)

Revision exercise 2.3

1. Because it is a responsibility given to human beings by God, so by doing so you obey God.

(Assess other relevant answers)

2. They are a source of food for human beings and animals, they are source of timber for construction, they are a source of fuel. (Assess other relevant answers)
3. A biological community where organisms interact with the physical environment.
4. By taking care of the environment, animals, avoiding pollution, avoiding deforestation. (Assess other relevant answers)
5. a) God created plants and called them good.
b) Human beings were commanded by God to till and care for the land (Genesis 2:15).
c) Plants are a gift from God for food, medicine, and shelter.
d) People should not destroy plants carelessly, because they support life.
e) Humans are stewards of God's creation and must protect it.

6. I can apply biblical teachings by planting and protecting trees, avoiding cutting trees unnecessarily and using land responsibly. I can also avoid pollution, recycle waste, conserve water and educate others about caring for the environment. By doing this, I obey God's command to care for creation.

7. Responsible use of plants supports agriculture, which provides food and employment. Plants supply raw materials for industries such as timber, medicine and textiles. When plants are used wisely and replanted, they ensure continuous production, increase income, create jobs and support national economic development.

Revision exercise 2.4

1. Oil, coal, natural gas, nuclear energy. (Assess other relevant answers)
2. Through deforestation, through burning of forests (Assess other relevant answers)
3. Pollution.
4. True.
5. Deforestation.
6. Global warming and desertification.
7. Overpopulation.
8. Inadequate
9. a) For food production.
b) For shelter and construction.
c) For energy and fuel.

Assessment 2

1. Greek.
2. Dark and formless.
3. Garden of Eden.
4. Man was given the responsibility of cultivating the land and caring for it.
5. a) False. b) True. c) True. d) True.
6. Butchery, selling leather bags, shoes, jackets.
7. Birds and sea creatures.
8. He rested.
9. i) Sell the surplus fruits that he harvests.
ii) Give the fruits to needy people in the neighbourhood.
iii) Make juices or jam as a way of conserving the fruits for a longer time.

Revision exercise 3.1

1. Holistic growth is the development of a person mentally, emotionally, intellectually and also socially to make them capable of facing their daily experiences positively.
2. Learner to answer with ways in which they apply the word of God in their life. (Assess their answers)
3. The Bible is used in teaching the truth, rebuking error, correcting faults and giving instruction for right living. (Assess other relevant answers)
4. Bible.
5. Visiting the sick, helping the needy, developing the community, cleaning up the community. (Assess other relevant answers)
6. Problem solving skills, communication skills. (Assess other relevant answers)
7. They can use the Bible as a guide on what is right for them to do.

Revision exercise 3.2

1. The Old Testament and the New Testament.
2. Chronological order is when events are arranged according to their occurrence in time.
3. Genesis.
4. It contains the creation story and the stories of the patriarchs.
5. Revelation.
6. It contains prophesies of the future.
7. Knowing the books of the Bible enables Christians to be familiar with the books hence

be able to understand the message in the book. (Assess other relevant answers)

8. False.
9. a) The Law (Pentateuch)
b) Historical Books
c) Poetic / Wisdom Books
d) Prophetic Books
10. a) The Gospels
b) Historical Book (Acts of the Apostles)
c) The Epistles (Letters)
d) The Book of Revelation (Prophecy)

Revision exercise 3.3

1. A person connects more to the Bible written in a local language because they feel part and parcel of it. (Assess other relevant answers)
2. It was written in Hebrew.
3. King James Version, Good news Bible version, The Holy Bible. (Assess other relevant answers)
4. Mbivilia, Muma Maler, Ibuku Ria Ngai. (Assess other relevant answers)
5. True.
6. True.
7. The Bible translation makes them able to understand the message and values in the Bible more clearly hence they are able to make wise decisions based on what they have learnt. (Assess other relevant answers)

Revision exercise 3.4

1. He protected an Israelite who was being beaten by an Egyptian.
2. He was in the wilderness near Mount Horeb and God used a burning bush.
3. God assured Moses that He would be with him.
4. He said he was slow of speech, showing humility and lack of self-confidence.
5. He stretched out his hand over the Red Sea so it could part.
6. He prayed to God, and God made the bitter water sweet.
7. He was advised to delegate duties to other leaders.
8. He taught the Israelites God's laws and commanded them to obey.
9. Obedience, humility, courage, patience and faith.
10. Obeying rules and helping others.

Assessment 3

1. Inspired.
2. It provides Christians with teachings where they can draw values and virtues to apply in their daily life.
3. The Old Testament and the New Testament
4. This means that the books are arranged in the order of their occurrence in time.
5. Quarrels, disagreements, drug use, unfairness, corruption.
6. Romans, Galatians, Hebrews, Ephesians, Colossians, Corinthians, Thessalonians.
7. True.
8. Good News Bible.
9. God prepared Moses for leadership by allowing him to grow up as a prince in the Egyptian palace where he saw how his people were being treated.
10. Aaron.
11. Moses gained confidence as he did his work, He thought he was a person who stammered yet he spoke to the Pharaoh without requiring help.
12. Foolishness.

Revision exercise 4.1

1. Prophet Isaiah and Prophet Micah.
2. Angel Gabriel.
3. That Jesus would be born in Bethlehem.
4. Prophet Isaiah.
5. To preach God's word and spread the message of salvation. (Assess other relevant answers)

Revision exercise 4.2

1. **The angel Gabriel appeared to Zechariah while he was serving as a priest in the Temple and told him that his wife Elizabeth would bear a son named John, who would be great before the Lord. Zechariah doubted the message and became mute. John was later born and at his naming Zechariah's speech was restored.**
2. **Zechariah had difficulty believing the angel because he and his wife Elizabeth were very old and had never had children.**
3. **John the Baptist's birth prepared the way for the Messiah because he was chosen by God to announce and prepare people for the coming of Jesus by calling them to repentance.**

4. John the Baptist preached repentance, warned people to flee from God's judgment, urged them to share with the needy, act justly, avoid greed and corruption, and prepare their hearts for the coming Messiah who would baptize with the Holy Spirit and fire.

5. Repentance, humility, honesty, generosity, obedience to God and social responsibility.

Revision exercise 4.3

1. Caesar Augustus.
2. A great choir of heavens angels appeared and sang praises to God.
3. The shepherds went to Bethlehem to see the new born king.
4. 40 days old.
5. 3 days.
6. He knew He was in His Father's house.
7. This very day in David's town your Saviour was born- Christ the Lord. And this is what will prove it to you: you will find a baby wrapped in strips of cloth and lying in a manger.

Assessment 4

1. Prophet Micah.
2. Angel Gabriel.
3. He prepared the way for the Messiah Jesus by teaching them to repent and get baptised.
4. David.
5. He was struck dumb until the baby was born.
6. Christians should keep repenting their sins in preparation of Jesus' coming.
7. King Herod.
8. They were cousins.
9. He was twelve years old.
10. 3 days.
11. Respect, wisdom, being caring.(Assess other relevant answers)
12. Prince of Peace, Wonderful Counselor, Mighty God, Eternal Father.
13. Two pigeons or two doves.
14. They take their children to church before a priest to make a promise to God to bring up their children in a godly way until the child can make a decision to follow God.

Revision exercise 5.1

1. a) Prayer means communication with God.
b) Fasting is the voluntary abstention from food, drink, or certain activities for a set period, often for spiritual or religious purposes.
2. We worship to show reverence to God because He is holy and to invite His presence in our lives.
3. a) Full fast.
b) Partial fast.
4. We should avoid sinful behaviour as we fast, we should try to honour the duration of the fast.
5. True.
6. The devil tempted him.
7. We should reach out to others who are in need, visiting sick people and the elderly.

Revision exercise 5.2

1. Because it is part of the missionary work Christians can take part in, to be able to assist members of their communities with the essential services of education and health care.
2. Language barrier, insecurity and ethnic rivalry, poor transport and communication network.
3. We can donate food, clothes, books and even money.
4. The Church establishes schools which are centres for learning. (Assess other relevant answers)
5. False.

Assessment 5

1. Worship is the love and devotion we show towards God.
2. We may fast to show grief or when we have a deep need and we want favour from God.
3. A missionary is a person who has been sent out to promote Christianity in different areas.
4. True.
5. Language barriers, lack of finances, scarcity of resources, diseases and quarantines.
6. Train people in missionary work, donate money for missionary work and participate in voluntary charity activities in the community.
7. It is a form of communication with God, either to seek for our needs, to worship or praise Him and for thanksgiving.
8. Singing, dancing, praying and serving others.
9. Fasting is when a person abstains from some

kinds of food or all food for a religious reason.

10. Avoid sinning as you fast, do not let people know that you are fasting.

Revision exercise 6.1

1. Human sexuality refers to the way one expresses their sexual feelings, thoughts, attractions and behaviour towards other people.
2. Effective communication, attentive listening.
3. a) Walking alone in the dark.
b) She may get raped, she might be kidnapped, she might meet people who may force her into drug use and she may be attacked.
c) Sexual relationships, relationships that involve drug and substance use.

Revision exercise 6.2

1. Adam.
2. Church.
3. Through guidance, counselling, through being role models. (Assess other relevant answers)
4. a) True.
b) True.
c) True.
5. Because it was instituted by God.

Revision exercise 6.3

1. Drugs can affect the brain's ability to function.
2. An overdose.
3. Stimulants, depressants, hallucinogens. (Assess other relevant answers)
4. He has developed an addiction, or uses the drug to get a certain feeling such as pleasure which could be triggered by emotions that he wants to overcome.
5. Having self-control.
6. The person may face financial difficulties as drugs are very expensive.
7. A family relationship becomes strained due to violence.
8. Do not get drunk with wine which will only ruin you, instead, be filled with the Spirit.
9. Being undecided.

Revision exercise 6.4

1. a) True.
b) False.
c) True.

2. Temptations
3. Honest people will lead a full and happy life. But if you are in a hurry to get rich, you are going to be punished.
4. You become addicted to it. (Assess other relevant answers)
5. Poverty, influence from family or friends, depression. (Assess other relevant answers)
6. Financial difficulties, shame, guilty, stress. (Assess other relevant answers)
7. There are support groups to help them to cope, guidance and counseling and workshops to create awareness on effect of gambling.

Revision exercise 6.5

1. Twitter, Skype. (Assess other relevant answers)
2. a) True.
b) True.
c) False
d) True.
3. Leanne should confirm the information first; she should not trust the stranger.
4. Kidnappers, predators. (Assess other relevant answers)
5. They should practise self-control and keep off the sites which are not appropriate. (Assess other relevant answers)
6. a) For privacy and safety. It protects you from identity theft and fraud.
b) To avoid cyberbullying and harassment. It reduces the risk of being targeted or bullied.
c) Guards against manipulation and trickery. (Assess other relevant answers)
7. a) Access to educational content.
b) Online courses and tutorials.
c) Discussion groups and forums.
d) Connecting with experts and mentors.
e) Collaboration on projects. (Assess other relevant answers)

Assessment 6

1. A Christian marriage is the unity between a man and a woman in the presence of God and men. (Assess any other correct description)
2. Church.
3. The fifth commandment.
4. The government has put laws and regulations in place which prohibit young people from gambling.
5. God promises to give us long life.

6. The man and woman stand before God and witnesses. They make vows to remain in the marriage till they die.
7. right.
8. effects.
9. an act of foolishness.
10. Cyber bullying.
11. Gambling.
12. He has an addiction in gambling.
13. Polygamous marriage.

MODEL TEST PAPERS

MODEL PAPER ANSWERS 1

SECTION A

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

SECTION B

31. One becomes exposed to cultural heritage and is able to respect other members of the community hence national unity, or One is able to respect and value other people in society hence national unity, or Through learning CRE, we are able to respect other people regardless of their differences. (And any other relevant answer 1×1 mk)
32. First – Day and night (light and darkness)
Second- Sky.
Third- land, plants(vegetation), water bodies.
Fourth – Heavenly bodies (sun, moon, stars)
Fifth- sea creatures and birds.
Sixth – land animals and man
Seventh- God rested.
(1×1 mk, if learner has highlighted all the creatures on a particular day, ½ mk if they have any out)
33. Integrity
Responsibility
Respect
Hard work
(Or any other relevant answer 1mk each)
34. God is a worker because he created the universe in six days before resting.
God is sole creator means that He is the only creator of the universe.

- God is everywhere.
(1mk each, for any relevant point)
35. Through CRE, one develops communication skills through discussions and debates with other learners.
We learn the importance of God's creation and ways in which we can take care of it.
Through the study of the Bible in CRE, we learn more about God.
(1mk each, for any relevant answer)
36. CRE encourages critical thinking of issues and dilemmas and one is able to develop intellectually, or,
Through research-based activities, one is able to analyse and brainstorm different concepts and hence grow intellectually.
(2mks for well explained point, 1mk for a fairly explained point)
37. Planting trees during environmental day or with the environmental club in school.
Collecting litter around the school to avoid pollution of the soil.
Creating awareness on environmental conservation to other members of the school through brochures, posters or charts.
Minimising noise in class so as to avoid noise pollution.
Protecting the animals around the school.
Disposing litter in the designated points in the school.
(Answer should be in the context of the school, 1mk each)
38. To work on the garden/till the garden
To eat from the garden except from the tree of good and evil
(Or any other relevant answer. 1mk each)
39. Physical growth-Taking care of our bodies as they are God's temple and avoid actions like sexual immorality.
- Valuing life and not harm the body through suicide or drug abuse.
 - We are created in the image of God.
- ii) Emotional growth
iii) Spiritual growth- through reading and meditating on God's word; through prayer; we are able to worship. (1mk each)
40. a) soil erosion leads to drainage of good soil and may lead to the ground being infertile and human beings may not get quality crops.
b) throwing plastics everywhere harms the soil as they don't decompose, air pollution causes diseases like flu or lung cancer, polluting water bodies cause death of fish and drinking polluted water causes diseases.
(Or any other relevant answer. 2mks each for well explained points)
41. Eve- pain during childbirth, her husband will ruler over her. (2mks)
Snake- will crawl on the belly and eat dust, enmity with man (2mks)
Adam- he will have to till the land to get food, he will die. (2mks)
Both Adam and eve- were chased out of the garden of Eden (1mk)
42. -psychological trauma to those who have had their loved ones killed, or those who have killed
- Regular deaths may cause fear among people in the community.
 - Disruption of families and the family structures.
 - A country which has high rates of violation of human rights loses good reputation.
(1mk each for any relevant answer)
43. Assertiveness- helps one make firm decisions like saying 'no' to sexual immorality.
Critical thinking- helps one to reason about the consequences of their actions before making choices.
Decision making- helps one make well though through decisions, to solve dilemmas, choose friends who may not lead them to immorality.
Creative thinking- helps one come up with creative activities that are fun instead of being idle and being prone to engaging in wrong activities, helps one come up with creative activities on social media instead of watching inappropriate content.
(1mk for each life skill and 1mk for appropriate explanation)
44. a) - friends who have self- control and don't engage in any activities
- friends who have respect for all people.
- friends who are kind and show love.
- friends who are hardworking.
(1mk for any relevant quality)
b)-bad company ruins good morals
-disaster affects people who sin.
-when you walk with the wise you become wise
- when you walk with fools you become a fool
-we should not lead others into sin
-dishonest friends spread strike
- gossip separates close friends
(1mk each for any relevant answer)

c)-good friends encourage one to work hard in school.

- having good friends may make one grow close to God.
- good friends correct one when they make mistakes.
- having good friends makes one be trusted by parents and guardians (1mk each for any relevant answer)

45. – Christian are sometimes killed for their faith.

- Some Christians are insulted for their faith.
- mockery by people who don't believe in God
- Imprisonment
- chased from home by parents or family (1mk each for any relevant answer)

46. • Luke 16:19-31, the story of the rich man and Lazarus

- there was a rich man who was clothed in fine lines and would feast every day.
- at his gate was a poor man names Lazarus covered with sores.
- Lazarus desired to be fed with what fell from the rich man's table.
- The dogs would lick Lazarus' sores.
- The poor man died and was carried by angels to Abraham's side while the rich man also died and was buried.
- the rich man in hades was tormented while and when he saw Lazarus on Abraham's side, he called for help asking for even a finger dipped in water to quench him from the flame.
- Father Abraham reminded the rich man that in his lifetime he received good things while Lazarus bad things, and now Lazarus is receiving comfort.
- However, that was not possible for Abraham to save him since there was no possible way to cross over to him.
- The rich man asked if Abraham could send Lazarus to his house to warn his brothers so that they don't end up in torment too.
- However Abraham reminded him that there will be Prophets to warn them, and they should hear.
- If they don't hear the words of the Prophets, they will not listen if someone came from the dead to warn them. (check for order of events and number of events mentioned in order to award marks)

47. -heroin
-alcohol

-cocaine

-tobacco

-miraa. (1mk each for relevant answer)

b) (For each drug mentioned look for the relevant effects)

E.g Alcohol- liver cancer or other forms of cancer, violence in the family, etc

Tobacco- can cause lung cancer, damage of the heart. (1mk each)

c)-choosing the right company of friends.

- spending time doing service in the community instead of being idle
- asking God for guidance in daily activities.
- seeking guidance and counselling when experiencing peer pressure (1mk each for relevant answer)



MODEL PAPER ANSWERS 2

Section A

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

Section B

31. a) - In both, God is the sole creator.

- In both, man is given authority over the other creation.
- In both, creation is both living and non-living things.
- In both accounts, male and female are created.
- In both human beings share in the life of God as they are created in His image and likeness. (And any other relevant answer 1×3)

b) - Sole creator → He is the only creator of the universe.

- Merciful → He did not kill Adam and Eve immediately they sinned. He even made clothes for them.
- Omnipresent → He is everywhere.
- Omniscient → He knows everything. (2mks for stating and 2mks for explaining)

c) - Because He is the only creator of the universe.

32. a)- used in state functions to conduct prayers, for administration of oaths in courts. It is used for preaching, used in schools and colleges for research. It is also used to encourage the sick and bereaved. (1×3)

b) - it offered job opportunities e.g. some people were employed as editors, typist and even translators.

- it enabled growth of businesses such as bookshops printing press.
 - it led to improved money circulation through the buying and selling of materials needed for translation. (1× 2)
 - c) - New king James version, The Holy Bible, Rsv, Good news Bible, the Jerome Bible, African Bible. (1mk for any other relevant answer)
33. a) - they provide food for human kind for example, meat and eggs.
- Some provide manure for growth of crops.
 - Birds help in pollination, hence growth of more food for animals.
 - Some are companions and others help us work.
- They benefit dairy sectors, leather industries and other food industries which create employment. (3mks)
- b) - overfishing, poaching, denial of food and water, starvation, carrying out careless surgery procedures on them, abandonment etc. (1mk for any relevant answer 1×3)
- c) - Poaching them may lead to extinction of animals hence no tourist attraction.
- Low food supply.
 - Some may become wild and attack humans if they feel at risk. (1mk for any other relevant answer)
34. a) - Pawpaw, maize, beans, kamande, mangoes, french beans.
- b) Food crops- When in excess can be sold for income.
Tea, coffee and cocoa- Sold to industries that produce beverages.
Neem tree- Making medicine.
Pyrethrum – Making pesticides.
- c) - Mulching, weeding, replacing trees after cutting them down, control overgrazing, watering them, keeping pollutants away from the soil. (1mk for any relevant answer)
35. a) - Soil, air, minerals, animals, sun, rivers and plants. (1mk for any relevant answer)
- b) - Soil is used for planting crops, air- for breathing for both animals and plants, wild animals
- tourist attraction, minerals are mined and sold to industries and forests provide shade, food and timber. (1mk for any relevant answer)
- c) - Replacing trees after cutting them down.
- Keeping endangered animals in zoos and sanctuaries.
 - Reporting poachers to relevant authorities.
- Disposing off garbage the right way to avoid pollution. (1×2 for any relevant answer)
36. - Deforestation leads to soil erosion and lack of fresh air.
- Pollution of air causes breathing problems and allergies to intensify.
 - Water catchment areas dry up due to destruction of forests.
 - Soil degradation.
37. - Gospel singers use the Bible to compose songs with Gospel messages.
- The Bible is used in church to bring more people to Christ and teach new converts on biblical principles.
 - The Bible is used in crusades and open-air services to evangelise to non believers.
 - Christians translate the Bible to local languages to enable more people to understand God's word.
38. Moral growth → The Bible helps one to identify the difference between right and wrong, good from evil and other moral issues like obedience to parents, to authorities and the consequences of disobedience. (1 mk)
- Physical growth → The Bible teaches us that we are created in the image and likeness of God, to avoid sins like sexual immorality because our bodies are the temple of the Holy spirit and to avoid sins that can damage our bodies like drunkenness and substance abuse. (1 mk for 2 points)
- Emotional growth → The Bible teaches us to uphold positive emotions and how to manage negative emotions. (1 mk for any relevant answer)
- Social growth → the Bible teaches us how to relate with one another by promoting values like respect, love and humility. (1 mk for any relevant answer)
39. - Building schools which offer affordable learning to learners in the community.
- Offering scholarships to learners that have done well but do not afford school fees.
 - Donating uniforms, stationery and books to schools.
 - Training teachers who later give quality education in schools. (1mk each for any other relevant answer)
- 40.- Job, Psalms, Proverbs, Ecclesiastes and Songs of Solomon. (1 mk each for any order)

41. Matthew, Mark, Luke and John. (1mk each for any order)
42. - Life in the desert taught Moses how to endure hardship.
- Living in the palace allowed Moses to gain leadership skills which he applied to the Israelites.
 - Being a shepherd taught Moses to be keen and responsible for leading the Israelites.
 - Living in Egypt also made him witness the suffering of the Israelites.
 - God appeared to Him in the wilderness to prepare him for the mission ahead. (1 mk each for any relevant answer)



MODEL PAPER ANSWERS 3

SECTION A

- | | | | |
|------|-------|-------|-------|
| 1. D | 6. A | 11. C | 16. D |
| 2. C | 7. A | 12. D | 17. A |
| 3. B | 8. D | 13. A | 18. A |
| 4. C | 9. D | 14. B | 19. C |
| 5. D | 10. D | 15. D | 20. B |

SECTION B

21. - In both God is acknowledged as the creator of everything.

- In both human beings were created in the image of God.
- In both, living and non-living were created.

22. Water, mineral, land, air, wildlife

23. **Church:**

- It is used during sermons to teach moral lessons and spiritual truth.
- It is used during reading sessions to highlight important passage, and in prayers.
- Many churches also use the Bible for ceremonies like weddings, baptisms and funerals, emphasising its role in guiding faith and practice.

School:

- In some schools, especially religious or faith-based ones, the Bible is used as part of religious education to teach about its stories, characters, and moral teachings.
- It is also used during chapel services or religious assemblies to promote moral values, character development, and spiritual understanding among learners.

Hospitals:

In hospitals, the Bible may be used to provide comfort and spiritual support to patients and their families. Chaplains or spiritual counselors might read passages from the Bible during visits to offer hope, reassurance and guidance. It can also be part of rituals or prayers conducted for patients who find strength in their faith.

24. • Omnipotence – God has unlimited power, demonstrated by His ability to create the universe and everything within it through His spoken word.
- Omniscience – God possesses all knowledge, as seen in His perfect understanding of what He creates and His intentional, purposeful acts of creation.
 - Goodness – God’s creation is described as “good,” reflecting His benevolent nature and the idea that His intentions are ultimately for the well-being and order of creation.
25. • Rescue and Rehabilitation.
- Educating the public about animal rights, welfare and conservation encourages responsible behaviour and reduces harmful practices like poaching and animal cruelty.
 - Promoting human treatment of farm animals, banning inhumane practices.
 - Reducing demand for products that involve animal suffering and promoting plant-based diets.
26. • Humility.
- Justice and Equity.
 - Responsibility and Accountability.
 - Peace and Harmony.
27. • Crop Damage.
- Livestock Predation.
 - Human Injury and Fatalities.
 - Habitat Encroachment.
 - Property Damage.
 - Spread of Diseases.
28. Stewardship of the Earth and Its Resources
- In Genesis 1:26-30, God grants humans dominion over the plants and all living creatures. Specifically, Genesis 1:29 states, “Then God said, ‘I give you every seed-bearing plant on the face of the whole earth and every tree that has fruit with seed in it. They will be yours for food.’” This passage teaches that humans are entrusted with the responsibility to steward and manage plant life responsibly. It emphasises that plants are a divine provision for human needs and humans are called to care for and utilise these resources wisely, respecting God’s creation.

The Responsibility to Cultivate and Care for Plants. In Genesis 2:15, God places Adam in the Garden of Eden “to work it and take care of it.” The Hebrew words used here imply that humans have an active role in cultivating, tending and caring for the plants. This teaching highlights that humans are not only to use plant resources but also to nurture and maintain the health of the environment. It underscores a duty to practice responsible stewardship, ensuring that plants are preserved and protected for future generations.

29. Deforestation

Pollution

Overexploitation of resources

Climate change

Waste generation

30. • **Guidance and Wisdom:** The Bible provides divine guidance on how to live a life that honours God, offering wisdom through stories, teachings, and commandments (e.g., Proverbs, Psalms). This helps believers make decisions aligned with God’s will.

- **Encouragement and comfort:** Throughout its pages, the Bible offers reassurance and hope during difficult times (e.g., Psalms, New Testament letters), strengthening faith and perseverance.

- **Teaching about Jesus Christ:** Central to the Bible is the life, death, and resurrection of Jesus Christ, which reveals God’s love and provides a model for humility, service and sacrifice. Knowing and trusting in Christ is foundational for spiritual growth.

31. • **Volunteering at local food banks or soup kitchen** helps Christians show love by supporting those in need. This service not only feeds the hungry but also promotes compassion and humility.

- **Participating in community cleanups and environmental projects** honours God’s creation and fosters community pride and health.

- **Mentoring or supporting youth and vulnerable groups** strengthens the community by sharing time and wisdom, providing positive role models, and enhancing the spiritual and emotional well-being of others.

34. • **Linguistic differences.** Some concepts or words in the original biblical languages have no different equipment in the target language.

- **Cultural concept** Translating cultural expressions idioms or practice that may no be understood in the target culture.

- **Doctrinal sensitivity** interpretations of certain passages leading to debates over word choices.

- **Different Christian denominations** may have varying

35. • God spared Moses’ life as a baby, placing him in the care of Pharaoh’s daughter, ensuring his survival in a time of persecution against the Israelites. This initial act of protection established a foundation of trust and confidence in God’s care.

- Moses’ time in the wilderness, particularly as a shepherd, developed his resilience, patience and ability to persevere through difficult circumstances.

- Living in Pharaoh’s palace provided Moses with literacy and numeracy skills, as well as an understanding of the Egyptian court. This education equipped him with the tools needed to communicate effectively and negotiate with the powerful.

- God’s direct call to Moses to lead the Israelites out of Egypt marked a pivotal moment in his preparation. God not only tasked Moses with this monumental task but also empowered him with signs and miracles to validate his authority and demonstrate God’s presence.

36. • **Effective leaders can inspire and mobilise communities** to address challenges like poverty, hunger and lack of access to basic services.

- **Good leadership can create a positive and supportive work environment,** leading to increased productivity and efficiency in both the public and private sectors.

- **Leadership is essential for tackling major challenges** like corruption, unemployment and inequality, which can hinder Kenya’s progress and prosperity.

37. Humility, courage and patience.

38. Isaiah and Mica

39. • John instructed them to avoid forcefully extracting money or resources from individuals.

- He advised them to refrain from making false claims or accusations against others.

- He urged the soldiers to be satisfied with their wages, indicating that they should not seek to enrich themselves beyond their legitimate income.

40. • Both were announced by the angel Gabriel.

- Both John and Jesus were conceived miraculously.

- The birth of John was foretold by Malachi, while Jesus’ birth was foretold by other prophets.

- Both John and Jesus were destined to play a significant role in God’s plan. John was to prepare the way for Jesus, and Jesus was to be the Messiah.



SECTION A

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

SECTION B

21. (a) Creation - The act of bringing everything into existence out of nothing.
 (b) Stewardship – It is utilising, managing and taking care of something.
22. (a) Man was given responsibility of taking care of the Garden of Eden.
 Man was given responsibility of naming all the animals, birds and fish.
 Man was given authority or dominion over living creatures.
 Man was given mandate to live in harmony with creation.
 (b) It is a command from God - God gave humans the responsibility to care for the earth and everything in it.
 It helps protect the environment - Good stewardship ensures natural resources like water, forests and animals are preserved for future generations.
 It shows respect for God's creation - Taking care of the earth shows that we value and honour what God made.
 It promotes peaceful living - When resources are well managed, people have enough, which reduces conflicts and promotes harmony.
 It allows sustainable use of resources - Good stewardship prevents waste and ensures resources like food, land and energy are used wisely and last longer.
 It helps others in need - Good stewards share what they have, which supports the poor and promotes fairness and justice.
 It sets a good example for others - Good stewardship teaches others to care for creation and to live responsibly.
23. (a) In the first account, creation took place in six days and God rested on the seventh day (Sabbath) while there is no mention of duration and the Sabbath day or the seventh day in the second account of creation.
 Marriage is meant for procreation in the first account while it is meant for companionship in the second account of creation.

In the first account, man was created last but in the second account, man is created first.

In the second account, there is mention of the forbidden tree of knowledge of good and evil which is not mentioned in the first account.

In the first account, God affirms the goodness of all that He created but it is lacking in the second account.

(b) God is orderly, God is Holy, God is Omnipresent, God is Omnipotent, God is Omniscient and God is the sole creator.

24. (a) Collecting fruits of some plants and selling them for a living.

Making herbal medicine from some plants.

Using soft wood trees to make paper such as papyrus plants.

Using timber from trees for building and construction.

(b) Desertification which may be caused by destruction of water catchment areas.

Pollution which may be caused by destruction of water bodies, on soil and burning of inorganic matter.

Migration of animals due to destruction of forests.

Spread of diseases such as waterborne diseases and respiratory diseases.

Soil erosion which may be caused by cutting trees.
 Loss of foreign exchange and other forms of revenue.

25. (a) i) Weddings

The Bible is used to read scriptures about love, faithfulness and marriage.

It guides the couple on how to live together in a Christian way.

It is used to offer blessings and prayers for the marriage.

ii) Swearing in ceremonies

Leaders take oaths by placing their hand on the Bible.

It symbolises truth, honesty and commitment to duty.

iii) Reconciliation ceremonies

The Bible teaches about forgiveness and peace.

Scriptures guide people on how to make peace with one another.

iv) Seminars and workshops

The Bible is used to provide spiritual guidance on the topic being discussed.

Scriptures are shared to teach Christian values and ethics.

v) Funerals

The Bible gives comfort through scriptures about life after death.

It is used for preaching, prayers, and giving hope to the bereaved.

(b) • The books of the major prophets are significantly longer than those of the minor prophets.

• The books of the major prophets, their prophecies often address a broader range of topics, including judgment, restoration and messianic prophecies, as well as social and political issues while the books of the minor prophets, they tend to focus on more specific messages for their immediate audience, often calling them to repentance and highlighting God's promises.

• Examples of major prophets are: Isaiah, Jeremiah, Ezekiel and Daniel while examples of minor prophets are: Hosea, Joel, Amos, Obadiah, Jonah, Micah, Nahum, Habakkuk, Zephaniah, Haggai, Zechariah and Malachi.

26. (a) • John prepared the way for Jesus - John the Baptist was sent to prepare people's hearts for the coming of the Messiah by calling them to repentance and baptism.

• Fulfillment of prophecy - The birth of John the Baptist fulfilled Old Testament prophecies. For example, Malachi 3:1 – "I will send my messenger who will prepare the way before me." And Isaiah 40:3 – "A voice of one calling in the wilderness."

• John announced Jesus as the Messiah - John clearly pointed out Jesus to the people, saying: "Behold, the Lamb of God who takes away the sin of the world!"

• Their births were both miraculous - Both John the Baptist's and Jesus' births were announced by angels. This shows their roles were God-planned and divine.

(b) Accept any relevant answer that has the following flow:

The birth of John the Baptist came at a time when the mother, Elizabeth, had not yet been blessed with a child. Zechariah was one of the priests serving at that time in the temple. The angel appeared to Zechariah and revealed to him that Elizabeth, his wife who was very old would conceive and bear a son. Zechariah did not believe and so the angel told him that he would be named John. Elizabeth conceived as the angel had said and gave birth after 9 months.

When Zechariah was asked to give the name of the child, he wrote the name 'John' which was the same name that the angel had given. After the birth of John, Zechariah was able to speak again.

27. (a) New International Version (NIV), King James Version (KJV), Good News Bible (GNB), Today's English Version (TEV), Revised Standard Version (RSV) and Biblia Takatifu (Swahili Bible).

(b) Accept any relevant answer that has the following flow:

The Bible was originally written in Hebrew and partly Aramaic. At around 3rd–2nd century BC, the Bible was translated from Hebrew to Greek. This Greek version is called the Septuagint. In the 4th century AD, St. Jerome translated the Bible into Latin, which was the common language of the Roman Empire. This Latin version is known as the Vulgate and was used by the Roman Catholic Church for many centuries. The Bible was later translated from Latin and original languages into English. Christian missionaries brought the Bible to East Africa. The Bible was later translated from English to Kiswahili by a German Missionary known as Johann Ludwig Krapf in the 19th century. The Bible was later translated into various local languages in Kenya and Africa to reach all communities. Translators worked with native speakers to ensure accuracy and clarity.

28. (a) When making requests or petitions to God.

When interceding for others.

When seeking for forgiveness.

As a way of thanksgiving.

(b) It deepens relationship with God - Prayer and fasting allow Christians to focus fully on God by setting aside distractions. It creates time to talk to God and listen to Him.

It shows dependence on God - By fasting, a Christian humbles themselves and shows that they rely on God for strength, not just food or physical needs. It strengthens faith and self-control - Fasting helps believers train their body and mind to resist temptations and grow in self-discipline.

It brings spiritual clarity and guidance - Many Christians fast when making big decisions or seeking God's direction. It helps them hear from God more clearly.

It is an act of repentance and humility - In the Bible, people fasted to seek forgiveness and show sorrow for their sins.

It empowers prayer - Fasting strengthens prayer, especially in spiritual battles.

29. Contributions of the Church towards education in Kenya

They build schools used for formal education

They write books.

They provide learning materials like the textbooks, uniforms and desks.

They sponsor learners by paying school fees to them.

Contributions of the Church towards health in Kenya

They build health facilities like hospitals, health centres, dispensaries and clinics.

They provide medical services.

They provide health education and awareness.

They offer spiritual and emotional support.

They care for the vulnerable.

30. (a) Poverty, drugs and substance abuse, negative influence from social media, Peer pressure and lack of role models may lead to unhealthy relationships.
(b) It leads to stress and depression.
It makes someone to feel guilty and rejected.
It leads to broken relationships.
It causes sexually transmitted diseases and infections.
It leads to school dropout.
It leads to early pregnancy.



MODEL PAPER ANSWERS 5

SECTION A

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

SECTION B

21. a) They told people what would happen in the future.
They were spokespersons of God.
They rebuked against doing wrong.
They gave hope to people in hard times.
- b) The Messiah would come from the lineage of David.
He would be a wise and just king.
He would rule with fairness and righteousness.
He would save God's people and bring peace.
- c) He was born in Bethlehem, just as foretold.
He was born from the family of David.
He was born of a virgin as Isaiah had prophesied.
He became a righteous king who brought salvation.
22. (a) Accept any relevant answer including:
Beating or injuring animals.
Denying them food and water.
Overworking them.
Killing them without reason.

b) (i) Soil – Farming crops and making building materials like bricks.

(ii) Air – Breathing, flying aeroplanes and generating wind energy.

(iii) Wild animals – Food (meat, milk and hides), earn money through tourism and use them for research.

(iv) Forests – Timber, firewood, medicine and also use forests for rainfall and fresh air.

c) In both, it is God who created everything.

In both, human beings are special in creation.

In both, God gave people power over other creatures.

In both, human beings were to take care of God's creation.

d) God is powerful – He created everything by His word.

God is good – Everything He made was good.

God is orderly – He created the world in an organised way.

God is the provider – He provided all that people and animals need.

God is loving – He created human beings in His image.

23. a) Joseph and Mary travelled to Bethlehem for a census.

Jesus is born, wrapped in strips of cloth and laid in a manger.

The angels announced His birth to the shepherds.

The shepherds visit the new born Saviour.

b) Humility – Jesus was born in a manger.

Obedience – He obeyed His parents.

Love – God showed His love by giving Jesus to the world.

Faithfulness – Mary and Joseph trusted and obeyed God's instructions.

24. a) Repentance – People should turn away from their sins.

Baptism – He baptised those who repented to show they were free from sin.

Judgement – He warned that God would punish the wicked.

The Messiah – He taught that a greater Saviour (Jesus) was coming.

b) Honesty – Being truthful helps Christians avoid lies and cheating.

Justice – Treating people fairly prevents exploitation and oppression.

Contentment – Being satisfied with what one has prevents greed and corruption.

Obedience – Following God’s commands helps Christians avoid sin.

25. a) i) Spiritual growth

The Bible teaches Christians how to pray and worship God.

It strengthens faith and helps believers to live according to God’s will.

ii) Emotional growth

The Bible comforts people when they are sad or troubled.

It gives hope, courage and peace in difficult times.

b) It helped Africans understand God’s word better in their own languages.

It encouraged many Africans to learn how to read and write.

It made preaching and teaching the gospel easier.

It helped preserve African languages and cultures.

26. a) Moses grew up in Pharaoh’s palace, where he learned leadership skills.

He was taught the laws and traditions of the Egyptians.

He lived in the desert of Midian, where he learned patience and survival skills.

He worked as a shepherd, which trained him to care for people like sheep.

b) Good leaders make fair laws and ensure justice.

They promote peace and unity among people.

They manage resources well for the benefit of all.

They act as role models and guide citizens in the right way.

27. Law books, historical books, prophetic books, poetic and wisdom books.

28. a) Praying, singing, reading the Bible and giving offerings.

b) It helps Christians to talk to God.

It gives strength and comfort in times of trouble.

It helps Christians to thank God for His blessings.

It helps Christians to ask for forgiveness and guidance.

29. a) Assess the answers given including:

It helps learners to know more about God.

It teaches good morals and values.

It guides learners on how to relate well with others.

It helps them to make wise decisions in life.

It strengthens their faith in God.

b) Through creation – Nature shows His power and greatness.

Through the Bible – His word teaches people about Him.

Through Jesus Christ – God revealed Himself by sending His Son.

Through the Holy Spirit who guides and comforts Christians.

Through dreams and visions.

30. Powerful – He created everything by His word.

Orderly – He created the world step by step in an organised way.

Good – Everything He made was good.

Provider – He gave people plants, animals, and all they need.

Loving – He created human beings in His own image.

31. By attending church services.

By singing Christmas songs.

By exchanging gifts with family and friends.

By visiting and helping the needy.

By sharing meals and celebrating with loved ones.

ISLAMIC RELIGIOUS EDUCATION

ANSWERS

ANSWERS

1.0 QUR'AN

1.1 ULUMUL QUR'AN

Assessment your progress

1. Ramadhan
2. Jibril (AS)
3. a) Taurat
b) Injil
c) Zabur
d) Suhuf
4. a) From lauhul mahfudh to Baitul – izza
b) From Baitul – izza to the prophet
5. Five

1.2 SELECTED CHAPTERS (SURAH / VERSES)

Assess your progress

1. Eleven
2. Makkah
3. They will be thrown into hell
4. Abdul Mutalib and Abu Talib
5. Al – Balad

END OF STRAND 1.0 ASSESSMENT

1. Importance of knowledge
2. A clot of blood
3. Luqman
4. A tablet where Allah keeps our records
5. Twenty
6. To bring Wahy/revelation to the prophets
7. Twenty-three years
8. Allah (SWT)
9. He did not know how to read
10. 3 years
11. The Hereafter
12. Ramadhan
13. And by the night when it darkens
14. One night
15. Verily we have created man in toil

2.0 HADITH

2.1 ULUMUL HADITH

Assess your progress

1. The science of Hadith
2. Acts that were silently approved by the prophet
3. Hadith Qudsi
4. Prophet Muhammad (S.A.W)
5. Hadith

2.2 SELECTED HADITH

Assessment your progress

1. The sayings of the prophets (S.A.W)
2. The intention
3. Musk
4. The intention
5. Friends he keeps

END OF STRAND 2.0 ASSESSMENT

1. A form of hadith through observing the personal traits of the prophet (S.A.W)
2. Hadith
3. Qaul
4. hypocrite/munafiq
5. smiling
6. Three
7. The right hand
8. Four forms
9. Isnad
10. Search for knowledge
11. Stop the friendship
12. Hadith
13. Yes because deeds are based on intentions
14. Allah (S.W.T)
15. Hadith Qudsi are from Allah (S.W.T) while Hadith Nabawi are from the prophet (S.A.W)

3.0 PILLARS OF IMAN

3.1 SIGNIFICANCE OF TAWHEED

Assessment your progress

1. Oneness of Allah
2. Taqwa
3. Tawheed
4. Shirk
5. Because he is the creator and sustainer of all that he created

3.2 SHIRK

Assessment your progress

1. Shirk
2. Shirk al -Khafii
3. Allah (S.W.T)
4. Shirk
5. Tawheed

END OF STRAND 3.0 ASSESSMENT

1. Three
2. Shirk- al – Asghar
3. Shirk at- Ta'ah
4. Shirk al Mahabah
5. Shirk – al – Niyyah

6. a) He will lack confidence in Allah
b) He will become a coward
7. Shirk al-Khafii
8. a) Shirk al Dua
b) Shirk al -Mahabah
c) Shirk al – niyyah
d) Shirk al – Ta'ah
9. shirk
10. Shirk al -Asghar
11. Major shirk
12. Shirk-al-Akbar
13. Allah (S.W.T)
14. Luqman
15. a) It is not forgivable
b) It brings misunderstanding in the society

4.0 DEVOTINAL ACTS

4.1 SWALAH

Assess your progress

1. It means congregational prayer
2. a) Jum'a prayer
b) Eid prayer
3. Tahajud
4. Two and Eight
5. Khusuf

4.2 ZAKAT: ZAKATUL MAAL AND ZAKATUL FITR

Assess your progress

1. The minimum amount payable for zakat
2. Part of the month of Ramadhan but before Eid on 1st shawwal
3. a) Furniture
b) Residential house
4. Any staple food
5. Once in a year when it is due
6. Saum

Assess your progress

1. Ramadhan
2. Observe the kafara fast as a way of washing away the sin
3. 9th of Dhul Hijjah
4. He doesn't get rewards nor sins washed away
5. Saum

END OF STRAND 4.0 ASSESSMENT

1. a) Agricultural produce
b) Money
2. Two
3. Imam
4. Taraweh

5. Four
6. Recite the prophet's prayer
7. Shorten
8. Zakatul Fitr
9. a) Gold
b) Silver
10. 2 ½ kg of the staple food
11. Because it is a place where you live
12. Zakat
13. Ayyamul Baidh
14. saum
15. Because the prophet (S.A.W) was born on Monday

5.0 AKHLAQ (MORAL VALUES)

5.1 DIMENSIONS OF MORALITY ON ISLAM: SOURCES OF MORALITY IN ISLAM

Assess your progress

1. a) Quran
b) Sunnah
2. Because it teaches you on all aspects of life
3. Forgive him/her
4. Kindness
5. Allah (S.W.T)

5.2. VIRTUES IN ISLAM: TEACHINGS OF ISLAM ON TRUTHFULNESS AND FORGIVENESS

Assess your progress

1. Because it is virtue that is highly encouraged
2. Allah (S.W.T) forgives you
3. By being sincere in worship
4. He removes his/her sins
5. It promotes peaceful co-existence
6. Prohibitions in Islam: drug Abuse

Assess your progress

1. i. Miraa
ii. Bhang
iii. Cocaine
2. When her performance started dropping
3. Death
4. Alcohol
5. a) Cigarette
b) Bhang

END OF STRAND 5.0 ASSESSMENT

1. Prophet Muhammad (S.A.W)
2. a) Forgiveness
b) Patience
3. a) Al – Ghaffur
b) Ar – Rahman

4. a) Breaking promises
b) Betraying trust
5. Good behaviour
6. Bitter
7. We should fear Allah and be with those who are truthful
8. By worshipping him with sincerity
9. Truthful
10. Allah will reward you and you will also be forgiven
11. Return the pen and ask for forgiveness
12. Teaching Islamic tarbia
13. They became delinquents and a nuisance to the society
14. Miraa/Khat
15. It may lead to divorce due to non-fulfilment of conjugal rights.

6.0 MUAMALAT(Social Relationship)

6.1 MARRIAGE

Assess your progress

1. A representative of either the bride or the groom during Nikah
2. Service or material things like money
3. Both wife and husband
4. Because marriage is a command of Allah (S.W.T.).
5. It prevents the husbands from temptations outside marriage.

6.2 TRADE AND FINANCE IN ISLAM

Assess your progress

1. a) Rental Income
b) Teaching
2. a) Selling of illegal firearms
b) Selling of intoxicants
3. He will earn Allah's blessings
4. Illegitimate
5. using it in the best way

6.3 CONTEMPORARY ISSUES

Assess your progress

1. Human immune virus/ A virus that causes AIDS
2. Acquired immune deficiency syndrome
3. a) Prophets of different sizes
b) Surfaces which an infected person has come into contact with
4. Abstinence
5. 2020

END OF STRAND 6.0 ASSESSMENT

1. Consent of the bride
2. An Islamic marriage
3. You can pay all of it, part of it or undertake to pay after Nikah
4. Four female witnesses shall suffice or Nikah will not proceed
5. It promotes respect and dignity
6. It promotes respect and dignity
7. Haram
8. a) Selling on credit
b) Charging Interest
9. Israf
10. Cigarettes
11. The mosque
12. Haram
13. 2019
14. China
15. HIV and AIDS

7.0 ISLAMIC HERITAGE AND CIVILIZATION:

7.1 REFORMS INTRODUCED BY PROPHET

Assessment your progress

1. Right to Inheritance
2. He eliminated
3. Bury them alive
4. The era of ignorance
5. The worshipers of five

END OF STRAND 7.0 ASSESSMENT

1. They were considered as weak and could not defend their community.
2. They were like sexual objects and items for trade
3. 360
4. a) Agriculture (farming)
b) Keeping goats, sheep and camels.
5. They were ruled by the tribal leaders of chiefs
6. i. Hubal
ii. Al – lata
iii. Manata
iv. Uzza
7. Jews
8. Suhuf
9. Nomadic Life
10. They had historical sites such as Kaabah.

MODEL ASSESSMENT TASKS

ASSESSMENT TASK 1

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

SECTION B

21. Why the Quran was revealed in portions

- To make understanding easy
- To make application easy
- To slowly implement the laws
- To make easy for the prophet to teach sahaba
- To respond to situation as they happen
- To ease the process revelation
- For easy memorization
- To give room for spiritual development

22. Teachings from Suratul Balad

- Allah has shown as two paths
- Human beings are created to struggle in hardships
- We should guard our tongues
- We should be grateful to Allah
- Allah sees everything
- Wealth is a test for human being
- Muslims should not waste their wealth

23. A) Forms of hadith

- Qaul- sayings of the prophet
- Taqir – silent approvals
- Fi il- actions of the prophet
- Sifaat- physical features of the prophet

B) Importance of hadith

- Explains Quran
- Explains acts of worship
- One is rewarded when he follows teachings of hadith
- Explains to us the life of the prophet
- Second source of sharia

24. A) recipients of zakat

- The poor
- The needy
- Zakat collectors
- The travellers
- Prisoners of war
- The debtors
- The converts
- The slaves

B) Items exempted from zakat

- Personal house
- Personal clothing
- Animals used for transport
- Machines for manufacturing

25. Qualities of a good friend (open question)

- God fearing
- One who prays
- One respects parents
- Honest
- Trustworthy
- Hardworking
- Kind
- Knowledgeable
- Respectful

26. A) Lessons from the battle of Badr

- Victory comes Allah
- Allah has many soldiers/armies
- Allah helps believers
- Victory is not decided by weapons or number
- Power of prayer
- We trust in Allah
- Importance of consultation
- Allah is the best planner

c) Terms of the treaty of Hudaibiyah

- The treaty was to last for 10 years
- Not enter Makkah that year
- Not to carry weapons
- Free to enter into agreement

27. A).Importance of praying in jamaa

- Promotes brotherhood and unity
- Promotes equality among Muslims
- Instils discipline
- Promotes punctuality

B) prayers performed in jamaa

- Five daily prayers
- Swalatul istisqai
- Swalatul janaza
- Kusuf
- Khusuf
- Jumua
- Eid

28. Importance of Qur'an

- Teaches halal and haraam
- Guides on how to worship
- Teaches unseen knowledge
- Guides on how to make dua
- Guides on morality

29. Why quran was revealed

- To guide man on straight path
- To teach man how to worship Allah
- To lead man out of Shirk
- To remind man about the day of judgement

30. Prophets past in suratul dhuha

- He was poor and Allah made him rich
- He was lost and Allah guided him
- He was an orphan and Allah gave him shelter

Learners explain the three

ASSESSMENT TASK 5

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

SECTION B

31.

- a) The Qur'an is the holy book of Islam, revealed by Allah to Prophet Muhammad (S.A.W.).
 - b) It was revealed in portions to make it easier to understand and implement gradually.
 - c) It shows Allah's mercy by providing guidance step by step.
 - d) It guides Muslims in worship, moral conduct, and daily decisions.
 - e) By applying its teachings, Aisha and her friends can find solutions to life's challenges.
32. a) Prophet Muhammad (S.A.W.).
- b) Cave Hira.
 - c) "Read in the name of your Lord who created..." (Surah Al-Alaq 96:1).
 - d) The Qur'an encourages seeking knowledge by emphasizing its importance.
 - e) Learning helps a Muslim make informed decisions in life.
33. a) Surah Ad-Dhuha.
- b) It reassures that hardship is temporary and better days will come.
 - c) Fatima should be patient and trust in Allah's plan.
 - d) It provides hope and motivation during tough times.
 - e) She should stay positive and continue working hard.
34. a) Surah Al-Balad.
- b) It teaches that the path of kindness and righteousness is challenging but rewarding.
 - c) Allah promises great rewards for those who help others.
 - d) Kindness strengthens relationships and earns Allah's blessings.
 - e) He can remind his friend that helping others is a noble act.
35. a) Hadith is the collection of sayings, actions, and approvals of Prophet Muhammad (S.A.W.).
- b) Hadith Qudsi and Hadith Nabawi.
 - c) It explains and clarifies the Qur'an's teachings.
 - d) It provides practical guidance for daily life.
 - e) The Hadith explains how to perform Salah as commanded in the Qur'an.

36. a) Niyyah means intention behind an action.
 - b) Good intentions make actions more meaningful and rewardable.
 - c) Giving charity to show off loses its reward.
 - d) Pure intentions ensure sincerity in worship.
 - e) Fatima should always do good deeds sincerely for Allah.
37. a) A good friend is like a perfume seller, spreading good influence.
- b) Bad friends can lead a person away from Islam.
 - c) Praying regularly.
 - d) He should advise his friend to choose better company.
 - e) A good friend is honest, kind, and encourages good deeds.
38. a) Friends influence one's behavior and character.
- b) A good friend is like a perfume seller.
 - c) Bad company can lead to sin and wrongdoing.
 - d) He should choose the friend who encourages good behavior.
 - e) Good company strengthens faith and good morals.
39. a) Tawhid is the belief in the oneness of Allah.
- b) Objects have no power; only Allah controls fate.
 - c) Believing in Tawhid removes superstitions.
 - d) He should politely explain that only Allah gives protection.
 - e) Trusting in Allah gives peace of mind.
40. a) Only Allah knows the unseen.
- b) Fortune tellers deceive people and go against Tawhid.
 - c) Allah alone controls the future.
 - d) Believing in fortune tellers is a form of shirk.
 - e) She should kindly advise her neighbor to rely on Allah.
41. a) Scribes like Zaid bin Thabit wrote down the Qur'an.
- b) It is Allah's word and protected from changes.
 - c) Memorization ensures it is passed down accurately.
 - d) It teaches dedication and the importance of preserving knowledge.
42. a) The Qur'an is Allah's word, while Hadith are the Prophet's teachings.
- b) Hadith provide explanations for Qur'anic verses.

- c) "The best among you are those who are best to others."
 - d) Both sources are essential for understanding Islam.
43. a) Making du'a to saints is shirk.
b) Islam teaches that only Allah should be asked for help.
c) Associating partners with Allah leads to misguidance.
d) He should gently explain Tawhid and its importance.
44. a) Blessings come only from Allah.
b) Islam forbids relying on objects for protection.
c) She should teach her friend about Tawhid.
d) Trust in Allah strengthens faith and peace.
45. a) Swearing by anything other than Allah is forbidden.
b) A truthful person does not need to swear.
c) Lying and false oaths damage credibility.
d) He should advise his classmate to always be honest.

ASSESSMENT TASK 3

SECTION A: Multiple Choice

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

SECTION B:

21. Forms of Hadith (any three):
- Hadith Qaul
 - Hadith Fi'l
 - Hadith Taqrir
22. Hadith on choice of friends:
"A person follows the religion of his close friend, so let each one of you look at whom he takes as a close friend."
(Reported by Abu Dawud and Tirmidhi)
23. Effects of upholding Tawheed (any three):
- Strengthens faith in Allah
 - Makes a Muslim sincere in worship
 - Leads to humility and obedience to Allah
24. Effects of shirk (any three):
- Weakens faith
 - Leads to punishment from Allah
 - Causes moral and social corruption
25. Items exempted from zakat (any three):
- Personal clothes
 - Personal house
 - Tools of trade/work

26. Significance of speaking the truth (any three):
- Truthfulness earns Allah's pleasure
 - Builds trust among people
 - Leads to righteousness
27. Ways youth can abstain from drug abuse (any three):
- Keeping good company
 - Engaging in useful activities
 - Strengthening faith in Allah
28. Legitimate ways of spending income (any three):
- Feeding the family
 - Giving charity (sadaqah)
 - Paying zakat
29. Modes of HIV/AIDS transmission (any three):
- Unprotected sexual intercourse
 - Sharing sharp objects
 - Blood transfusion with infected blood
30. First three caliphs after the Prophet (s.a.w):
- Abu Bakr As-Siddiq (R.A)
 - Umar ibn Al-Khattab (R.A)
 - Uthman ibn Affan (R.A)

ASSESSMENT TASK 4

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

21. For easy understanding, easy application, for gradual implementation, to respond to situation as they occur, for easy teaching for the prophet.
22. The world is a test and real happiness is in the hereafter, Allah always watches over us, we should uphold the rights of orphans, we should help the needy and beggars, hardships do not last forever.
23. Matn- the text, isnad- chain of transmission, rawi- reporter of the hadith.
24. Aisha, Umar, Abubakar, uthman, Ali, Yahya.
- 25.

qudsi	nabawi
Revealed to the prophet through dreams and visions	Words, actions of the prophet
They are few in number	They are many
Teach spiritual and ethical subject	Teach Muslims about all life

26. Honest, kind, patience, have taqwa, generous
27. They instill discipline, it teaches on punctuality, promotes unity and brotherhood, increase taqwa, brings one closer to Allah.
28. One should be regretful, one should not repeat the deed, one should be sincere
29. Akbar- semen, Asghar- urine
30. Expecting women- the baby is growing in them, children- need food for growth.
31. Must be a Musli, must have intention, must be able to fund it, must have mahram if it's a woman, must be sane.
32. Farming, shopkeeping, nursing, teaching, banking
33. Depression, poor relationship, death, cause accidents, family fall out.
34. Cause Allah punishment, brings disunity, lead to pride,
35. Quran- Mohammed, Zabur- Daud, Issa- Injil
36. Cheating in exams, traffic police demanding bribe, offering bribe to get a job, a doctor selling public medicine.
19. Jamu Taqdim
20. Qasr
21. Ramadhan
22. Kadhaa
23. a) Bhang
b) Cocaine
24. Allah (S.W.T) does not accept them
25. a) Selling charcoal
b) Selling in a shop
26. Halal is what is allowed while haram is what is not allowed
27. Abstaining from zinaa
28. Swalah
29. Issa (A.S)
30. They were mostly for revenge

ASSESSMENT TASK 5

1. Ramadhan
2. a) The revelation
b) The compilation
3. a) To fulfill the prophesy of the earlier scriptures
b) To reject false gods
4. a) Injil
b) Taurat
c) Zabur
d) Suhuf
5. So that people could live a righteous life
6. A divine hadith that can only be traced to Allah (S.W.T)
7. Hadith Qudsi are few in number while hadith are many
8. a) The hadith must be quoted in Arabic
b) It must not go against the teachings of the Quran
9. Intention/ Niyyah
10. Tawheed/ belief in One God
11. Three
12. Shirk at -Ta'ah
13. Shirk
14. An optional act
15. Istikharah
16. Twenty-seven (27)
17. Istisqai
18. She was about to travel