This book provides answers for:
Breakthrough Workbook English 5
Breakthrough Workbook Maths 5
Breakthrough Workbook Kiswahili 5
Breakthrough Workbook Science 5
Breakthrough Workbook Social Studies 5
Breakthrough Workbook CRE 5
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INTRODUCTION

The Workbooks

The Breakthrough Workbook series is specifically developed to meet not only the needs of pupils and teachers but also give parents a chance to stay involved in their children’s education thus help in reinforcing classroom skills at home!

How to Use the Workbooks

These are only guidelines on how to use the workbooks to reinforce skills and concept learnt; teachers are encouraged to be more creative in their approach to meet the needs of their classes. Specifically, the workbooks give:

Diagnostic Assessments

Parents can use the exercises in the workbooks to gauge the understanding of their children. Parents and guardians can easily refer to these answer books and mark their children’s exercises.

Teachers, on the other hand, should try to assess pupils individually from time to time though this can be difficult in a big class. A useful technique is to divide the pupils into groups and give them exercises from the workbooks. The teacher should work with one group at a time, keeping a record of how each pupil in the groups is answering the questions. The pupils who are weak in answering questions should be singled out for remedial work.

Practical Activities

These workbooks have practical activities like drawing, singing and others to keep learning enjoyable and memorable. Parents and teachers should supervise learners to do these activities to enhance the concepts and skills learnt.

Multi-ability Learning

The workbooks contain challenging and multi-ability exercises that give a chance for slow learners to catch up and the gifted ones to have extra work to do. By giving their children several exercises, parents and guardians can easily know whether their children are slow or gifted learners. They can then discuss with teachers on the best way to help the pupils.

On the other hand, a teacher using these workbooks should praise the work of less-able pupils, even if they are not entirely correct in their answers. The teacher should correct them gently so that the rest of the class doesn’t make them a laughing stock. The gifted pupils should be encouraged to work together with less-able ones so that
they can help them. Gifted pupils should be given more exercises so that they do not disturb the others.

The Answer Book
This answer book contains answers for the Breakthrough Workbook:

- English Class 5
- Maths Class 5
- Kiswahili Class 5
- Science Class 5
- Social Studies Class 5
- CRE Class 5
Unit 1: At school

A. Reading

B. Let’s recall the passage.
1. false
2. Mondays and Fridays
3. to go on a trip to Lake Bogoria
4. classmates
5. journey
6. she was arrested by police (accept any other answer)
7. Never trust strangers

C. Vocabulary

Fill in the blanks spaces using the words below.
1. certificate  2. homework
3. always
4. punctuation marks
5. anthem  6. went
7. greetings  8. prefect
9. Mathematics  10. advice
11. capital letter
12. Social studies

D. Language patterns

I. Use of verb + infinitive

Make sentences from the table below. (accept any other correct answer)
1. They forgot to feed the chicken.
2. Mjomba remembered to do the homework.
3. Fakil tried to listen to the instructions.
4. He had to do a lot of practice in English.
5. She needed to do a lot of extra work.
6. Chacha learned to listen to instructions.
7. The pupils needed to repeat the whole exercise.
8. They tried not to walk on the grass.
9. You remembered to write your name.
10. He had to make sure he improves.
11. They learned to listen to the instructions.

II. Use of wait for + nominal + infinitive

Fill in the blanks in the following sentences using the words in the box.
1. newscaster  2. train
3. lights  4. bell-ringer
5. baker  6. barber
7. fisherman  8. doctor
9. head teacher
10. policemen

III. Use of has and have + adverbs of frequency

Use the correct form of the words in brackets to fill in the blanks in the sentences below.
1. gone  2. spoken
3. used  4. forgotten
5. completed  6. travelled
IV. Present participle

a) Study the table below and fill in the blanks.

| 1. travel | travelling | travelled |
| 2. clap | clapping | clapped |
| 3. shop | shopping | shopped |
| 4. plan | planning | planned |
| 5. pat | patting | patted |
| 6. trap | trapping | trapped |
| 7. skip | skipping | skipped |
| 8. spot | spotting | spotted |
| 9. step | stepping | stepped |
| 10. hug | hugging | hugged |
| 11. slip | slipping | slipped |
| 12. fit | fitting | fitted |
| 13. rip | ripping | ripped |
| 14. pop | popping | popped |
| 15. slam | slamming | slammed |

b) Fill in the blanks with correct form of the words in brackets.

1. eaten
2. reading
3. trimming
4. gone
5. forgiven
6. sung
7. shopping
8. frozen
9. spotted
10. heard
11. cost
12. brought
13. had
14. playing
15. swum

E. Grammar

I. The past tense of verbs ending in –y

a. Change these verbs into the past tense.

1. played
2. employed
3. prayed
4. delayed
5. sprayed
6. paid
7. tried
8. copied
9. dried
10. sung
11. tried
12. spied
13. married
14. carried
15. hurried
16. buried
17. terrified
18. studied
19. worried
20. ferried

b) Change the verbs in bracket into past tense.

1. said
2. prayed
3. carried
4. enjoyed
5. delayed
6. cried
7. dried
8. flew
9. fried
10. obeyed

II. Punctuation marks

a) Punctuate the paragraph below using the following punctuation marks.

One day mother goat whose name was Nanny was going to the market. On the way she met Mchungaji. He said, “Where are you going my little goat?” She replied, “I am going to the market to buy a new coat.” “A coat for a goat? Can a goat wear a coat? People will laugh at a goat with a coat.”

b) Punctuate following sentences

1. How many days make a week?
2. Makori said, “Nyaboke, will you go to Kisii tomorrow?”
3. The prefect told Muturi to close the door.
4. Gikomba is one of the biggest open air markets in Africa.
5. “For how long have you been in this school?” he asked.
6. The sick man can hardly walk five metres.
7. I love singing our National Anthem, it makes me feel proud.
8. Have you ever gone to Likoni Ferry in Mombasa?
9. We always go to school on foot.
10. The pupils have learned how to use punctuation marks.
11. Are you sure about it?
12. My name is Tina Nyokabi.
13. Dr Njoroge is back from Nyahururu.
14. Is she the new pupil?
15. “Where are we now?” he asked.

F. Let’s write

Choose the best word from the choices below to fill in the blanks.

1. b  2. b  3. c  4. a  5. b  6. c  7. b  8. a  9. b  10. a

Quick fire


Unit 2: Activities at home

A. Reading

B. Let’s recall the passage.

1. True
2. Six o’clock in the morning
3. Three
4. bulky
5. He works the whole day.

C. Vocabulary

B. Use the underlined words to make sentences of your own

(Accept any correct answer)

D. Language patterns

I. Use of almost + adjectives

Choose the correct word from the brackets to complete the sentences below.


II. Use of –ask/ tell/ help/ teach + nominal

Write ten correct sentences from the table below.

Accept sentences like these:

1. Can she remind Mary to wake up early in the morning?
2. He did not tell us to close the gate.
3. Will you please teach her to write a good composition?
4. He did not remind them to improve in the exams.
5. He cannot teach the students to paint pictures.

III. Double Imperatives

The following are instructions. Complete them using your own words.

1. Write down your name and put your pen down.
2. Go to the shop and buy a packet of flour.
3. Wake up and prepare to go to school.
4. Open your book and do the first exercise.
5. Sweep your room and dust all the furniture.
6. Buy the vegetables and prepare some stew.
7. Open the cupboard and take out all the utensils.
8. Wash the clothes and hang them to dry.
9. Go out and bring me a chair.
10. Read the words and say them aloud.

Accept any other correct and sensible answer

E. Grammar

I. The present participle

a) Change these verbs into the present participle.

2. sipping 11. hopping
3. planning 12. running
4. dropping 13. shopping
5. slimming 14. jogging
6. stepping 15. wrapping
7. fitting 16. tripping
8. levelling 17. hugging
9. trimming 18. pinning
10. travelling 19. logging
20. tipping

b) Fill in the blanks with some of the verbs you have formed.

1. travelling 2. planning
3. levelling 4. stopping
5. hopping/running/stepping
6. dropping 7. sipping
8. trimming 9. fitting
10. slimming

II. Countable nouns

a) Change these sentences to plural form.

1. We read interesting stories last week.
2. Responsible mothers wake up before their children leave for school.
3. Our neighbours are very friendly people.
4. There are small streams that pass near our houses.
5. When it rained heavily yesterday, we carried our umbrellas.
6. They entered the new shops and bought cakes.
7. Our teachers helped us to pronounce the new words correctly.
8. Their fathers bought brand new gas cookers from those supermarkets.
9. They watched smoke billow out of chimneys as they left their homes.
10. School going children rarely forget to do their homework.

b) Change these sentences into the singular form.
1. Does he/she understand what a countable noun is?
2. John or Maria should have followed a word of advice of their teacher.
3. Is he/she going alone?
4. Where is she/he from?
5. The speaker is giving a talk.
6. I sell a text book at a different price.
7. A chief performs a duty in the location.
8. The athlete won a trophy at the competition.
9. A ship that carries cargo is called a cargo-ship.
10. The orphaned child is taken care of by his/her aunt.

III. Pronunciation of /a/ and /a:/
a) Read these words aloud.
(Observe long and short vowels)
b) Use the words in ‘A’ above to make sentences of your own.
(Accept any correct answer)

F. Let’s write
Study the diagram and use it to write a composition on:
‘Our house’

• Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.

• Deduct marks for tense and spelling errors.

Quick fire
1. pace 2. lace
3. care 4. face
5. race 6. fire
7. fair 8. price
9. place 10. replace
11. pile 12. lice
13. ace

Unit 3: Family

A. Reading

B. Comprehension

Lets recall the passage.
1. Hadji was their brother-in-law.
2. During the December holidays.
3. He lived in Arusha.
4. intense joy
5. Yes, they enjoyed their stay in Arusha. (Accept any other correct answer)

C. Vocabulary

B. Use the words in the box to fill in the blanks.
1. children 7. in laws
2. relations 8. father-in-law
3. cousins 9. misbehave
4. respect 10. responsibility
5. role 11. values
6. nephews and nieces

D. Language Patterns

I. Use of the pattern ‘one of’
Complete the sentences using your own words.
(Accept any suitable answer)
1. sisters
2. books
3. days
4. teachers
5. friends
6. methods
7. brothers
8. classmates
9. hands
10. uncles

II. Use of the patterns ‘the ____ of my ___ is my ____’

Fill in the blank spaces.
1. aunt
2. grandmother
3. brother
4. aunt
5. grandson
6. uncle
7. grandfather
8. step-sister
9. sister-in-law
10. sister

III. Use of ‘how many + nominal’
1. She has four chairs
2. There are two tables.
3. There are four lantern lamps in the room.
4. There are six bowls in the room.
5. There are two baskets in the room.
6. There is one flower vase in Mrs Maina’s house.
7. I can see one window.
8. There are three bunches of bananas in the room.

E. Grammar

I. Verbs ending in –e

a) Write the past tense of these verbs.
1. arrived
2. hoped
3. shaped
4. served
5. relieved
6. curved
7. joked
8. poked
9. drizzled
10. faked

b) Fill in the blanks with the correct form of the verbs in bracket.
1. waving
2. trembling
3. stoning
4. coming
5. leaving
6. naming
7. loving
8. preparing
9. baking
10. waking

II. Use of the comma

a) Put commas where necessary.
1. Mr Openda teaches English, Maths, Social Studies and Kiswahili.
2. Florence, the teacher, lost her brother.
3. Otieno is a very active man. He plays hockey, squash and basketball.
4. When all members met, they elected the chairman, secretary and treasurer to take up the new jobs.
5. As soon as the head teacher entered the classroom he asked to see Jane, Mugendi, Francis and Peter.
6. Nyaruai, who took part in poetry and drama competition, has won a scholarship.
7. During our tour of Nakuru we visited Lake Elementaita, Menengai Crater and Nakuru National Park.
8. Mungai sent his daughter called Manga a tube of toothpaste, soap and pocket money.
9. Tergat, the athlete, has won several medals.
10. The church donated to the victims clothes, food and blankets.

b) Rewrite these sentences by correcting any mistakes.
1. Peter, the head boy, is sick.
2. Mkulima owns a wheelbarrow, a panga and a tractor.
3. Where is Jane, Keter and Paul?
4. Maria is tall, dark and beautiful.
5. At the camp they learned how to tie a rope, to blow a whistle and to play the drum.

F. Let’s write
Imagine you are Hassan and you have decided to write to your uncle to thank him for the visit. Using your own words, fill in the gaps below.
1. Suleiman
2. okay/enjoyable
3. happy
4. entire/whole
5. Mount
6. began/resumed
7. classes
8. mother
9. niece
10. nephew

Quick fire
1. sons
2. daughters
3. grandsons
4. grand-daughters
5. uncles
6. Aunts
7. husband
8. nieces
9. nephews
10. sisters

11. brothers
12. mother
13. father
14. son-in-law
15. daughter-in-law

Unit 4: Geographical features

A. Reading

B. Let’s recall the passage.
1. Five geographical features mentioned in the story.
   (a) mountain  (b) peak
   (c) lowlands  (d) forests
   (e) vegetation cover
   (f) streams
2. Prevent erosion
3. One week.
4. Disability is not inability

C. Vocabulary

b) Use the words in the box to fill in the blanks in the sentences below
1. erosion
2. vegetation
3. plains
4. terraces
5. gabions
6. view
7. features/streams
8. conservation
9. swamp

D. Language patterns

I. Use of exciting/ thrilling/ interesting + infinitive

Fill in the blanks using your own words.
(Accept any correct answer)
II. Use of adverbs of frequency

Match the words in A, B and C to make ten correct sentences

Accept answers like these:
1. Our bus could hardly move after its rear tyre burst.
2. The cat often sits under the table.
3. She could never remember what happened.
4. I could hardly believe what he told them.
5. The pupils could rarely answer any questions.

E. Grammar

I. Plurals of words ending with –o

a. Write the plurals of the words below.

1. tomatoes  2. buffaloes
3. heroes  4. flamingoes
5. echoes  6. potatoes
7. videos  8. mangoes

b) Use the plurals you have written in ‘A’ above to write sentences of your own

(Accept any correct answer)

II. Uncountable nouns

a) Correct the mistakes in the sentences below. (Accept any other correct answer)

1. Please, give me four bottles of soda.
2. I have maize.
3. I bought four loaves of bread for my family.
4. We sell furniture in our workshop.
5. There is a lot of equipment in the shop for sale.
6. Have you carried any bedding?
7. My father picks tea in Kericho.
8. Atieno is carrying two bottles of milk in her bag.
9. How much water has poured?
10. The man is carrying a lot of money.

b) Change the following sentences into plural.

1. Our aunts bought us packets of wheat flour.
2. Please give us packets of fresh milk.
3. We feel like taking glasses of cold water.
4. The carpenters are selling the furniture.
5. We have spent lots of time preparing for our examinations.
6. Where did you get that information?
7. Have you washed your bedding?
8. The deer are running across the forests.
9. Is it possible for you to switch off the lights?
10. Please buy sugar from the supermarkets.

III. Exclamation marks

Choose the most appropriate interjection to fill in the blanks.

1. Watch out!  2. Oh!
5. Ouch!  6. Look out!
7. Good heavens!  8. Stop!
F. Let’s write

- Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.
- Deduct marks for tense and spelling errors.

**Unit 5: Travel**

**A. Reading**

**B. Let’s recall the passage**

2. He was not an experienced cyclist.
4. True
5. No, because his bicycle was damaged. (accept any other answer)
6. Steve

**C. Vocabulary**

**i) Label this bicycle**

1. bell 5. handle bar
2. brakes 6. saddle
3. pump 7. mudguard
4. pedal 8. Tyre/wheel

**ii) Use the words in the box to fill in the blanks.**

1. road – map 2. travelling bag
3. tyre 4. honesty
5. route 6. parked
7. saddle, handlebars, pedals
8. brakes, bell, pump

**D. Language patterns**

*Use of adjectives + infinitives*

a) Use the table below to make ten sensible sentences.

Accept answers like these:

1. Fishermen find it dangerous to cross a crocodile infested river.
2. It appeared hard to climb the steep hill.
3. He said it was dangerous to ride a bicycle without brakes.
4. It was thrilling to see the view of the tallest peak.
5. It appeared impossible to start the journey in the morning.

b) Fill in the blanks using any appropriate words of your own.

**Possible answers:**

1. That was a dangerous river to swim across/to cross.
2. It was a difficult task/exercise to climb up to the hill.
3. Once one knows how to balance, it appears easy to ride a bicycle.
4. impossible/difficult/hard
5. daring, difficult
6. easy
7. impossible
8. easy

**II Use of polite language**

Write sentences using the word ‘may’

1. May I go to the office please?/ May I come into your office please?
2. Please, may I go to the library?
3. Excuse me, may I pick my rubber from Peter?
4. Excuse me, may I rub the blackboard?
5. Excuse me, may I go out?
6. May I use your pen, please?
7. May I see the head teacher, please?
8. Excuse me, Sir/Madam, may I go to the toilet?
9. May I collect all the books for marking?
10. Excuse me, Sir/Madam, may I speak to the class?

E. Grammar

I. Adverbs of manner

a) Study the table below and fill in the missing words.
   1. careful   2. shameful
   3. different, differently
   4. faithfully   5. smart, smartly
   6. sorrowfully  7. sadly
   8. angrily   9. safely
   10. graceful, gracefully

b) Use the adverbs you have formed in ‘A’ above to fill in the sentences below.

   (Accept any other correct answer)
   1. sorrowfully
   2. carefully
   3. gracefully
   4. hurriedly
   5. angrily
   6. shamelessly
   7. sadly
   8. carefully
   9. smartly
   10. faithfully

II. Plurals of words ending in –ies, -es and –en

a) Fill in the blanks
   1. butterflies   2. oxen
   3. children   4. babies
   5. parties   6. glasses
   7. sportsmen   8. rallies
   9. torches   10. saddles

b) Change these sentences into singular form.
   1. My hope is spoiled by him/ her.
   2. The sportswoman won a gold medal in a race.
   3. Please, go and get the ox.
   4. Please, let him/her join a member of his/her family.
   5. Is the child eating a boiled potato?
   6. The child wrote a story about a giant.
   7. A pig’s home is called a sty.
   8. Remind him/her to buy a tomato.
   9. A child from that school won a prize.
   10. He/she wondered where that cry was coming from.

III. Words with silent ‘w’

Fill in the blanks using the words in the box.

   1. wrong   2. wrist
   3. write   4. wreck
   5. wrinkles   6. wrestler
   7. wren   8. wrist bands
   9. wrongly   10. wrote

F. Let’s write

Fill in the blanks in the passage

   1. seek   6. routes
   2. has   7. control
   3. traffic   9. cars
   4. forgetting   10. city
   5. jam
Unit 6: Technology

A. Reading

B. Let’s recall the passage.
1. computer
2. a. fax machine
   b. photocopiers
   c. computers
   d. mobile phones
3. They can store a lot of information effectively.
4. True

C. Vocabulary

Use these words to fill in the blanks.
1. fax machine
2. photocopier
3. sealing machine
4. photocopy
5. email
6. seal
7. mobile phone

Language patterns

I. ‘Did’ questions in the past tense

Fill in the blanks using the words below.
1. knocking
2. drawing
3. giving
4. breaking
5. explaining
6. sending
7. stealing
8. repairing
9. crossing
10. working

II. Making statements

Examples:
1. I always find my mother serving us with food.
2. He watches the secretary typing using a fax machine.
3. The teacher catches the children doing a different exercise.
4. They find the children playing outside the house.

III. Polite Language

Rewrite the following sentences using the word ‘may’.
1. May I go to the toilet?
2. May I see the teacher?
3. May I drink some water?
4. May I go to the market with Jane?
5. May I write a letter of apology?

E. Grammar

I. Pronunciation of words with /s/ sound

a) Read these sentences.

b) Choose the correct word in the brackets to fill in the blank spaces.

1. sells, sea shells
2. shop, sale
3. sealing, shillings
4. machine, seal
5. sum, shown
6. such, show
7. seal
8. rushed, shop
9. sheep
10. shows, still
F. Let’s write
Imagine you visited one of the busiest offices in town. Write a three-paragraph composition of what you saw. Begin ‘When I visited...’
• Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.
• Deduct marks for tense and spelling errors.

Unit 7: Social activities

A. Reading
B. Let’s recall the passage
1. He fed and clothed them.
2. True
3. to calm
4. one of his brothers

Vocabulary
Give one word for the sentences.
1. graveyard 2. condolence
3. hearse 4. eulogy
5. patient 6. funeral
7. mortuary 8. mourn
9. committee 10. grave
11. sympathy 12. sad

D. Language patterns
I. Use of almost + verbs
a) Choose the correct word from the box to complete the sentences below
1. umbrella 2. vomited
3. boarded 4. missed
5. missed 6. took
7. collapsed 8. chaotic
9. broke up 10. overturned

b) Make your own sentences using phrases below.
Accept answers like these:
The visitors have almost arrived in the football field.

II. Use of the pattern ‘look/ feel/ seem very + adjective’
Choose the correct answers from the brackets.
1. happy 2. young 3. brave
4. beautiful 5. interesting
6. strong/young 7. happy
8. tired 9. cold
10. slippery

II. Use of too... to...
Join the sentences using the pattern too... to.
1. I was too tired and hungry to walk any longer.
2. The story appeared too interesting to believe.
3. The tea was too hot for the baby to drink.
4. The bridge was too dangerous for me to cross during the night.
5. It looked too wet for her to go out without a raincoat.
6. The woman was too old to walk a long distance.
7. The tree is too weak for us to climb.
8. She is too slow to finish this work within the time given.
9. They woke up too late to catch the bus.
10. The patient was too weak to feed himself.

E. Grammar

I. Adjectives

a) Use the correct form of the words in brackets to complete the sentences below.
   1. sweeter
   2. less
   3. farther
   4. more interesting
   5. more terrifying
   6. braver
   7. younger
   8. more beautiful
   9. nearer
   10. simpler

b) Study the table below and fill in the blank spaces.
   1. more punctual, most punctual
   2. more worried, most worried
   3. later, latest
   4. fatter, fattest
   5. cooler, coolest
   6. quicker, quickest
   7. blacker, blackest
   8. weaker, weakest
   9. most sorrowful

III. Pronunciation of words with silent ‘b’

a) Read these words aloud.

b) Use the words above to fill in the blanks.
   1. dumb 5. comb
   2. bomb 6. lamb
   3. numb 7. crumbs
   4. tomb 8. womb

III. Pronunciation of words with /i/ and /ii/

a) Read these words aloud.

b) Choose the correct word from the brackets to fill in the blanks.
   1. sit, seat 2. beat, bit
   3. knit, neat 4. heap, hips
   5. feel, hill 6. chip, cheap
   7. feel, fill 8. hit, heat
   9. bit, beat 10. peel, heat

F. Let’s write

Imagine your friend has lost one of his relatives; use your own words to fill in the message of condolence below.

Accept any correct words.

Quick fire

Write the following words in plural.

1. coffins 2. eulogies
3. graveyards 4. hearses
5. condolences 6. graves
Unit 8: Health

A. Reading

B. Let’s recall the passage.
1. patient
2. It is used to take the body temperature of a patient.
3. In the hospital patients who are admitted for treatment.
4. In order to find out what they are suffering from before they are given treatment.
5. A visit to the hospital

C. Vocabulary

a) Fill in the word puzzle below.
1. ill 2. thermometer
3. toothache 4. headache
5. out-patients 6. in-patients
7. prevent 9. Aids

b) Use these words to make correct sentences.

Examples:
1. He is suffering from a bad fever.
2. You should observe silence near the wards.

D. Language Patterns

I. Use of almost + adjectives

Join sentences from column A and B to make ten correct sentences.
Accept any correct answer from the table.

II. Use of adverbs of frequency + auxiliary

Complete the sentences appropriately.
brush, visit, allows, wash, washes

E. Grammar

I. The present perfect tense

Fill in the blanks with the correct form of the words in brackets.
1. passed 2. finished
3. sterilised 4. made
5. informed 6. swept
7. boiled 8. laid
9. sung 10. caught

II. Pronunciation of words with silent –e

Practise reading these words

III. Order of adjectives

Rewrite these sentences by arranging the adjectives in brackets in the correct order.
1. beautiful, blue, woollen
2. smooth, black, leather
3. big, black, plastic
4. small, green, leather
5. beautiful, big, wooden
6. big, silver, metallic
7. comfortable, orange, wooden
8. beautiful, large, sugar
9. huge, black and white dairy
10. ugly-looking, oily sewage

F. Let’s write

Write a composition with the following beginning:
• Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.
• Deduct marks for tense and spelling errors.

Quick fire
1. Tuberculosis
2. Human Immunodeficiency Virus
3. Acquired Immune Deficiency Syndrome

Unit 9: At the farm

A. Reading

B. Let’s recall the passage.
1. Because he worked very hard in his farm.
2. heifer
3. cows, goats, pigs and sheep – any three
4. a. wool    b. mutton

C. Vocabulary

a) Match each word in A with its correct meaning in B.
   1. Onion - a kind of vegetable used in cooking food
   2. Pet - an animal or a bird kept at home
   3. Heifer - a female cow
   4. Huge - big
   5. Seedbed - a place prepared for young plants to grow
   6. Lemon - sour fruit with a green peel
   7. pesticide - a chemical used to kill animals that destroy crops
   8. Trough - long narrow container from which farm animals eat or drink

b) Draw a line to match each animal with its young one.
1. Frog - tadpole
2. Sheep - lamb
3. Dog - puppy
4. Cat - kitten
5. Cow - calf
6. Goat - kid
7. Hen - chick
8. Pig - piglet

D. Language Patterns

I. Use of yet, still, already + past perfect
Use any of the words below to fill in the blanks in the sentences below.
1. still  2. yet
3. still  4. still
5. yet  6. still
7. already  8. already
9. yet  10. already

II. Use of what _____ has/ have + pronoun + verb + adverbial
Use any appropriate words to complete the sentences below
1. planted
2. put
3. sprayed
4. put/carried/ kept
5. done
6. done
E. Grammar
I. words with silent _e_ after vowel
   a) Read these words aloud.
   b) Change the following sentences into plural.
      1. Girls bought mangoes at the markets.
      2. They are wearing black shoes with high heels.
      3. Flamingoes are strange birds that live in lakes.
      4. Volcanoes erupted and caused lots of destruction.
      5. Do they know that jembes are also called hoes?
      6. They felt lots of pain when boys stepped on their toes.
      7. Farmers have planted tomatoes in their gardens.
      8. Buy potatoes from the markets.
II. Words with silent –e- after vowel –u
   Underline The w with the vowel –e after vowel –u.
      1. glue  2. true
      3. misconstrued  4. blue
      5. untrue  6. hue
      7. sued  8. due
III. Words with silent ‘l’

a) Read these words.
b) Use the words below to write sentences of your own. (Accept any correct answer)

IV. Abstract Nouns
a) Make abstract nouns from these words.
   1. filth  2. beauty
   3. honesty  4. humility
   5. faith  6. weakness
   7. sorrow  8. happiness
   9. punctuality  10. care
b) Use the abstract nouns above to fill in the blanks in the sentences below
   1. beauty
   2. honesty
   3. faith
   4. sorrow
   5. happiness
   6. care
   7. punctual; punctuality
   8. weakness
   9. carelessness
   10. humility

F. Let’s write
Write a composition on the animal below.
   • Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.
   • Deduct marks for tense and spelling errors.
Unit 10: Occupation

A. Reading

B. Let’s recall the passage.
1. a. Because they did not usually assemble on that day. The headteacher came with three important visitors.
2. Mr Jamal
3. Taxi driver; sports reporter
4. One who reads the news.

C. Vocabulary

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

1. editor
2. fire – fighter
3. captain
4. sailor
5. fireman
6. writer
7. journalist
8. report
9. headline
10. taxi driver

D. Language Patterns

I. Use of ‘can’t/ couldn’t help’ in sentences

a) Fill in the blanks with the correct form of the verbs in brackets.

1. travelling 2. repeating
3. explaining 4. listening
5. looking 6. searching
7. calling 8. reading
9. admitting 10. working

b) Make sentences using the following words.

Accept any correct answer.

II. Use of keep + on

Study the sentences below and complete them using the present or past tense.

1. Present keeps on clapping
   Past kept on clapping
2. Present keeps on coming
   Past kept on coming
3. Present keeps on asking
   Past kept on asking
4. Present keeps on stealing
   past kept on stealing
5. Present keep on trying
   Past kept on trying
6. Present keeps on following
   Past kept on following
7. Present keep on writing
   Past kept on writing
8. Present keeps on repeating
   Past kept on repeating
9. Present keeps on reminding
   Past kept on reminding
10. Present keeps on singing
    Past kept on singing

III. Use of ‘would like to be’ + nominal

Write these sentences as shown below.

1. I would like to be a business woman when I grow up.
2. Sophia would like to be a newscaster when she grows up.
3. Many people would like to be pilots when they grow up.
4. Kipuny would not like to be a policeman when he finishes training.
5. The little boy would like to a
1. "When I grow up, I would like to be a doctor," said Mutie to his father.
2. She asked, "When are you coming back?"
3. "I shall not go to school today because it is a holiday," said Dorcas to her friend.
4. The stranger asked Kimani, "Which is the shortest route to the next town?"
5. Salim said to Konde, "I would like to be a carpenter when I grow up."
6. "Close that door behind you!" shouted the headmaster to Njenga.
7. "Hurray! We have won the race!" shouted the Makutano team.
8. "Stop and stand!" said the supervisor to the carpenter.
9. "May I come in please?" said the girl to me.
10. "I don’t think I would like to die poor," said Kiplagat to Chepchumba.

II. Use of words with –r and –l

Fill in the blanks with the correct option from the bracket.

1. rake; grass; lake
2. growl; grows
3. right; light
4. laces; races
5. fleece; freeze
6. licks; leaks
7. galloped; track
8. threw; pool
9. alive; bleak
10. right, write

F. Let’s write

Write a composition beginning.

• Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.
• Deduct marks for tense and spelling errors.

Unit 11: Under the sea

A. Reading

B. Let’s recall the poem.

1. Yes, it is beautiful.
2. For fear of being caught by the high tide.
3. Life under the sea.
4. He picks the best of the shells.

C. Vocabulary

B. Use the words below to make sentences of your own.

Accept any correct answer.
D. Language patterns

I. Use of the patterns ‘did + look/watch/see/leave doing something

Rewrite the following sentences as questions.

1. Did he look at the fisherman preparing his fishing nets?
2. Did they look at a man carrying a giant fish on his shoulders?
3. Did he look at the guide explaining to them about the sea weeds?
4. Did Halima look at the woman selling coconuts in a market stall?
5. Did they watch helplessly as the poor boy drowned in the sea?
6. Did they watch people swimming like fish in the sea?
7. Did they watch as the young girls danced on the beach?
8. Did the pupils see children playing with the white sand?
9. Did they see the dancers entertaining the tourists?
10. Did he hear the voice of a man shouting?

II. Auxiliary verbs can and have + ever in the interrogative

b) Fill in the blanks with the correct word from the brackets.

1. Have
2. Has
3. has
4. Has; swum
5. Has; witnessed
6. has; travelled
7. have; seen
8. Have; known
9. has; seen
10. have; tasted

III. Use of nominal + verb + infinitive

Use the verbs in the box to fill in the blanks in the sentences below.

1. polish
2. pass
3. cross
4. work
5. get
6. send

E. Grammar

I. Conjunctions

a) Underline the conjunctions in the following sentences.

1. because
2. either --- or
3. except
4. when; and
5. and
6. since
7. although
8. unless
9. until
10. because

b) Join the following sentences using the conjunction given in bracket.

1. Esther and Sarah wrote interesting compositions.
2. Maina and Opujo are my best friends.
3. We left home in a hurry because it was getting late.
4. Read the following passage carefully and answer all the questions that follow.
5. Did you tell him that you wanted to do your studies and rest?
6. I will not start writing till you tell me.
7. Vincent was punished by the headmaster because he had not completed his homework.
8. You should take care not to contract AIDS as it has no cure.
9. The dog was barking loudly because a thief was trying to break into our house.
10. I tried very hard but did not win the race.

II. Pronouns

Fill in the blanks with appropriate pronouns.
1. she; their; she
2. It
3. it
4. It
5. He; him
6. Her, her, she
7. He
8. her
9. their
10. She

III. Interjections

Put the exclamation mark where appropriate.
1. Bravo! 2. thanks John!

IV. The dash

Punctuate the following sentences using a dash.
1. ___ the compulsory subjects
2. ___ from Muranga __
3. ___ or face the consequences
4. In Kenya ___
5. ___ but not very much
6. ___ the new boy
7. ___ my neighbour
8. ___ trip to Virginia Island

F. Let's write

Study the picture and use it to write a composition.
• Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.
• Deduct marks for tense and spelling errors.

Unit 12: At the factory

A. Reading

B. Let's recall the passage
1. K.C.C. Dandora plant
2. An instrument used to check the quality of milk.
3. Half past nine (9:30)
4. A tour to a milk plant
   A visit to K.C.C. Dandora’s plant
C. Vocabulary

Choose a word from the table to fill in the blanks.

1. manager 2. Process
3. Production 4. product
5. factory 6. import
7. Raw materials 8. export

D. Language Patterns

I. Relative clauses

a) Answer the following questions using relative clauses.

1. A butchery is a place where meat is sold.
2. A workshop is a place where tools and machines are used.
3. A place where ships are loaded and unloaded is called a port.
4. A person who is in charge of a factory is called a plant manager.
5. The place where minerals are extracted is called a mine field.
6. A person who writes books is an author.
7. A place where we find sellers and buyers is called a market.
8. A garage is a place where vehicles are repaired or parked.
9. An instrument that measures temperature is called a thermometer.
10. A ranch is a large farm where sheep, cattle or horses are bred.

b) Underline the relative clauses in the sentences below.

1. who extracts minerals from a mine
2. who is in charge of the operations
3. that measures the quality of milk
4. which has green leaves
5. which is eaten with bread and is rich in proteins
6. where agriculture is the main occupation
7. who deals with illegal trade
8. where crops are grown
9. where milk is processed
10. where leaves are checked and weighed

II. Question tags

Provide question tags for the following statements.

1. isn’t it? 2. will you?
3. won’t you? 4. isn’t it?
5. doesn’t he? 6. won’t she?
7. do you? 8. doesn’t he?
9. do they? 10. did they?
11. didn’t they? 12. has she?
13. couldn’t it? 14. isn’t it?
15. won’t you?

III. Use of both

Use the conjunction both to join the sentences below.

1. Both Anita and Flora passed their examination. (s)
2. Both Michael and I did not like the dentist.
3. Both you and I failed to get the sum right.
4. Both Sudan and Egypt grow sugar using the irrigation method.
5. Both cartons and polythene bags are used for packaging.
6. Both April and November are cold months.
7. Both routes will take you to the shopping centre.
8. Both cows and goats chew cud.
9. Both rats and mice are gnawing mammals.
10. Both the man and the lady explained how to select good seeds.

E. Grammar

I. Punctuation

a) Put commas, full stops/ question marks in the following sentences.

1. full stop
2. full stop
3. full stop
4. question mark
5. question mark
6. In the supermarket we bought the following items: sugar, bread, margarine, tissue paper and toys.
7. question mark
8. full stop
9. However, they all managed to join the next class.
10. question mark

b) Matching Abbreviations.

1. E.A.C. - East Africa Community
2. COMESA - Common Market for Eastern And Southern Africa
3. D.C. - District commissioner
4. C.C. - County Commissioner
5. TV - Television
6. D.O. - District Officer
7. KTN - Kenya Television Network
8. Hon - Honourable
9. Dr - Doctor
10. Mr - Mister

c) Make ten abbreviations from names of your classmates.

Accept any correct abbreviated names.

II. The present continuous tense

Fill in the blanks with the correct form of the verb in brackets.

1. crowing 2. doing
3. talking 4. writing
5. spraying 6. ringing
7. reading 8. following
9. having 10. arranging
11. talking 12. going
13. feeding 14. watching
15. marking

F. Let’s write

Study the following pictures and describe the process of producing coffee.

- Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.
- Deduct marks for tense and spelling errors.

Unit 13: Fashion

A. Reading

B. Let’s recall the passage.

1. Three groups
2. pupil
3. the best trainer
4. False
5. The catwalk

C. Vocabulary

a. What are they wearing?
Accept any correct answer.

b) Use the words in the box to fill in the blanks in the sentences below.
1. lady
2. fashion
3. spectators
4. catwalk
5. bracelets
6. judges
7. jeans
8. necklace
9. posture
10. contestants

D. Language patterns

I. Double imperatives

Fill in the blanks using the correct word from the brackets.
1. come; close
2. switch; go
3. read; answer
4. take; go
5. put; listen
6. come; explain
7. take; write
8. put; talk
9. switch; keep
10. stop; stand

II. Almost + Adjective/ Adverb

Choose the best word to fill in the blank spaces in the following sentences.
1. full
2. finished
3. dry
4. empty
5. empty
6. dark
7. impossible
8. out of fashion
9. dawn
10. full

III. Did + look at/ watch/ hear/ find/ catch

a) Give two possible answers for the questions below.
1. a. Yes, I did b. No, I didn’t.
2. a. Yes, I did b. No, I didn’t.
3. a. Yes, I did b. No, I didn’t.
4. a. Yes, I did b. No, I didn’t.
5. a. Yes, I did b. No, I didn’t.
6. a. Yes, she did b. No, she didn’t.
7. a. Yes, he did b. No, he didn’t.
8. a. Yes, she did b. No, she didn’t.
9. a. Yes, he did b. No, he didn’t.

b) Write down the following statements as questions
1. Did we watch as the motorboat crossed the ocean?
2. Did he watch as the strong winds rocked the boat?
3. Did they hear the man shouting for help?
4. Did the children hear the elephant blow its trumpet?
5. Did Duda watch the monkey climb a tall tree?
6. Did the pupils watch the monkey peeling a ripe banana?
7. Did the helpless passengers watch as the whale knocked their boat?
8. Did the hungry child watch the woman preparing pancakes?
9. Did the spectators see the model contestants catwalk in front of the judges?
10. Did they hear the train hoot near the railway station?

E. Grammar

I. Punctuation Marks

Rewrite the sentences by rectifying the mistakes.

1. Mucai has already left for Kitui.
2. You have to work very hard if you want to succeed in life.
3. Where was Esther Akinyi yesterday afternoon?
4. The headmaster said to the standard eight pupils, “If you want to succeed you must study hard.”
5. “I am afraid I don’t know,” said the boy to the stranger.
6. Why can’t you borrow a pencil from Jackline Mwendwa?
7. A lot of cocoa is grown in Ghana.
8. Dedan Kimathi was a hero whose statue is on Kimathi Street in Nairobi.
9. Harare is the capital city of Zimbabwe.
10. Mount Kenya is the only snow–capped mountain in Kenya.

II. Direct Speech

Put speech marks in the sentences below.

1. The judges said, “You must dress well whenever you catwalk.”
2. He said to all the contestants, “You cannot run in long robes.”
3. Father said, “I have great faith in you.”

4. “There will be a fashion show tomorrow,” he said.
5. “You have to appear elegant,” said the judge.
6. “I am Kola,” the lady said.
7. Peter shouted, “My leg is broken!”
8. The lady said, “I want to see him.”
9. “Good afternoon boys and girls,” said the guest of honour.
10. “I am not sick!” shouted the patient.

F. Let’s write

Imagine your school has organized a fashion show; write a composition and describe the following contestants.

• Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.
• Deduct marks for tense and spelling errors.

Quick fire

1. necklace  2. earrings  3. bangles  4. bracelets  5. chain  6. ring  7. choker

Unit 14: Transport

A. Reading

B. Let’s recall the poem.

1. (a) camel (b) ship  (c) ferry (d) boat  (e) donkey (f) oxen

2. A ferry moves in the water.
3. A camel moves across the desert.
4. A canoe moves in the lake.
5. (a) whip – a long piece of leather used on animals
   (b) merrily – happily
   (c) extreme – much

C. Vocabulary
Use the words below to fill in the blanks in the following sentences.

D. Language patterns
I. Use of just + verbs in the present perfect
Fill in the blanks with the present perfect form of the words in brackets.
1. have; finished
2. has; bought
3. has; completed
4. begun; have
5. served
6. set
7. gone
8. left
9. presented
10. run

II. Use of tired/afraid of
Choose the best word from the bracket to fill in the blanks correctly.
1. walking 2. eating

III. Indirect object as subject of passive
Change the following sentences into passive voice.
1. By whom was he informed?
2. the keys were kept.
3. All the milk in the cupboard has been drunk by the cat.
4. What were you told to do by the teacher?
5. What were you expected to do by him?
6. What means of transport was used by them?
7. Which race was won by Kemboi?
8. What is protected by this wall?
9. Which flavour was added to the yoghurt?
10. What were you told when you visited them?

IV. Use of else + present continuous
Accept any correct answer.

E. Grammar
I. Adverbs
Complete the sentences below by forming adverbs of manner using the words in brackets.
1. peacefully 2. smartly
3. carefully
4. hopelessly/hopefully
5. completely 6. painfully
II. Punctuation in direct speech

Punctuate the following sentences using the speech marks. (" ")

1. The driver said, “The journey has just begun. We have a long way to go.”
2. The policeman said, to the boy, “Come here quickly!”
3. “The results have just been announced on the radio,” the headmaster said.
4. “Bravo! We have won the game,” said the Tiger team.
5. “The teacher said, “We have just completed the syllabus.”
6. Kiilu asked Sakuda, “Do you know where the house is?”
7. “You have the wrong names,” said Mauda to the clerk.
8. The pupils said, “What are we expected to do now?”
9. The headmaster said, “How many of you are going to take part in the contest?”
10. “What do we call a place where birds are kept?” asked the man.

III. Silent /k/

A. Read these words

B. Use any of the words above to appropriately fill in the blanks.

1. knife
2. knew

3. knoll
4. knowledge
5. knead
6. kneel
7. knelt
8. knight
9. knit
10. knock

F. Let’s write

Starting of a story.

• Award marks for good use of vocabulary learnt, good paragraphing and flow of ideas.
• Deduct marks for tense and spelling errors.

Unit 15: Our environment

A. Reading

B. Let’s recall the passage.

1. using harmful chemicals.
2. True
3. (a) planting trees.
   (b) using better methods of farming.
   (c) preventing soil erosion.
   (d) disposing waste materials properly.
4. (a) eroded
   (b) forest cover
   (c) uncovered land

C. Vocabulary

Matching of words.

1. Terrace – steps on a slope where plants are grown.
2. Soil erosion – wasting away of the fertile soil by water or wind.
3. Canopy – leaves that form cover high above the ground.
4. Surface – top layer of land.
5. Flow – move liquid like water from a high to lower level.
7. Trenches – long narrow hole dug on the ground.

D. Language patterns

I. Order of adjectives

Fill in the blanks using the correct order of adjectives.

1. beautiful, short, silk
2. small, square, wooden
3. large, blue, woollen
4. long, curved, iron
5. big, old, stone
6. big, black, sports
7. strong, four-wheel, drive
8. tall, black, Kenyan
9. huge, black and white
10. poisonous, grey

II. Words with silent /h/

a) Read the following words:
(Observe the silent letters)

b) Choose the correct option from the bracket.

1. hour
2. honest, hour
3. honour
4. honourable

E. Grammar

I. Words with silent /h/

Use the words in the box to fill in the blank spaces in the sentences below.

1. what
2. whistle
3. When
4. whereabouts
5. Where
6. wheelbarrow
7. whooping cough
8. Whichever
9. white
10. while

II. Prepositions

Choose the best preposition from the ones in brackets to fill the blank spaces.

1. between 2. through
3. into 4. in
5. round 6. over
7. for 8. at
9. at 10. by

III. Direct speech

Change these sentences into direct speech.

1. Tom says, “I am sick.”
2. Mrs Kamau says, “Rub the blackboard.”
3. Grace says, “I am the tallest girl in our class.”
4. “I want to see the doctor,” said the man.
5. “Kneel down!” the policeman ordered the thief.
7. “Keep quiet!” the teacher ordered the boys.
8. “Are we travelling together?” she asked.
9. The girl said, “I am looking for my mother.”
10. “Where are you going?” Sharon asked them.

F. Let’s write

Write ten things you can do to make your environment clean and healthy.

D. Language patterns

I. Use of next to / across / opposite

Use the words below to construct sentences on the sitting arrangement in your class.
Accept any correct.

II. Use of auxiliaries + adverb of frequency

Rewrite the sentences using the words in brackets.

1. Tourists from other parts of the world have always visit Kenya.
2. They have often travelled to the Masai Mara.
3. When important visitors have come to this country, they rarely visit the animal orphanage.
4. Many Kenyans have rarely known the value of tourism to the economy.
5. Since long ago, she has always gone to school on foot.
6. Europeans have often visited our beaches in July.
7. The government has continuously explained to people the value of our wildlife.
8. She has normally reminded her children the need to protect themselves against contracting HIV and AIDS.
9. Naliaka has always celebrated her birthday in December.
10. The driver has occasionally crossed the narrow bridge.

E. Grammar

I. Time phrases

Underline the time phrases in the following sentences.

1. in the evening
2. after sunset
3. all morning; at midnight
4. yesterday afternoon
5. in the evening
6. yesterday morning
7. during Christmas
8. yesterday
9. on Fridays
10. during the day

II. The past continuous tense

Change these sentences into the past continuous tense.

1. Tourists were travelling to the southern coast in Mombasa.
2. We were feeling exhausted after walking up and down the hill.
3. The Masai Moran was looking after a large herd of cattle.
4. After going back home the visitors were writing about the events of the day.
5. The Kamba wood carver was carving a statue of a Maasai carrying a spear and shield.
6. Wild elephants were uprooting everything in the garden.
7. The scout guide was leading the first group to Lake Nakuru to see flamingoes.
8. The white children were shouting excitedly after seeing zebras and gazelles.
9. The herd of wildebeests was swimming across the crocodile interesting river to the other side of the forest.
10. The ostrich wasn’t walking towards our direction.

III. Words with /r/ and /l/

a) Read the following words

Read these words correctly.

b) Choose the best word from the bracket to fill in the blank spaces.

1. lake 2. rice
3. rare 4. led; plains
5. rate 6. flight
7. right; light 8. believe; lead
9. frames; flames 10. rands

F. Let’s write (diary)

Accept any correct entries.
Test papers

Test Paper 1
1. forgot 2. start
3. waiting 4. gone
5. cost 6. calling
7. usually 8. always; never
9. often 10. rarely
11. always 12. scarcely
13. carried 14. worried
15. married 16. ferried
17. buried 18. varied
19. They heard echoes from distances.
20. We need to drink some water.
21. Amina has read many story books.
22. Is the furniture ready?
23. Your in-laws are waiting outside the doors.
24. Jerry is carrying loaves of bread.
25. hurriedly 26. beautifully
27. elegantly 28. greedily
29. recklessly 30. quickly

Test Paper 2
7. “Who do you think you are talking to!” said the man.
8. “What a day!” said Naliaka.
9. My name is Nafula.
10. “Come here!” mother said.
11. Oh my God!
12. Kampala is the capital city of Uganda.
13. Impossible 14. dangerous
15. refreshing 16. exciting
17. scaring 18. possible
19. A. fruits 20. C. cereals
21. D. utensils 22. A. animals
23. B. vegetable 24. D. flower
25. swiftly 26. mercilessly
27. greedily 28. quickly
29. slowly 30. less

Test Paper 3
1. left; missed
2. too weak; going; hungry
3. sheep; lamb
4. heal; meals 5. reach; peak
6. sea 7. oxen
8. men 9. teachers
10. camels 11. milk
12. mountains
13. She is too short to jump.
14. The food is too hot for the baby to eat.
15. The carton is too heavy for Halima to lift.
16. It’s too dark for Henry to walk alone.
17. The water is too cold for me to take a shower.
18. I am too sick to go to the field.
19. finished 20. performed
21. written 22. known
23. sung 24. had gone/went
25. I have two pens, three pencils and a rubber
26. John, the athlete, is unwell
27. Buy oranges, tomatoes and bananas
28. Take the mobile phone,
photocopier and the fax machine for repair.

29. Mary, the head girl, plays netball.
30. Jane, the lady in a red dress, is my brother’s wife.

Test Paper 4

1. A 2. B 3. C

7. The editor couldn’t help shortening the story.
8. Keter was an athlete.
9. The workman cleared the field every morning.
10. Njuguna was writing on the chalk-board.
11. I was eating a banana.
12. She was playing the guitar.
13. We greeted the man and he showed us the way to my uncle’s house.
14. A pronoun is a word which is used to replace a noun.
15. I studied hard but did not pass.
16. Jane took supper and went to bed.
17. This tree provides shade and produces fruits.
18. Atieno will get malaria unless she sleeps under a treated mosquito net. or Unless Atieno sleeps under a treated mosquito net she will get malaria.
19. blue 20. tall; dark; yellow
21. new 22. big
23. cold 24. many
25. going 26. running
27. writing 28. tapping
29. crying 30. planning

Test Paper 5

1. in the evening
2. yesterday morning
3. now
4. next year
5. next week
6. thirty years ago
7. Chepchumba likes milk but Jamila likes tea.
8. I did not go to the field since the path across was closed.
9. Atieno is tall but Meli is short.
10. I like the baby a lot since she is named after my mother.
11. I am tall and slim.
12. Nelly and Fancy are short and cannot take part in the catwalk.
19. sheep 20. piglet
21. cub 22. rabbit
23. pony 24. puppy
25. aunt 26. brother-in-law
27. grandmother 28. uncle
29. cousins 30. grandmother

Test Paper 6

1. unless 2. because
3. until 4. and
5. which 6. but
7. Mogire was informed by me.
8. This work was done by you.
9. A letter was written by Amina to her parents last week.
10. The food was eaten by Paul.
11. The cat was bitten by the dog.
12. Was the plate washed by Lena?
13. wasn’t it?  14. will you?
15. shall we?  16. do you?
17. isn’t he/she?  18. aren’t we?
19. will you?  20. aren’t they?
21. isn’t she?  22. am I?
23. isn’t she?  24. will you?
25. “My name is Kadzo,” said the girl politely.
26. Mother asked her son, “Have you had any food yet?”
27. “Come here!” he shouted.
29. “Where are you?” Molly asked.
30. “Are you the one?” she asked.

Model Test Paper 1
41. D  42. D  43. D  44. C  45. C

Model Test Paper 2
41. C  42. B  43. D  44. A  45. C
Unit 1: Revision

Exercise 1

1. 14 156
2. 714
3. Thousands
4. after
5. less
6. August
7. Fatuma
8. Father
9. \( \frac{5}{10} \)
10. \( \frac{5}{15} \) or \( \frac{1}{3} \)
11. \( \frac{1}{32} \)
12. 108
13. 7 piles
14. 60
15. 1003 m
16. 412 m
17. 50 m
18. 10 kg of wool
19. Girl
20. None
21. 25 litres
22. Sh 1925
23. Sh 129
24. Sh 93
25. Sh 234 40 ct
26. Sh 159 35 ct
27. 63 days
28. 34 weeks 4 days
29. 2 weeks 4 days
30. 8.15 (quarter past eight o’clock)
31. Sh 6 40 ct
32. 3, 13, 21
33. 5, 6, 9, 11, 20
34. 1, 2, 10, 17, 18
35. 15
36. 4, 7, 8, 12
37.

Exercise 2

1. 50 505
2. 0
3. 0.96
4. the last digit is 0 or 5
5. 8
6. 2064
7. \( \frac{7}{8} \)
8. 2369
9. 21.05
10. \( \frac{5}{12} \)
11. 4 hours
12. 2934 sweets
13. Five minutes to ten
14. 11
15. 407
16. \( \frac{8}{12} \) or \( \frac{2}{3} \)
17. 1
18. 480 cubes
19. 4274
20. 36 m 48 cm
21. 3 hr 0 min
22. 12
23. 21 piles
24. 80 packets
25. 4
26. Sh 665
27. 60
28. Two-sixths or \( \frac{2}{6} \)
29. 15 square units
30. 3 sodas
31. Obtuse angle
32. Acute angle
33. Right angle
34. 100
35. 92
36. it ends with digit 0
37. Sh 900
38. 2012
39. 4000 m or 4 km
40. 6
41. 2.87
42. 120 days
43. 114 cm
44. Size 8
45. 31b
46. 142 cm
47. 102 people
48. 4 people
49. 44 people
50. 2 people

### Unit 2: Numbers

#### Exercise 3

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 8</td>
<td>2. 5</td>
<td>3. 2</td>
</tr>
<tr>
<td>C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 700 000</td>
<td>2. 20 000</td>
<td>3. 0</td>
</tr>
<tr>
<td>D.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 0</td>
<td>2. 5</td>
<td>3. 7</td>
</tr>
<tr>
<td>E.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. 70</td>
<td>2. 700 000</td>
<td>3. 7</td>
</tr>
</tbody>
</table>

#### F.

<table>
<thead>
<tr>
<th>Number</th>
<th>Place value</th>
<th>Total value</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 876 097</td>
<td>Tens</td>
<td>90</td>
<td>Ninety</td>
</tr>
<tr>
<td>2. 976 870</td>
<td>Hundred thousands</td>
<td>900 000</td>
<td>Nine hundred thousand</td>
</tr>
<tr>
<td>3. 790 867</td>
<td>Ten thousands</td>
<td>90 000</td>
<td>Ninety thousand</td>
</tr>
<tr>
<td>4. 867 970</td>
<td>Hundreds</td>
<td>900</td>
<td>Nine hundred</td>
</tr>
<tr>
<td>5. 869 077</td>
<td>Thousands</td>
<td>9000</td>
<td>Nine thousand</td>
</tr>
<tr>
<td>6. 605 009</td>
<td>Ones</td>
<td>9</td>
<td>Nine</td>
</tr>
</tbody>
</table>
**Exercise 4**

1. 200 600  
2. Ten thousands  
3. 10 000  
4. 0  
5. 4100  
6. 1970

**Exercise 5**

A.

1. Forty-seven  
2. Eight hundred and eighty-six  
3. One thousand seven hundred and twenty-eight  
4. Four thousand and five  
5. Seventy-two thousand and forty-five  
6. Forty-three thousand and twenty  
7. Five hundred and five thousand and fifty-five  
8. Eight hundred and sixty-five thousand, four hundred and twenty-seven  
9. Two hundred and five thousand and eighty-two  
10. Three hundred thousand and thirty  
11. One hundred and twenty-one thousand and twenty-five  
12. Nine hundred and ninety-nine thousand, nine hundred and ninety-nine

B.

1. 10 101  
2. 500 040  
3. 800 075  
4. 121 121  
5. 750 089  
6. 266 715  
7. 312 552  
8. 85 397  
9. 671 151  
10. 101 128

**Exercise 6**

1. 300 + 80 + 1  
2. 5000 + 400 + 50 + 4  
3. 20 000 + 6000 + 900 + 50 + 8  
4. 50 000 + 20 + 4  
5. 90 000 + 100 + 10 + 3  
6. 90 000 + 9000 + 900 + 90 + 9  
7. 800 000 + 70 000 + 1000 + 200  
8. 800 000 + 90 000  
9. 100 000 + 2000 + 100 + 2  
10. 400 000 + 50 000 + 8000 + 300 + 60 + 8  
11. 500 000 + 70 000 + 6000 + 700 + 50 + 4  
12. 20 000 + 5000 + 200 + 50

**Exercise 7**

A.

1. 637 845, 875 321, 978 213, 978 312  
2. 100 001, 100 010, 100 100, 100 101  
3. 339 093, 339 309, 339 903, 339 930  
4. 919 378, 919 387, 919 783, 919 873

B.

1. 909 076, 907 906, 907 690, 906 709  
2. 410 732, 410 723, 410 327, 410 273  
3. 606 653, 606 633, 606 536, 606 356  
4. 500 711, 500 710, 500 701, 500 107
Exercise 8

A.

<table>
<thead>
<tr>
<th>Number</th>
<th>Round off to the nearest 10</th>
<th>Round off to the nearest 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 57</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2. 562</td>
<td>560</td>
<td>600</td>
</tr>
<tr>
<td>3. 568</td>
<td>570</td>
<td>600</td>
</tr>
<tr>
<td>4. 3318</td>
<td>3320</td>
<td>3300</td>
</tr>
<tr>
<td>5. 863 150</td>
<td>863 150</td>
<td>863 200</td>
</tr>
<tr>
<td>6. 31 599</td>
<td>31 600</td>
<td>31 600</td>
</tr>
<tr>
<td>7. 99 999</td>
<td>100 000</td>
<td>100 000</td>
</tr>
<tr>
<td>8. 29 853</td>
<td>29 850</td>
<td>29 900</td>
</tr>
<tr>
<td>9. 904 999</td>
<td>905 000</td>
<td>905 000</td>
</tr>
<tr>
<td>10. 899 456</td>
<td>899 460</td>
<td>899 500</td>
</tr>
<tr>
<td>11. 1459</td>
<td>1460</td>
<td>1500</td>
</tr>
<tr>
<td>12. 720</td>
<td>720</td>
<td>700</td>
</tr>
<tr>
<td>13. 138</td>
<td>140</td>
<td>100</td>
</tr>
<tr>
<td>14. 82</td>
<td>80</td>
<td>100</td>
</tr>
<tr>
<td>15. 1 456 538</td>
<td>1 456 540</td>
<td>1 456 500</td>
</tr>
</tbody>
</table>

B.

<table>
<thead>
<tr>
<th>Number</th>
<th>Round off to the nearest 10</th>
<th>Round off to the nearest 100</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Three hundred and ninety thousand, three hundred and sixteen.</td>
<td>Three hundred and ninety thousand, three hundred and twenty</td>
<td>Three hundred and ninety thousand, three hundred</td>
</tr>
<tr>
<td>2. One hundred and forty thousand, eight hundred and seventy-six.</td>
<td>One hundred and forty thousand, eight hundred and eighty</td>
<td>One hundred and forty thousand, nine hundred</td>
</tr>
<tr>
<td>3. Six hundred thousand and nine.</td>
<td>Six hundred thousand and ten</td>
<td>Six hundred thousand</td>
</tr>
<tr>
<td>4. Ninety-nine thousand, nine hundred and ninety-nine.</td>
<td>One hundred thousand</td>
<td>One hundred thousand</td>
</tr>
</tbody>
</table>
5. Two hundred and seven thousand, nine hundred and sixty-five.

6. Fifty-seven.

7. One hundred and sixty-four

8. One thousand two hundred and thirty-six

9. Seventy-three

10. Five thousand and one

C.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1</td>
<td>40</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>30</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>10</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>4580</td>
<td>11</td>
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</tbody>
</table>

Sum = 19 890

D.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>500</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>1000</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>47 800</td>
<td>8</td>
</tr>
<tr>
<td>10</td>
<td>67 900</td>
<td>11</td>
</tr>
</tbody>
</table>

E.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8600</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>68 340</td>
<td>4</td>
</tr>
</tbody>
</table>

Exercise 9

A.

1. X  2. X  3. ✓
4. ✓  5. X  6. ✓
7. ✓  8. X  9. X
10. ✓  11. ✓  12. X

B.

1. 6336  2. 484
3. 2400  6. 72 376

Exercise 10

A.

1. 1, 3  2. 1, 7
3. 1, 19  4. 1, 79
5. 1, 2  6. 1, 5
7. 1, 29  8. 1, 17

B.

1. 5, 7  2. 11, 17, 37
3. 2  4. 29, 59
5. 67, 83  6. 61, 11, 43
7. 2, 3, 5, 7  8. 11
9. 53, 59, 61, 67, 71, 73, 79, 83, 89
10. All the rest apart from 83, 89, 97
11. 6  12. 52
13. 1147  14. No

C.
1. $3 \times 5$
2. $3 \times 3$
3. $3 \times 7$
4. $7 \times 11$
5. $5 \times 13$
6. $5 \times 17$

Exercise 11

A.
1. $G = 12$; $H = 6$
2. $K = 77$; $L = 7$; $M = 11$
3. $P = 2$; $Q = 90$; $R = 2$; $S = 15$; $T = 3$; $U = 5$

B.
1. $35$
2. $84$
3. $90$
4. $27$

Exercise 12

A.
1. 1, 2, 3, 4, 6, 12
2. 1, 2, 4, 8, 16
3. 1, 2, 3, 6, 9, 18
4. 1, 2, 4, 5, 10, 20
5. 1, 2, 3, 4, 6, 8, 12, 24
6. 1, 2, 3, 4, 6, 9, 12, 18, 36
7. 1, 2, 3, 6, 7, 14, 21, 42
8. 1, 2, 3, 4, 5, 6, 10, 12, 15, 20, 30, 60
9. 1, 2, 3, 4, 6, 8, 9, 12, 18, 24, 36, 72
10. 1, 2, 4, 5, 10, 20, 25, 50, 100
11. 1, 2, 4
12. 1, 2, 7, 14

B.
1. 1, 2, 4, 8
2. 1, 2, 3, 6
3. 1, 7
4. 1, 5
5. 1
6. 1, 2, 4
7. 1, 3, 9
8. 1, 2, 7, 14
9. 1, 2
10. 1, 3
11. 1, 3, 5, 15
12. 1, 2, 3, 4, 6, 9, 12, 18, 36

C.
1. 12, 24
2. 12, 24
3. 120, 240
4. 30, 60
5. 16, 32
6. 36, 72
7. 40, 80
8. 16, 32
9. 30, 60
10. 50, 100
11. 210, 420
12. 504, 1008

D.
1. 28
2. 32
3. 180
4. 2475
5. 432
6. 54
7. 60
8. 360
9. 30
10. 72
11. 120
12. 168

Exercise 14

A.
1. I
2. XXXV
3. XVIII
4. VII
5. XXIV
6. XLIV
7. XXXVII
8. XX
9. XIV
10. XXVI
11. XI
12. L
13. XLVIII
14. XIX
Unit 3: Operations on whole numbers

Exercise 15

A.
1. 509            2. 9163            19. 317 961            20. 157 463
2. 16 016          3. 76 309          21. 963 428            22. 507 252
3. 60 585          4. 75 269          23. 501 489            24. 171 354
4. 40 647          5. 14 756          6. 50 585
7. 61 604          8. 51 691          9. 40 647
10. 11 3940        11. 60 454

Exercise 16

A.
1. 470 249          2. 856 416
3. 794 144          4. 845 795
5. 495 008          6. 829 658
7. 942 091          8. 897 255
9. 270 061          10. 693 325
11. 848 558         12. 227 279
13. 538 158         14. 600 000
15. 915 171         16. 238 714
17. 258 725         18. 583 861

Exercise 17

A.
1. 15 959
2. 30 715
3. 6543
4. 75738
5. 707 157
6. 722
7. 500 000
8. 104 951 people
9. 671 809
10. 915 171

Exercise 18

A.
1. 899 988          2. 755 667
3. 299 939          4. 259 630
5. 426 295          6. 349 220
7. 79 813           8. 241 829
9. 151 999          10. 44 955
11. 556 515         12. 448 770
13. 213 823         14. 161 796
15. 332 535         16. 105 248
17. 286 336         18. 142 649
19. 35 450          20. 264 335
21. 332 304  
22. 602 096 
23. 352 431  
24. 446 850 

B.  
1. 104 910 women 
2. 79 809 (seventy-nine thousand, eight hundred and nine) 
3. 480 062 children 
4. 193 392 people (one hundred and ninety-three thousand, three hundred and ninety-two people) 
5. Sh 332 953 
6. 137 116 people (one hundred and thirty-seven thousand, one hundred and sixteen people) 
7. 160 472 
8. 55 275 pens (fifty-five thousand, two hundred and seventy-five pens) 
9. 3995 antelopes 
10. 890 books 

Exercise 19  
1. 504  
2. 729  
3. 576 
4. 128 
5. 490  
6. 141 
7. 592  
8. 564 
9. 344 
10. 558 
11. 100 
12. 135 
13. 279 
14. 216  
15. 108 
16. 102 
17. 184  
18. 318 
19. 215 
20. 105 
21. 180 
22. 225 
23. 112 
24. 93 
25. 423 
26. 146 
27. 87 

Exercise 20 
A. 
1. 252  
2. 432  
3. 378 
4. 240 
5. 112  
6. 72 
7. 10 
8. 378 
9. 84 

Exercise 21 
A. 
1. 8  
2. 9  
3. 25 
4. 40 
5. 14  
6. 44 
7. 77 
8. 29 
9. 112
Unit 4: Fractions

Exercise 22

1. 29
2. 12, 14
3. 9, 11
4. 17, 23
5. 63, 65
6. 43, 39
7. 48, 96
8. 31, 63
9. 13, 16
10. 21, 3

Exercise 23

<table>
<thead>
<tr>
<th>Shaded fraction</th>
<th>Name in words</th>
</tr>
</thead>
<tbody>
<tr>
<td>$\frac{2}{8}$</td>
<td>Two eighths</td>
</tr>
<tr>
<td>$\frac{2}{10}$</td>
<td>Two-tenths</td>
</tr>
<tr>
<td>$\frac{6}{12}$</td>
<td>Six-twelfths</td>
</tr>
<tr>
<td>$\frac{5}{9}$</td>
<td>Five ninths</td>
</tr>
<tr>
<td>$\frac{1}{4}$</td>
<td>Quarter</td>
</tr>
</tbody>
</table>

Exercise 24

1. $\frac{3}{4}$
2. $\frac{1}{3}$
3. $\frac{2}{5}$
4. $\frac{3}{4}$
5. $\frac{2}{3}$
6. $\frac{6}{7}$
7. $\frac{4}{5}$
8. $\frac{5}{9}$
9. $\frac{3}{4}$
10. $\frac{56}{57}$
11. $\frac{5}{9}$
12. $\frac{3}{4}$
13. $\frac{3}{4}$
14. $\frac{5}{6}$
15. $\frac{2}{3}$
16. $\frac{1}{2}$
17. $\frac{1}{4}$
18. $\frac{1}{3}$
19. $\frac{1}{4}$
20. $\frac{9}{10}$

Exercise 25

1. M
2. P
3. I
4. P
5. M
6. P
7. P
8. M
9. I
10. P
11. I
12. P
13. I
14. M
15. I
16. P
17. M
18. P
19. M
20. M
Exercise 26

A.
1. $\frac{4}{3}$  
2. $\frac{5}{4}$  
3. $\frac{7}{5}$  
4. $\frac{11}{4}$  
5. $\frac{5}{2}$  
6. $\frac{11}{3}$  
7. $\frac{23}{4}$  
8. $\frac{57}{8}$  
9. $\frac{48}{5}$  
10. $\frac{15}{8}$  
11. $\frac{21}{2}$  
12. $\frac{69}{7}$  
13. $\frac{25}{16}$  
14. $\frac{100}{9}$  
15. $\frac{25}{13}$  
16. $\frac{7}{6}$  
17. $\frac{31}{4}$  
18. $\frac{42}{5}$  
19. $\frac{35}{12}$  
20. $\frac{12}{5}$  

B.
1. $3 \frac{3}{5}$  
2. $2 \frac{3}{4}$  
3. $2 \frac{2}{3}$  
4. $1 \frac{5}{8}$  
5. $3 \frac{2}{9}$  
6. $2 \frac{3}{5}$  
7. $3 \frac{4}{7}$  
8. $3 \frac{1}{10}$  
9. $5 \frac{2}{7}$  
10. $1 \frac{1}{15}$  
11. $2 \frac{12}{40}$  
12. $2 \frac{7}{20}$  
13. $4 \frac{1}{22}$  
14. $2 \frac{2}{13}$  
15. $3 \frac{11}{24}$  
16. $2 \frac{5}{6}$  
17. $5 \frac{10}{12}$  
18. $5 \frac{3}{5}$  
19. $10 \frac{1}{8}$  
20. $1 \frac{10}{12}$  

Exercise 27

1. 3  
2. 18  
3. 30  
4. 9  
5. 10  
6. 16  
7. 27  
8. 28  
9. 21  
10. 22  
11. 2  
12. 40  

Exercise 28

A.
1. $\frac{3}{4}$  
2. $\frac{3}{6}$  
3. $\frac{5}{8}$  
4. $\frac{10}{12}$  
5. $\frac{3}{10}$  
6. $\frac{15}{16}$  
7. $\frac{7}{9}$  
8. $\frac{4}{33}$  
9. $\frac{13}{16}$  
10. $\frac{11}{12}$  
11. $\frac{14}{21}$  
12. $\frac{16}{27}$  
13. $\frac{7}{12}$  
14. $\frac{12}{15}$  
15. $\frac{17}{18}$  
16. $\frac{19}{24}$  

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9. $\frac{3}{12}$  
10. $\frac{5}{16}$  
11. $\frac{3}{33}$  
12. $\frac{17}{45}$  
13. $\frac{26}{45}$  
14. $\frac{5}{10}$  
15. $\frac{10}{34}$  
16. $\frac{11}{38}$  

Exercise 29

A.
1. $\frac{19}{24}$  
2. $\frac{11}{12}$  
3. $\frac{13}{20}$  
4. $\frac{11}{18}$  
5. $\frac{41}{44}$  
6. $\frac{19}{30}$  
7. $\frac{8}{15}$  
8. $\frac{10}{21}$  
9. $\frac{13}{30}$  
10. $\frac{11}{30}$  
11. $\frac{11}{12}$  
12. $\frac{11}{18}$  

Exercise 30

13. $\frac{2}{5}$ 14. $\frac{1}{8}$ 15. $\frac{4}{9}$
16. $\frac{3}{12}$ 17. $\frac{13}{30}$ 18. $\frac{1}{12}$
19. $\frac{31}{40}$ 20. $\frac{13}{18}$

B.
1. $\frac{1}{24}$ 2. $\frac{7}{24}$ 3. $\frac{3}{14}$
4. $\frac{1}{20}$ 5. $\frac{1}{18}$ 6. $\frac{5}{36}$
7. $\frac{1}{8}$ 8. $\frac{7}{36}$ 9. $\frac{1}{20}$
10. $\frac{11}{36}$ 11. $\frac{9}{44}$ 12. $\frac{1}{21}$
13. $\frac{11}{30}$ 14. $\frac{4}{12}$ 15. $\frac{19}{40}$
16. $\frac{9}{22}$

Exercise 31

1. $\frac{8}{15}$ 2. $\frac{1}{2}$ 3. $\frac{7}{10}$
4. $\frac{1}{2}$ 5. $\frac{1}{5}$ 6. $\frac{2}{11}$
7. $\frac{4}{7}$ 8. $\frac{3}{4}$ 9. $\frac{23}{50}$
10. $\frac{6}{21}$ 11. $\frac{4}{21}$ 12. $\frac{7}{8}$
13. $\frac{3}{13}$ 14. $\frac{7}{9}$ 15. $\frac{9}{19}$
16. $\frac{7}{10}$

Exercise 32

1. $\frac{2}{7}$ 2. $\frac{5}{12}$
3. $\frac{3}{8}$ 4. $\frac{3}{7}$
5. $\frac{3}{5}$ 6. $\frac{1}{4}$
7. $\frac{1}{2}$ 8. $\frac{23}{24}$
9. $\frac{11}{15}$ 10. $\frac{11}{18}$
11. $\frac{3}{5}$ 12. $\frac{5}{12}$
13. $\frac{2}{3}$ 14. $\frac{5}{14}$
15. $\frac{2}{9}$ 16. $\frac{1}{4}$
17. $\frac{5}{33}$ 18. $\frac{4}{15}$
19. $\frac{5}{24}$ 20. $\frac{7}{8}$
21. $\frac{7}{18}$ 22. $\frac{13}{24}$
23. $\frac{1}{2}$ litres 24. $\frac{19}{36}$ litres
25. $\frac{1}{6}$ m
Exercise 33

A.
1. \( \frac{1}{2} \)  \( \frac{5}{7} \)  \( 3.3 \)
4. \( 1\frac{2}{3} \)  \( 5.0 \)  \( 6.3 \)
7. \( 2 \)  \( 8.18 \)  \( 9.6 \)
10. \( 2\frac{1}{3} \)  \( 11.28 \)  \( 12.1\frac{2}{3} \)
13. \( 1 \)  \( 14.2\frac{2}{3} \)  \( 15.7\frac{1}{2} \)
16. \( \frac{1}{2} \)

Exercise 34

1. \( 5 \)  \( 2.13 \)  \( 3.7\frac{4}{5} \)
4. \( 4\frac{6}{7} \)  \( 5.10 \)  \( 6.4\frac{2}{3} \)
7. \( 16\frac{2}{3} \)  \( 8.33\frac{1}{3} \)  \( 9.11\frac{1}{4} \)
10. \( 25\frac{1}{2} \)  \( 11.44 \)  \( 12.70 \)

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**Exercise 37**

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<td>20.</td>
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</tr>
</tbody>
</table>
E.
1. $\frac{1}{2}$ 2. None 3. $\frac{3}{7}$
4. $\frac{1}{25}$ 5. $\frac{7}{8}$ 6. $\frac{6}{12}$
7. None 8. None 9. $\frac{4}{5}$
10. $\frac{3}{4}$ 11. $\frac{5}{8}$ 12. $\frac{3}{6}$

F.
1. $\frac{2}{16}$ 8. $\frac{12}{20}$
2. $\frac{8}{40}$ 3. $\frac{3}{5}$ 4. $\frac{9}{10}$
3. $\frac{2}{7}$ 1. $\frac{1}{3}$ 2. $\frac{4}{5}$
4. $\frac{5}{40}$ 3. $\frac{4}{20}$ 4. $\frac{4}{10}$
5. $\frac{1}{40}$ 3. $\frac{8}{16}$ 5. $\frac{5}{8}$
6. $\frac{1}{25}$ 2. $\frac{3}{16}$ 3. $\frac{4}{12}$

Exercise 39

A.
1. 4.8 2. 10.96 3. 13.08
4. 22.9 5. 12.32 6. 459.85
7. 10.83 8. 147.2 9. 34.3
10. 506.8 11. 3.656 12. 99.10
13. 8.8 14. 303.8 15. 130.46
16. 13.014

B.
1. 2.32 2. 0.602
3. 7.992 4. 36.92
5. 12 6. 44.13
7. 333.2 8. 118.17
9. 3.9 10. 640.89
11. 444 12. 0.856
13. 238 litres 14. 2.88 litres
15. 110 kg 16. 11.532 litres
17. 10 kg

Unit 6: Length

Exercise 40

A.
1. 4 m 2. 81 m 3. 15 m
4. 1 m 5. 57 m 6. 68 m
7. 90 m 8. 1 m 9. 13 m
10. 56 m 11. 151 m 12. 220 m

B.
1. 1 cm 2. 19 cm 3. 40 cm
4. 0 cm 5. 98 cm 6. 55 cm
7. 73 cm 8. 82 cm

C.
1. 8 cm 2. 8 cm 3. 10 cm
4. 11 cm 5. 515 cm 6. 188 cm
7. 5 cm   8. 20 cm   9. 10 cm   10. 2 cm   11. 86 cm   12. 401 cm
11. 10 m   12. 11 m   13. 21 m
14. 5 m   15. 19 m
16. 402 m   17. 9. 21 m
18. 2 cm   19. 86 cm
20. 78 cm
21. 820 cm
D.
1. 10 m   2. 11 m   3. 21 m
4. 5 m   5. 19 m
6. 402 m
7. 2 cm   8. 254 m   9. 21 m
10. 4 m
11. 2 cm   12. 452 m
13. 76 m   14. 141 m   15. 333 m
E.
1. 12 m   2. 201 m
3. 57 m
4. 29 m   5. 151 m
6. 48 m
7. 541 m   8. 211 m
9. 2 m
10. 928 m
11. 23 m   12. 445 m
Exercise 41
Teacher Check
Exercise 42
Exercise 43
A.
1. 2.45 m   2. 3.45 m
3. 5.50 m
4. 14 m
5. 0.19 m
6. 12 m
7. 25.60 m
8. 7.80 m
9. 49 m
10. 35.65 m
11. 53.41 m
12. 0.52 m
B.
1. 600 cm
2. 1000 cm
3. 150 cm
4. 2100 cm
5. 4600 cm
6. 150 cm
7. 75 cm
8. 25 cm
9. 10 500 cm
10. 475 cm
11. 5840 cm
12. 265 cm
C.
1. 0.5 km
2. 3 km
3. 4.5 km
4. 8.2 km
5. 11.2 km
6. 19 km
7. 2.154 km
8. 84.934 km
9. 0.368 km
10. 0.719 km
11. 0.068 km
12. 71 km
13. 4 km
14. 10 km
15. 3.5 km
D.
1. 10 km 250 m
2. 8 km 171 m
3. 7 km 800 m
4. 3 km 259 m
5. 1 km 22 m
6. 32 km 905 m
7. 62 km 408 m
8. 89 km 50 m
9. 13 km 513 m
10. 1 km 209 m
11. 2 km 6 m
12. 2 km 567 m

A.
1. 23 km 23 m 71 cm
2. 83 km 702 m 47 cm
3. 326 km 704 m 69 cm
4. 141 km 271 m 40 cm
5. 83 km 701 m 89 cm
6. 326 km 704 m 15 cm
7. 210 km 406 m 35 cm
8. 502 km 995 m 96 cm
9. 284 km 427 m 21 cm
10. 798 km 75 m 16 cm
11. 79 km 48 m 65 cm
12. 120 km 771 m 14 cm
13. 4 m 63 cm
14. 1 m 78 cm
15. 1 km 750 m
16. 25 km 991 m 90 cm
17. 9 km 909 m 85 cm
18. 3 km 199 m 90 cm
19. 4 km 196 m 93 cm
20. 189 km 974 m 60 cm
21. 30 km 29 m 96 cm
22. 170 km 100 m 7 cm
23. 95 km 44 m 97 cm
24. 4 km 23 m 93 cm

B.
1. 5 m 95 cm
2. 6 m 43 cm
3. 5 km 250 m
4. 6 km 590 m
5. 5 km 530 m 11 cm
6. 50 km 1 m 56 cm
7. 900 m
8. 8 km 742 m 42 cm
9. 65 km 235 m 24 cm
10. 6541 km 879 m 13 cm
11. 79 km 754 m 52 cm
12. 9471 km 72 m 12 cm

C.
1. 65 km 107 m 7 cm
2. 1 km 60 m
3. 5 m
4. 1 m 24 cm
5. 32 km 470 m 37 cm
6. 0.53 m
7. 2 m 79 cm
8. 64 km 269 m 72 cm
9. 1 m 95 cm
10. 3 km 200 m

Exercise 44
A.
1. 21 km 144 m
2. 86 km 247 m
3. 80 km 202 m 56 cm

4. 63 km 567 m
5. 28 km 281 m 19 cm
6. 178 km 111 m 98 cm
7. 156 km 739 m 70 cm
8. 264 km 373 m 8 cm
9. 294 km 92 m 40 cm
10. 416 km 467 m 56 cm
11. 288 km 47 m 98 cm
12. 2180 km 756 m 80 cm

B.
1. 102 m
2. 400 m
3. 11 m
4. 21 m 28 cm
5. 33 m 75 cm

Exercise 45
1. 2 km 153 m 50 cm
2. 502 m 26 cm
3. 12 km 125 m
4. 11 km 65 m
5. 22 km 575 m
6. 15 km 100 m 100 cm
7. 6 km 500 m
8. 3 km 198 m
9. 7 km 437 m 50 m
10. 7 km 720 m
11. 15 dresses
12. 41 m
13. 12 km 108 m
14. 13 m
15. 50 m
## Unit 7: Perimetre, Area and Volume

### Exercise 46

<table>
<thead>
<tr>
<th>Length (cm)</th>
<th>Width (cm)</th>
<th>Perimeter (cm)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 8</td>
<td>5</td>
<td>26</td>
</tr>
<tr>
<td>2. 15</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>3. 20</td>
<td>15</td>
<td>70</td>
</tr>
<tr>
<td>4. 50</td>
<td>30</td>
<td>160</td>
</tr>
<tr>
<td>5. 24</td>
<td>16</td>
<td>80</td>
</tr>
<tr>
<td>6. 20</td>
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<td>60</td>
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<td>7. 9</td>
<td>7</td>
<td>32</td>
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<td>8. 15</td>
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<td>56</td>
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<td>9. 40</td>
<td>30</td>
<td>140</td>
</tr>
<tr>
<td>10. 130</td>
<td>60</td>
<td>380</td>
</tr>
</tbody>
</table>

### Exercise 47

1. 54 cm  
2. 70 cm  
3. 80 m  
4. 10 cm  
5. 400 m  
6. 960 m

### Exercise 48

#### A.

<table>
<thead>
<tr>
<th>Length (cm)</th>
<th>Width (cm)</th>
<th>Perimeter (cm)</th>
</tr>
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<tbody>
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<td>1. 20</td>
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<td>3. 6</td>
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<td>24</td>
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<td>4. 22</td>
<td>22</td>
<td>88</td>
</tr>
<tr>
<td>5. 50</td>
<td>50</td>
<td>200</td>
</tr>
</tbody>
</table>

#### B.

1. 12 km  
2. 280 m  
3. 640 cm  
4. 15 cm  
5. 10 cm

### Exercise 49

#### A.

<table>
<thead>
<tr>
<th>Length</th>
<th>Width</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 4 cm</td>
<td>4 cm</td>
<td>16 cm²</td>
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<td>2. 6 cm</td>
<td>6 cm</td>
<td>36 cm²</td>
</tr>
<tr>
<td>3. 10 cm</td>
<td>10 cm</td>
<td>100 cm²</td>
</tr>
<tr>
<td>4. 14 m</td>
<td>14 m</td>
<td>196 m²</td>
</tr>
<tr>
<td>5. 25 m</td>
<td>25 m</td>
<td>625 m³</td>
</tr>
<tr>
<td>6. 13 m</td>
<td>13 m</td>
<td>169 cm²</td>
</tr>
</tbody>
</table>

#### B.

1. 81 cm²  
2. 2500 m²  
3. 28 cm²  
4. (a) 7 cm  
(b) 49 cm²

### Exercise 50

#### A.

<table>
<thead>
<tr>
<th>Length</th>
<th>Width</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 8 cm</td>
<td>5 cm</td>
<td>40 cm²</td>
</tr>
<tr>
<td>2. 25 cm</td>
<td>11 cm</td>
<td>275 cm²</td>
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<td>3. 29 cm</td>
<td>8 cm</td>
<td>232 cm²</td>
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<td>4. 3.5 cm</td>
<td>8 cm</td>
<td>28 cm</td>
</tr>
<tr>
<td>5. 11 m</td>
<td>20 m</td>
<td>220 m²</td>
</tr>
</tbody>
</table>

#### B.

1. 12 m  
2. 90 m²  
3. 24 m²  
4. 2.1 cm

#### C.

1. 12 cm  
2. 100 000 m²  
3. 43.5 m  
4. 20 pieces
Exercise 51
A.
1. 24 cm²
2. 49 cm²
3. 81 cm²
B.
1. 90 cm²
2. 12 cm²
3. 121 cm²
4. 90 cm²
5. 80 cm²

Exercise 52
A. Teacher check
B.
1. 3 unit cubes
2. 8 unit cubes
3. 24 unit cubes
4. 216 unit cubes
5. 144 unit cubes
C.
1. 360 cm³
2. 1000 cm³
3. 108 cm³
4. 66 cm³

Exercise 53
A.
<table>
<thead>
<tr>
<th>Length</th>
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<th>Volume</th>
</tr>
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<td>1. 4 cm</td>
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<td>2 cm</td>
<td>24 cm³</td>
</tr>
<tr>
<td>2. 5 cm</td>
<td>2 cm</td>
<td>3 cm</td>
<td>30 cm³</td>
</tr>
<tr>
<td>3. 8 cm</td>
<td>6 cm</td>
<td>3 cm</td>
<td>192 cm³</td>
</tr>
<tr>
<td>4. 8 cm</td>
<td>5 cm</td>
<td>10 cm</td>
<td>400 cm³</td>
</tr>
<tr>
<td>5. 8 cm</td>
<td>12 cm</td>
<td>10 cm</td>
<td>960 cm³</td>
</tr>
<tr>
<td>6. 3.5 cm</td>
<td>4.2 cm</td>
<td>2.3 cm</td>
<td>50 cm³</td>
</tr>
<tr>
<td>7. 10 cm</td>
<td>4.5 cm</td>
<td>2.5 cm</td>
<td>112.5 cm³</td>
</tr>
</tbody>
</table>
B.
1. 3 cm
2. 360 cm³
3. 4 cm
4. 120 cm³
5. 432 cm³
6. 90 m³

Exercise 54
1. 0.3 litres
2. 0.327 litres
3. 4.567 litres
4. 5.2 litres
5. 1.925 litres
6. 480 litres
7. 4.454 litres
8. 3.285 litres
9. 12.75 litres
10. 98.989 litres
11. 0.058 litres
12. 0.006 litres
13. 2.625 litres
14. 1500 ml
15. 0.84 litres
16. 1.25 litres
17. 900 litres

Unit 8: Capacity

Exercise 55
A.
1. 250 millilitres
2. 200 millilitres
3. 5500 millilitres
4. 3500 millilitres
5. 750 millilitres
6. 250 millilitres
7. 3800 millilitres
8. 500 millilitres
9. 10 000 millilitres
10. 22 000 millilitres
11. 8000 millilitres
12. 15 000 millilitres
13. 1000 millilitres
14. 20 000 millilitres
15. 3750 millilitres
16. 1 250 000 millilitres
17. 42 000 millilitres
B.
1. 2 litres 520 millilitres
2. 3 litres 4 millilitres
3. 28 litres 657 millilitres
4. 5 litres 375 millilitres
5. 6 litres 500 millilitres
6. 2 litres 520 millilitres
7. 1 litres 75 millilitres
8. 18 litres 800 millilitres
9. 1 litres 375 millilitres
10. 155 litres 500 millilitres
11. 47 litres 500 millilitres
12. 0 litres 125 millilitres

Exercise 56

1. 1000 millilitres or 1 litre
2. 10 l
3. 14.15 l
4. 5 \(\frac{3}{4}\) l
5. 31 \(\frac{1}{4}\) l
6. 701 l
7. 711 \(\times\) 900 ml
8. 444 \(\times\) 728 ml
9. 6 \(\times\) 110 ml
10. 24 \(\times\) 671 ml
11. 403 \(\times\) 576 ml
12. 193 \(\times\) 713 ml
13. 141 \(\times\) 361 ml
14. 100 \(\times\) 138 ml
15. 16 \(\times\) 924 ml
16. 76 \(\times\) 431 ml
17. 69 \(\times\) 495 ml
18. 5 \(\times\) 700 ml
19. 12 \(\times\) 937 ml
20. 816 \(\times\) 111 ml
21. 55 l
22. 27.25 l
23. 37.5 ml
24. 100.25 l or 100 \(\frac{1}{4}\) l

Exercise 57

1. 212 \(\times\) 170 ml
2. 214 \(\times\) 178 ml
3. 349 \(\times\) 940 ml
4. 580 \(\times\) 350 ml
5. 540 \(\times\) 270 ml
6. 234 \(\times\) 20 ml
7. 814 \(\times\) 860 ml
8. 375 ml
9. 6 \(\times\) 37 ml
10. 9 \(\frac{1}{5}\) l
11. 3 \(\frac{1}{2}\) l
12. 3 \(\frac{1}{2}\) l
13. 2 \(\frac{1}{4}\) l
14. 4 \(\frac{1}{2}\) l
15. 2 \(\frac{3}{5}\) l
16. 3 litres
17. 15 litres 653 millilitres
18. 2 \(\frac{1}{4}\) litres
19. 3.25 litres

Exercise 58

1. 30 \(\times\) 940 ml
2. 11 \(\times\) 875 ml
3. 20 \(\times\) 520 ml
4. 52 \(\times\) 200 ml
5. 192 \(\times\) 960 ml
6. 90 \(\times\) 780 ml
7. 5016 \(\times\) 20 ml
8. 2178 \(\times\) 806 ml
9. 49659 \(\times\) 555 ml
10. 1957 \(\times\) 800 ml
11. 3361 \(\times\) 181 ml
12. 5696 \(\times\) 541 ml
13. 4.2 l
14. 18 l
15. 2800 l
16. 270 l

Exercise 59

A.
1. 4 \(\times\) 350 ml
2. 50 \(\times\) 30 ml
3. 2 \(\times\) 100 ml
4. 3 \(\times\) 205 ml
5. 5 \(\times\) 33 ml
6. 6 \(\times\) 250 ml
7. 9 \(\times\) 600 ml
8. 1 \(\times\) 750 ml
9. \(\frac{3}{16}\) l or 187.5 ml
10. 12 \(\times\) 240 ml
11. 8 \(\times\) 400 ml
12. 90 \(\times\) 375 ml
13. 21 \(\times\) 375 ml
14. 75 \(\times\) 150 ml
15. 210 l
16. 18 \(\times\) 44.5 ml

B.
1. 30 ml
2. 480 000 ml
3. 200 ml
4. 30 litres
5. 24 / 75 ml  
6. 4000 containers  
7. 298 litres  
8. 33 times  
9. 85 litres  
10. 4000 ml  
11. 1500 litres  

**Unit 9: Mass**

**Exercise 60**

A. Teacher check

B.

1. 1500 g  
2. 2520 g  
3. 3285 g  
4. 5750 g  
5. 64 g  
6. 1065 g  
7. 2750 g  
8. 5375 g  
9. 285 g  
10. 36 000 g  
11. 211 000 g  
12. 7 g  

C.

1. 3000 grams  
2. 850 000 grams  
3. 160 000 grams  
4. 2500 grams  
5. 1550 grams  
6. 10 000 grams  
7. 25 000 grams  
8. 12 600 grams  

**Exercise 61**

A.

1. 0.25 kg  
2. 0.5 kg  
3. 1.065 kg  
4. 4.5 kg  
5. 44.5 kg  
6. 99.6 kg  
7. 325 kg  
8. 0.001 kg  
9. 0.012 kg  
10. 2.151 kg  
11. 1.5 kg  
12. 52.6 kg  

B.

1. 2.75 kg  
2. 3 kg  
3. 183.4 kg  

C.

1. 8 kg 675 g  
2. 6 kg 141 g  
3. 2 kg 531 g  
4. 12 kg 540 g  
5. 451 kg 858 g  
6. 504 kg 510 g  
7. 25 kg 24 g  
8. 14 kg 85 g  
9. 3 kg 2 g  
10. 10 kg 560 g  
11. 34 kg 286 g  
12. 8 kg 16 g  

**Exercise 62**

A.

1. 9 kg 250 g  
2. 2 kg 250 g  
3. 59 kg 450 g  
4. 151 kg 770 g  
5. 14 kg 435 g  
6. 108 kg 712 g  
7. 77 kg 350 g  
8. 20 kg 210 g  
9. 1021 kg 430 g  
10. 1399 kg 121 g  
11. 1055 kg 145 g  
12. 249 kg 75 g  
13. 727 kg 990 g  
14. 123 kg 0 g  
15. 173 kg 241 g  
16. 369 kg 122 g  
17. 251 kg 946 g  
18. 190 kg 001 g  
19. 38 kg 500 g  
20. 14 kg  
21. 271 kg 790 g  

B.

1. 2.75 kg  
2. 3 kg  
3. 183.4 kg  

**Exercise 63**

A.

1. $7 \frac{1}{4} \text{ kg}$  
2. $8 \frac{1}{8} \text{ kg}$  
3. $4 \frac{11}{20} \text{ kg}$  
4. $\frac{1}{21} \text{ kg}$  
5. $2 \frac{5}{6} \text{ kg}$  
6. $\frac{16}{35} \text{ kg}$  
7. 5 g  
8. 5 kg 975 g  
9. 3 kg 970 g  

B.

1. 520 kg 180 g  
2. 311 kg 474 g  
3. 871 kg 20 g  
4. 149 kg 795 g
5. 491 kg 288 g
6. 491 kg 395 g
7. 247 kg 615 g
8. 394 kg 600 g
9. 48 kg 984 g
10. 905 kg 526 g
11. 557 kg 63 g
12. 79 kg 8 g
13. 20 kg
14. 3 kg 950 g
15. 3 kg 800 g
16. 500 g
17. 3 kg 250 g or 3\(\frac{1}{4}\) kg

**Exercise 64**

A.
1. 64 kg 120 g
2. 110 kg 925 g
3. 138 kg 800 g
4. 987 kg 840 g
5. 58 kg 500 g
6. 153 kg 123 g
7. 1008 kg 015 g
8. 44.24 kg
9. 756 kg
10. 3 kg 410 g
11. 6 kg 75 g
12. 12 kg 450 g
13. 300 kg
14. 4 kg 270 g
15. 1 kg 800 g
16. 17 kg 550 g
17. 57 kg 400 g
18. 11 kg 065 g

B.
1. 155 kg 925 g
2. 511 kg 290 g
3. 1457 kg
4. 357 kg
5. 48043 kg 520 g
6. 3570 kg 600 g
7. 192 kg
8. 3 kg 198 g
9. 12 kg 325 g
10. 45250 kg
11. 40 000 kg
12. 12 kg 750 g
13. 42 kg
14. 22.5 kg or 22\(\frac{1}{2}\) kg or 22 kg 500 g
15. 4 kg 5 g

Unit 10: Money

**Exercise 65**
1. Sh 957 95 ct
2. Sh 3271 55 ct
3. Sh 1368 80 ct
4. Sh 553 70 ct
5. Sh 2127 55 ct
6. Sh 348 65 ct
7. Sh 18952 70 ct
8. Sh 33384 65 ct
9. Sh 6930 00 ct
10. Sh 7851 75 ct
11. Sh 20461 65 ct
12. Sh 9101 00 ct
13. Sh 311 40 ct
14. Sh 4230 75 ct
15. Sh 125 ct
16. Sh 90 ct
17. Sh 20 05 ct
18. Sh 100 05 ct

**Exercise 66**
1. Sh 152
2. Sh 81 50 ct
3. Sh 321
4. Sh 2 50 ct
5. Sh 162 10 ct
6. Sh 120
7. Sh 1507 25 ct
8. Sh 21
9.

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit price (@) (sh)</th>
<th>Total cost (sh)</th>
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</thead>
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<td>2 1/4 kg</td>
<td>48.00</td>
<td>120.00</td>
</tr>
<tr>
<td>Flour</td>
<td>3 1/4 kg</td>
<td>28.00</td>
<td>91.00</td>
</tr>
<tr>
<td>Meat</td>
<td>2 kg</td>
<td>220.00</td>
<td>440.00</td>
</tr>
<tr>
<td>Total amount</td>
<td></td>
<td></td>
<td>651.00</td>
</tr>
</tbody>
</table>

10.

<table>
<thead>
<tr>
<th>Item</th>
<th>Quantity</th>
<th>Unit price (@) (sh)</th>
<th>Total cost (sh)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sugar</td>
<td>2 kg</td>
<td>148.00</td>
<td>296.00</td>
</tr>
<tr>
<td>Rice</td>
<td>3 kg</td>
<td>80.00</td>
<td>240.00</td>
</tr>
<tr>
<td>Salt</td>
<td>1/2 kg</td>
<td>15.00</td>
<td>7.50</td>
</tr>
<tr>
<td>Meat</td>
<td>1 1/2 kg</td>
<td>220</td>
<td>330.00</td>
</tr>
<tr>
<td>Total amount</td>
<td></td>
<td></td>
<td>873.00</td>
</tr>
</tbody>
</table>

**Exercise 67**

1. Sh 25.00
2. Sh 30.00
3. Sh 50.00
4. Sh 190.00
5. Sh 325.00
6. Sh 20.00
7. Sh 40.00
8. Sh 125.00
9. Sh 210.00
10. Sh 78.00
11. Sh 57.00
12. Sh 110.00
13. Sh 80.00
14. Sh 130.00
15. Sh 250.00
16. Sh 250.00
17. Sh 440.00

18. Sh 1200.00
19. Sh 340.00

**Unit 11: Time**

**Exercise 68**

A.

1. 12.00  2. 11.30  3. 2.15
4. 1.25  5. 6.45  6. 5.55
7. 3.35  8. 8.05

B.

1.

2.
Exercise 69

A.
1. 120 seconds
2. 600 seconds
3. 1500 seconds
4. 2700 seconds
5. 3600 seconds
6. 2445 seconds
7. 150 seconds
8. 12 600 seconds
9. 4200 seconds
10. 12 600 seconds
11. 9000 seconds
12. 915 seconds
13. 1800 seconds
14. 405 seconds

B.
1. 6.15 am
2. 6.15 pm
3. 6.25 am
4. 6.25 pm
5. 12.00 pm
6. 12.00 am
7. 12.10 pm
8. 9.40 pm

C.
1. 1 \(\frac{1}{2}\) hours
2. 4 hours
3. 6 hours
4. 1 hour
5. 3 \(\frac{1}{2}\) hours
6. 2 hours
7. 7 hours
8. 5 hours

D.
1. 90 min
2. 375 min
3. 45 min
4. 210 min
5. 600 min
6. 480 min
7. 130 min
8. 220 min

E.
1. 2 days
2. 3 days
3. 4 days
4. 1 \(\frac{1}{2}\) days
5. 1 day
6. 2 \(\frac{1}{4}\) days
7. \(\frac{1}{2}\) day
8. 4 \(\frac{1}{3}\) days

F.
1. 3 years
2. 45 years
3. 10 years
4. 3 \(\frac{1}{2}\) years
5. 1 \(\frac{1}{2}\) years
6. 12 \(\frac{1}{2}\) years
7. 3 \(\frac{1}{4}\) years
8. 5 \(\frac{3}{4}\) years

G.
1. 48 months
2. 72 months
3. 132 months
4. 108 months
5. 252 months
6. 24 months
7. 180 months
8. 240 months
C.
1. 1 minutes
2. 3 minutes
3. 2 1/2 minutes
4. 6 minutes
5. 9 minutes
6. 15 minutes
7. 36 minutes
8. 60 minutes
9. 150 minutes
10. 480 minutes
11. 9 minutes
12. 8 minutes
13. 5 minutes
14. 16 minutes
15. 360 minutes

Exercise 70
1. 20 hr 51 sec
2. 13 hr 09 min
3. 6 hr 17 min
4. 6 hr 59 min 35 sec
5. 9 hr 01 min 10 sec
6. 75 hr 59 min 15 sec
7. 85 hr 47 min 22 sec
8. 70 hr 06 min 30 sec
9. 22 hr 11 min 18 sec
10. 4 hr 42 min 10 sec
11. 4 hr 50 min
12. 17 hr 36 min 15 sec
13. 8.45 am
14. 10.15 pm
15. 6 hr 36 min 50 sec

Exercise 71
1. 1 hr 41 min
2. 6 hr 36 min
3. 4 hr 58 min

Exercise 72
1. 13 hr 48 min 20 sec
2. 15 hr 43 min 48 sec
3. 69 hr 46 min 30 sec
4. 124 hr 12 min 10 sec
5. 26 hr 30 min 50 sec
6. 25 hr 46 min 09 sec
7. 81 hr 15 min 04 sec
8. 221 hr 34 min 00 sec
9. 138 hr 51 min 03 sec
10. 2 13/20 hr
11. 17 hr 06 min 15 sec
12. 44 hr 23 min 20 sec
13. 2500 hours
14. 11 5/8 hours
15. 12 hours
16. 129 hr 39 min 20 sec

Exercise 73
1. 2 hr 41 min 20 sec
2. 22 hr 40 min
3. 2 hr 25 min 15 sec
4. 2 hr 9 min 36 sec
5. 3 hr 25 min 15 sec
6. 11 hr 45 min 10 sec
7. 4 hr 20 min 25 sec
8. 9 hr 25 min 40 sec
9. 76 hr 19 min 03 sec
10. 8 hr 35 min 10 sec
11. 12
12. 2 hr 19 min
13. 1 min 50 sec
14. 6 hr 09 min 01 sec
15. 3 hr 25 min 15 sec

Unit 12: Geometry

Exercise 74

A.
1. 10º
2. 30º
3. 80º
4. 90º
5. 125º
6. 140º
7. 170º
8. 180º
9. 40º

B. Teacher check

Exercise 75

1. Acute angle
2. Reflex angle
3. Right angle
4. Obtuse angle
5. Right angle
6. Acute angle
7. Reflex angle
8. Acute angle
9. Obtuse angle

Exercise 76

A.
1. \(a = 120º; a + 60 = 180º\)
2. \(b = 80º; b + 100 = 180º\)
3. \(c = 70º; d = 70º; c + d + 40º = 180º\)
4. \(e = 145º; 180º – e = 35º\)
5. \(f = 90º; 180 – f = 90º\)
6. \(g = 55º; 180 – g = 125º\)
7. \(h = 90º; i = 55º; j = 35º; h + i + j = 180º\)
8. \(k = 75º; l = 20º; m = 85º; k + l + m = 180º\)
9. \(n = 45º; p = 60º; q = 30º; r = 45º; n + p + q + r = 180º\)

Exercise 77

1. 145º
2. 50º
3. 22º
4. 105º
5. 70º
6. 58º

Exercise 78

1. 45º
2. 65º
3. 60º
4. 72º
5. 70º
6. 53º
7. 110º
8. 60º
9. 51º
10. 40º
11. 65º
12. 126º

Exercise 79

Teacher check

Exercise 80

A. Teacher check
## Square Rectangle

1. All angles are 90° ✓ ✓
2. All sides are equal ✓ ✓
3. Opposite sides are equal ✓ ✓
4. All the 4 angles add up to 360° ✓ ✓
5. Opposite sides are parallel ✓ ✓
6. Opposite angles are equal ✓ ✓

### C.
2 and 6

### D.
Teacher check

### E.
Teacher check

---

## Unit 13: Algebra

### Exercise 81

#### A.

<table>
<thead>
<tr>
<th></th>
<th>Square</th>
<th>Rectangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All angles are 90°</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>All sides are equal</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>Opposite sides are equal</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>All the 4 angles add up to 360°</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>Opposite sides are parallel</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>Opposite angles are equal</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### B.

1. $9a$
2. $12b$
3. $20p$
4. $9p + 3s$
5. $7q$
6. $7t + k$
7. $7x + 4y$
8. $125c + 7d$
9. $8x + 2y$
10. $8k + 6m + 9n$
11. $3 \frac{17}{18} z$
12. $\frac{1}{4} q + \frac{3}{5} r$
13. $15x + 10y$
14. $12a + 3e$
15. $x + 6y$

#### C.

1. $a = 3$
2. $b = 16$
3. $x = 8$
4. $a = 20$
5. $w = \frac{5}{3}$
6. $a = 5$

### Exercise 82

#### A.

<table>
<thead>
<tr>
<th></th>
<th>Square</th>
<th>Rectangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$x = 17$</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>$x = 9$</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>$g = 30$</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>$a = 20$</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>$q = 36$</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>$r = 24$</td>
<td>✓</td>
</tr>
</tbody>
</table>

#### B.

1. $26m + 11n$
2. $6t$
3. $13m + 5u$
4. $67h$
5. $10y$
6. $18k$
7. $35t$

<table>
<thead>
<tr>
<th></th>
<th>Square</th>
<th>Rectangle</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>$a = 3$</td>
<td>✓</td>
</tr>
<tr>
<td>2.</td>
<td>$x = 10$</td>
<td>✓</td>
</tr>
<tr>
<td>3.</td>
<td>$p = 7$</td>
<td>✓</td>
</tr>
<tr>
<td>4.</td>
<td>$n = 30$</td>
<td>✓</td>
</tr>
<tr>
<td>5.</td>
<td>$y = 15$</td>
<td>✓</td>
</tr>
<tr>
<td>6.</td>
<td>$x = 5$</td>
<td>✓</td>
</tr>
<tr>
<td>7.</td>
<td>$t = 4$</td>
<td>✓</td>
</tr>
<tr>
<td>8.</td>
<td>$p = 20$</td>
<td>✓</td>
</tr>
<tr>
<td>9.</td>
<td>$n = 4$</td>
<td>✓</td>
</tr>
<tr>
<td>10.</td>
<td>$h = 4$</td>
<td>✓</td>
</tr>
<tr>
<td>11.</td>
<td>$x = 13$</td>
<td>✓</td>
</tr>
<tr>
<td>12.</td>
<td>$x = 3$</td>
<td>✓</td>
</tr>
<tr>
<td>13.</td>
<td>$y = 8$</td>
<td>✓</td>
</tr>
<tr>
<td>14.</td>
<td>$q = 11$</td>
<td>✓</td>
</tr>
<tr>
<td>15.</td>
<td>$p = 10$</td>
<td>✓</td>
</tr>
<tr>
<td>16.</td>
<td>$t = 6$</td>
<td>✓</td>
</tr>
<tr>
<td>17.</td>
<td>$d = 3$</td>
<td>✓</td>
</tr>
<tr>
<td>18.</td>
<td>$e = 25$</td>
<td>✓</td>
</tr>
<tr>
<td>19.</td>
<td>$9$</td>
<td>✓</td>
</tr>
<tr>
<td>20.</td>
<td>44 pencils</td>
<td>✓</td>
</tr>
<tr>
<td>21.</td>
<td>$9$</td>
<td>✓</td>
</tr>
<tr>
<td>22.</td>
<td>23 cows</td>
<td>✓</td>
</tr>
<tr>
<td>23.</td>
<td>$297$</td>
<td>✓</td>
</tr>
<tr>
<td>24.</td>
<td>$5c + 5m$</td>
<td>✓</td>
</tr>
<tr>
<td>25.</td>
<td>$10p + 15c$</td>
<td>✓</td>
</tr>
<tr>
<td>26.</td>
<td>$2n$</td>
<td>✓</td>
</tr>
<tr>
<td>27.</td>
<td>10 years old</td>
<td>✓</td>
</tr>
<tr>
<td>28.</td>
<td>$10 km$</td>
<td>✓</td>
</tr>
</tbody>
</table>
Unit 14: Tables and graphs

Exercise 83

A.

1. 

<table>
<thead>
<tr>
<th>Age in years</th>
<th>Tally marks</th>
<th>Number of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

2. 67 pupils

3. 

<table>
<thead>
<tr>
<th>Food</th>
<th>Tally marks</th>
<th>Number of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ugali</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Rice</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>Beans</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Beef stew</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Potatoes</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Fish</td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>Chicken</td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>

4. 7 types

5. 70 pupils

6. 15

7.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Tally marks</th>
<th>Number of pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>6</td>
<td>/</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>/</td>
<td>9</td>
</tr>
<tr>
<td>8</td>
<td>/</td>
<td>9</td>
</tr>
<tr>
<td>9</td>
<td>/</td>
<td>4</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

8. 6

9. 10

Exercise 84

A.

1. 

![Bar graph showing marks distribution from 50 to 100]
2. Teacher check
3. 3
4. 

Exercise 85

1. 4800 books
2. $\frac{1}{6}$
3. 150 books

5. 250 animals
6. Goats

4. 1 cm rep 100 people
5. 1 cm rep 1 month
6. October and November
7. 2100 people

9. Teacher check
10. 370 babies
11. 40 more babies
12. Marks
13. Exam done
14. 3 and 5
15. 490
16. $\frac{1}{8}$
### Exercise 86

#### B.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Drawing length</th>
<th>Actual length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1 cm rep 10 cm</td>
<td>2 cm</td>
<td>20 cm</td>
</tr>
<tr>
<td>2. 1 cm rep 100 cm</td>
<td>6 cm</td>
<td>600 cm</td>
</tr>
<tr>
<td>3. 1 cm rep 20 cm</td>
<td>75 cm</td>
<td>1500 cm</td>
</tr>
<tr>
<td>4. 1 cm rep 20 m</td>
<td>0.5 cm</td>
<td>10 m</td>
</tr>
<tr>
<td>5. 1 cm rep 100 cm</td>
<td>1.5 cm</td>
<td>1500 cm</td>
</tr>
<tr>
<td>6. 1 cm rep 2 m</td>
<td>5 cm</td>
<td>10 cm</td>
</tr>
<tr>
<td>7. 1 cm rep 2 m</td>
<td>2 cm</td>
<td>4 m</td>
</tr>
<tr>
<td>8. 1 cm rep 1 m</td>
<td>5 cm</td>
<td>5 m</td>
</tr>
</tbody>
</table>

#### C.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Drawing length</th>
<th>Actual length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1 cm rep 50 m</td>
<td>100 cm</td>
<td>5 km</td>
</tr>
<tr>
<td>2. 1 cm rep 5 m</td>
<td>20 cm</td>
<td>100 m</td>
</tr>
<tr>
<td>3. 1 cm rep 10 cm</td>
<td>4 cm</td>
<td>40 cm</td>
</tr>
<tr>
<td>4. 1 cm rep 100 cm</td>
<td>3 cm</td>
<td>300 cm</td>
</tr>
<tr>
<td>5. 1 cm rep 100 m</td>
<td>4.3 cm</td>
<td>430 m</td>
</tr>
<tr>
<td>6. 1 cm rep 10 m</td>
<td>6 cm</td>
<td>60 m</td>
</tr>
</tbody>
</table>

### Exercise 87

1. (a) 3.0 cm  
   (b) 1.5 cm  
2. (a) 3000 m  
   (b) 500 m  
3. (a) 8 cm by 10 cm  
   (b) 10 cm  
4. 1 cm rep 50 m  
5. 150 cm  
6. 335 cm  
7. 255 cm  
8. 75 cm  
9. 180 cm  
10. 125 cm  
11. 9 cm  
12. 1 cm rep 80 m  
13. 70 cm
Breakthrough testpapers

Test paper 1
1. 45 603
2. 500
3. 345 000
4. 357 075
5. 837 094
6. 1008
7. 48
8. 2.30
9. 48
10. 11.30
11. 12
12. Obtuse angle
13. 2
14. 118 cm
15. 18 cm
16. 311 rem 11
17. 58 cm²
18. 14 hr 41 min 58 sec
19. Equilateral triangle
20. 3500 litres
21. 5 hours 55 minutes
22. 133°
23. Hundredths
24. 52 cm
25. 29 days
26. 1934 km 897 m
27. 120°
28. 52
29. 10 440
30. Felix
31. \(\frac{2}{3}\)
32. 455 652
33. \(4y + x\)
34. Sh 359.00
35. \(\frac{1}{2}, \frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{7}, \frac{1}{8}\)
36. \(4 \frac{5}{7}\)
37. 50 min 05 sec
38. 6 kg
39. 12 l 194 ml
40. 1680 cm³
41. 2 m 42 cm
42. 9 kg 300 g
43. \(t = 7\)
44. \(\frac{3}{20}\)
45. April and May
46. March, June and July
47. February
48. 150 mm
49. 1100 mm
50. 150 mm

Test paper 2
1. Eight thousand nine hundred and fifty-nine
2. 9000
3. 7500
4. 26
5. 33.72
6. \(2 \frac{1}{2}\)
7. \(P = 2; Q = 43\)
8. 747; it is an odd number
9. \(\frac{7}{20}\)
10. Sh 12 800
11. 52 cm
12. 8680 kg
13. \(\frac{6}{28}\) or \(\frac{3}{14}\)
14. 8.00
15. \(3 \frac{3}{4}\)
16. 1466
17. 12
18. \(\frac{3}{4}\)
19. 54 km 29 m 43 cm
20. an acute angle
21. 131 rem 2
22. 25 \(\frac{1}{2}\)
23. 96
24. Cube
25. 9830
26. 4741 (Four thousand seven hundred and forty-one)
27. 14x + 7k
28. 10 hr 25 min 55 sec
29. 7.99
30. 81°
31. 11 408
32. \(\frac{37}{100}\)
33. 90 cm²
34. Sh 2400
35. 9
36. 8590
37. XXXVI
38. 110 cm
39. 5 \(\frac{4}{5}\)
40. 36
41. 9761
42. \(2 \frac{6}{7}\)
43. 112 cubes
44. 35
45. 1 m
46. 40
47. Class 8
48. Class 3, 4 and 6
49. 140 pupils
50. 365 pupils

Test paper 3
1. 6 518 264
2. 5 318 022
3. 25 900
4. 221 434
5. 433 022 women
6. 100
7. Hundred thousands
8. 44 781
9. 957 486
10. 15
11. 13 m
12. 67
13. 45
14. 9 \(\frac{2}{7}\)
15. 144 cubes
16. \(\frac{6}{16}\) or \(\frac{3}{8}\)
17. \(g - h\)
18. Reflex angle
19. 39 days
20. Sh 111 626
21. 2 \(\frac{1}{2}\) kg
22. 64 bottles
23. 441 cm²
24. 1000 cents
25. 99.41
26. Seventy five point nine seven
27. 16
28. $7 \frac{5}{72}$
29. 12.55 metres
30. 69.8 km
31. $\frac{40}{16}$
32. 272 cm
33. $2 \times 2 \times 2 \times 2 \times 2 \times 2$
34. No
35. 4740
36. 384 m
37. 533 m
38. $\frac{1}{3}$
39. $\frac{1}{2^2} \frac{8}{12^2} \frac{5}{7^2} \frac{4}{5}$
40. 0.005
41. 8 marks
42. Kiswahili
43. CRE
44. 320 marks
45. Sh 931
46. Litres
47. 27 cubes
48. February and May
49. Sh 30 750
50. Sh 250

Test paper 4
1. Two thousand eight hundred and fifty-eight
2. 52 000
27. 304 cm  
28. 54 km 29 m 43 cm  
29. 147 cm²  
30. 46  
31. 3792  
32. 100  
33. 178 cm  
34. 2 m 10 cm  
35. 0.24  
36. sh 250  
37. 7  
38. 15°  
39. 17 300  
40. LVII  
41. 9 \frac{5}{8}  
42. 38 332  
43. 9.15  
44. 

45. Sh 94 00 ct  
46. 52  
47. 75°  
48. Perpendicular  
49. 9t + 2d  
50. 3 cm by 1 cm  

Test paper 5  
1. 1521  
2. Eighteen point one four  
3. 1  
4. Ten thousands
39. 7
40. 1344 kg
41. 450
42. 45 litres
43. 54 000 ml
44. 109
45. \(\frac{1}{8}, \frac{1}{5}, \frac{3}{4}, \frac{1}{2}\)
46. 216 cubes
47. The number formed by the last two digits is divisible by 4
48. 23.78
49. 1249 kg 200 g
50. 55°

Test paper 6

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Test paper 7

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<td>B</td>
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<td>B</td>
<td>47.</td>
<td>B</td>
<td>48.</td>
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Test paper 8

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<td>B</td>
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### Test paper 9

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

### Test paper 10

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

Sura ya Kwanza 1

Maamkizi, adabu na heshima

Zoezi 1
1. Nimeshinda vyema.
2. Sijambo.
4. Yu mzima.
5. Nzuri/njema.
6. Aleikum salaam.
8. Marahaba.
10. Alamsiki/binuru.
11. Shukrani.

Zoezi 2

Ufahamu: Mihadarati
1. Kwamba asipovuta bangi asiandamane nao
2. Alishurutishwa
3. (i) Naliaka (ii) Mwajuma
4. Alimpeleka kwao na kuripoti yote kwa babake.
5. chui 6. sanduku

Zoezi 3

A. Ngeli ya A–Wa

Sentensi katika wingi
1. Fisi waliowashambulia watoto ni wale.

2. Walimu wametutunukia zawadi kwa ukarimu.
3. Siafu wanaweza kuvaliza watoto.
4. Perege wanajua kuogelea sana.
5. Baba/ Akina baba watatununulia baiskeli tukipita mitihani.

B. Sentensi katika umoja
1. Mkurugenzi wa shule ile alipelekwa mahakamani.
3. Nyuki aliyemshambulia msafiri amefukuzwa.
5. Simba akikosa nyama hula unyasi.

C. Kukamilisha sentensi kwa viambishi mwafaka
1. a 2. wa 3. wa 4. a 5. a

D. Ngeli ya Ki-Vi

Sentensi katika wingi
1. Vinanda vitauzwa hapo kesho.
2. Vinasasauti vile vinavutia.
4. Vyumba vyetu vimepambwa vikapambika.
5. Viatu vikinunuliwa vishonwe tena.

E. Sentensi katika umoja
1. Kidevu kilichochanwa kimepakwa mafuta.
2. Kidole cha Babu Omari kinauma.
5. Kitambaa cha shangazi Maria sikitaki.

F. Kujaza sentensi kwa viambishi mufti
1. cha 2. ki 3. vi 4. vi 5. ki

Majina ya makundi

Zoezi 4

Zoezi A
1. vitambaa 2. pamba
3. miaka 4. wazee/mawaziri
5. nzige 6. watu

Zoezi B
1. halaiiki/kaumu 2. kigaro/kikosi
3. tita 4. gora
5. kipeto

Zoezi 5

Ala za muziki
1. baragumu 2. kambanane
3. sogora 4. mkwiro
5. kutikiswa

Sura ya Pili

Zoezi 6

Vitendawili
1. mafiga/mafya 2. popo
3. arusi 4. macho
5. kitanda 6. jua
7. kucha 8. sima/ugali
9. mwangwi 10. nyuki
11. shoka 12. kinywa/mdomo

Zoezi 7

Uovu wa mwanadamu
1. Karomoru
2. marehemu/hayati
3. uvundo wa maji taka
4. vilijaa vinyesı
5. masazo
6. Kassim Abdalla
7. mmomonyoko wa udongo

Zoezi 8

A. Ngeli ya Li-Ya
Sentensi katika wingi
1. Maduka yale yatafungwa.
2. Mananasi machanga si matamu.
3. Magoti yetu yamepona.
4. Majumba matukufu ni ya mawaziri.
5. Mambo haya ni magumu sana.

B. Umoja katika sentensi
1. Daftari limesahihishwa upya.
2. Embe liliuzwa jana sokoni.
3. Paja hilo limevimba.
4. Dirisha hilo la kioo linavutia.
5. Jibwa la Mzee Kassim linabweca.

C. Kujaza sentensi kwa viambishi
1. la 2. li 3. ya 4. ya 5. li

D. Ngeli ya U-Zi
Sentensi katika wingi
1. Nyua zilizolengetwa zimestawi haraka.
2. Nyaya zitakazopewa watoto ni hizi.
3. Mbawa za ndege waovu zimekatika.
5. Nyuta za mashujaa hazivunjiki.
7. Pindo za makoti yao zinaonekana.
8. Tepe zetu zimekatika.

E. Umoja wa sentensi
1. Wembe wa mganga ni mkali.
2. Wayo wa mtoto unachekesha.
3. Wakati wa baridi umekaribia.
4. Ukoo wake unazozania ardhi.
5. Ubetki wa shairi hili unakaririwa vizuri.
6. Ubao mrefu umebebwa.
7. Uchale wake umaepona.
8. Ufito huo ni mfupi mno.

F. Kujaza sentensi kwa viambishi
1. u  2. zi  3. m  4. u  5. zi

Zoezi 9

A. Vifaa vya ufundi
1. msumeneno  2. nyundo
3. msasa      4. parafuvojio
5. utepe      6. bisbisi
7. timazi

B. Mraba
1. MISUMARI  2. MSASA
3. MSUMENO   4. NYUNDO
5. PARAFUJO  6. TEZO
7. JIRIWA    8. TIMAZI

C. Msamiati wa ukoo
1. binamu      2. bavyaa
3. mkazamjomba 4. mkazamwana
5. umbu       6. kitukuu
7. mavyaa     8. halati

D. Mraba
1. MWAMU       2. MWANA
3. MKAZAMMWANA 4. AMI
5. BABA       6. BAVYAA
7. MAVYAA     8. MJUKUU
9. KILEMBWE   10. WIFI

Sura ya Tatu  

Zoezi 10

A. Kukamilisha methali
1. Athumani  2. maiti
3. faraja    4. hali wali mkavu
5. kata      6. pwaguzi
7. sistahimili vishindo.
8. hujuana kwa vilemba.

B. Methali kuambatana na maneno
1. Simba mwenda pole ndiye mla nyama.
2. Paka hawekewi kitoweo kulinda.
3. Mwana wa kuku hafunzwi kuchakura.
4. Mbwa hafi maji akiona ufuko.
5. Nyani haoni ngokoye.
6. Mtoto wa nyoka ni nyoka.

Zoezi 11

Ufahamu: Safari ya ajabu
1. Okelo
2. jua kali lililowaka
3. shilingi sitini
4. kasia
5. maji yenye nguvu
6. magharibi/jioni
Zoezi 12

A. Ngeli ya U-I

Sentensi katika wingi
1. Miaka hii ina mikosi mibaya.
2. Miparachichi ile ilizaa mno misimu iliyoita.
3. Mitungi ikijaa maji ileteni humu nyumbani.
4. Miswaki isipooshwa itaharibika.
5. Milima yenye theluji haipandiki kwa urahisi.
7. Mikuki mirefu imepindwa.
8. Mihuri ya walimu imepotea.
10. Michuzi imeandaliwa vyema.

B. Sentensi katika umoja
1. Mto wenye maji mengi utakauka.
3. Mlango utakaonunuliwa ni ule.
5. Mfuko uliofichwa shimoni umepatikana.
7. Mtego mpya umeletwa.
8. Mlima mrefu una manufaa.

C. Kujaza sentensi kwa viambishi
1. u 2. u 3. u 4. i 5. u
6. i 7. u 8. u 9. u 10. u

D. Ngeli ya I-Zi

Sentensi katika wingi
1. Barabara katika sehemu hii ni mbovu.
2. Shule zenu zimepata zawadi nzuri.
4. Pua hizi zina vidonda.
5. Shingo zetu ni ndefu mno.

E. Sentensi katika umoja
1. Chupa iliyoitupa imeokotwa.
2. Runinga itakayoharibika ipeleke kwa fundi.
4. Nyumba ya msonge ni ya maskini.
5. Taa ya korobo hutoa mwanga mwingi.

F. Kujaza sentensi kwa viambishi
1. i 2. zi 3. zi 4. zi 5. i

Zoezi 13

A. Akisami
1. tusui tano 2. ushuri sita
3. tusui tatu 4. nusu nne
5. robo tano 6. thumni mbili
7. nusu sita 8. robo kumi
9. subui sita

B. Hospitali
1. kitata 2. bendeki
3. kipimajoto 4. ambulensi
5. uyoka/eksirei

Sura ya Nne 4

Zoezi 14

Tanakali za sauti
1. fofofo 2. ngongongo
3. ndondondo 4. teteme
5. prrr  6. kupukupu  
7. kochokocho  8. pambe pambe  
9. bonye bonye  10. bwebwebwe

Zoezi 15
Matamshi ya sh, s na z

A. Kujaza mapengo
1. Mshazari  2. Saratani  
3. Sofa  4. Shangingi  
5. Shaghalabaghala  6. Zorotesha  
7. Mazishi  8. Songa  

B.
1. Shinda  2. Shaka  
5. Chenguza  6. Chokoza  
7. Chosha/Chusha  8. Chetezo  

Zoezi 16

A. Ngeli ya U – U

Sentensi katika wingi
1. Muda ulioongezewa hautoshi.  
2. Uongo wa wazee wale uliwatia mashakani.  
3. Ugali ulipikwa hadi tukaupenda.  
5. Wajibu wao ni kuwasomesha watoto.

B. Sentensi katika umoja
1. Unanga aliotumia ulikuwa mbaya.  
2. Ukwristo unafuatwa na mtu mwadilifu.  
3. Moshi ukufuka mle jikoni wewe utaondoka.  
4. Woga humfanya mtu asifaulu maishani.

D. Ngeli ya Ya-Ya

Sentensi katika wingi
1. Marashi yenu yananukia.  
2. Mafuta yetu yatatufaa.  
3. Mazingira haya yanatunzwa vizuri.  
4. Maradhi yaliyowasumbua wanariadha wale yamewaangamiza.  
5. Maji yasipotiwa dawa huwa hatari.

E. Sentensi katika umoja
1. Maskani yake yanatisha.  
2. Maradhi yanayomwangamiza Mwafrika ni ukimwi.  
4. Maji ya Mto Nile ni baridishadidi.  
5. Mauti hayachagui maskini wala tajiri.

F. Kupigia vivumishi mistari
1. safi  2. mazuri  
3. yale  4. machafu  
5. bora, nyingi

Zoezi 17
Zana za vita

Zoezi A
1. bunduki  2. manowari
Zoezi B
1. mkuki/fumo
2. podo/ziaka/riaka
3. deraya/darii
4. ngao
5. singe/beneti

Zoezi 18

Misemo
1. Oana
2. Piga mtu kofi
3. Eleza mtu bila kumficha
4. Lewa pombe
5. Onea wivu
6. Usingizi mzito
7. Jaa kabisa
8. Wasiliana na mtu kwa simu
9. Beba juu juu
10. Kimbia
11. Fuata kwa karibu
12. Jitahidi
13. Tupilia mbali
14. Ishi muda mrefu
15. Tafuta kwa bidii
16. Ingilia jambo lisilo lako
17. Uza
18. Anza kuishi mahali fulani
19. Laumu mtu
20. Futa kazi

Zoezi 19

Ufahamu: Ugonjwa wa ajabu
1. Kwa sababu ya vifo vya watu mara kwa mara
2. Watoto waliofiwa na wazazi
3. Ukimwi
4. waliamini madaktari huwapa wagonjwa sumu
5. Chifu Odongo

Zoezi 20

A. Vivumishi vya sifa

Sentensi katika wingi
1. Madirisha madogo mazuri yamepakwa rangi.
2. Baba/akina baba wembamba wametiwa pingu.
3. Migongo mieusi ipakwe mafuta.
4. Vioo vyeupe vinapendeza.
5. Karatasi ndogo zimeraruka.
6. Vyerehani vyetu vimeibwa.
7. Vinyago vimechomwa.
8. Mafuta yote yamemwagwa.
9. Madaftari yetu yako wapi?
10. Vyakula vimewekwa mezani.

B. Sentensi katika umoja
1. Zulia jeusi litandikwe sakafuni.
2. Runinga kubwa iuziwe mwanafunzi.
3. Meza ndogo irudishiwe seremala.
8. Mti mrefu umekatwa.
10. Mpango wake ulitibuka.

C. Kujaza sentensi kwa viambishi
1. mi 2. mw 3. mw 4. n 5. mw
6. we 7. m 8. m 9. ma 10. m

Zoezi 21

A. Viwakilishi

Sentensi katika wingi
1. Wao watacheza ngoma.
2. Sisi tutanunua magari.
3. Nyinyi mtavaa mavazi mazuri.
4. Wao hawapendi kuadhibiwa.
5. Sisi hunywa chai kila siku.
7. Nyinyi njooni hapa mara moja.
8. Lo! Wao wilisikia hapa lini?
10. Je, nyinyi mmeshiba?

B. Sentensi katika umoja
1. Yeye alitumwa sokoni juzi.
2. Wewe utakula nyama iliyopikwa.
3. Mimi ninapenda kutazama runinga.
4. Yeye ni mwanafunzi kaidi.
5. Wewe ulifanya mtihani jana.
6. Yeye anakufuata wewe.
7. Mimi ni mwanafunzi wa darasa la tano.
8. Wewe umechota maji mazuri.
10. Wewe unatakiwa na polisi.

Zoezi 22

A. Msamiati wa misimu
1. vuli/mchoo 2. masika
3. kipupwe 4. kaskazi
5. kusi

B. Mraba: Tafuta misimu sita
1. MASIKA 2. VULI
3. KIANGAZI 4. KASKAZI
5. KUSI 6. KIPUPWE

Zoezi 23

Msamiati wa mavazi
1. kaptura 2. surupwenye
3. sui 4. jezi
5. kamisi 6. chupi
7. tae 8. sweta/kabuti
9. shati 10. baibu

Zoezi 24

A. Mtungo
1. mwenye 2. ulafi
3. kemke 4. mashariki
5. wengi 6. makundi
7. nyingi 8. duma
9. kuyala 10. yake
11. migumu

B. Mtungo
1. ya 2. majumba
3. Ziwa 4. mengi
5. merikebu 6. tusafiri
7. cha 8. wenywe
9. matulivu 10. salimini

Sura ya Sita 6

Zoezi 25

Mafumbo
1. Mama mjamzito abeaye mtoto
mgongoni
2. Hakuna noti ya shilingi sitini
3. Hakuna ndege atakayebaki
4. Herufi A

Zoezi 26

Matamshi ya gh na ga
1. ghafla 2. ghamu
3. gharama 4. ghala
5. ghali 6. ghasia
7. goma 8. gutuka
9. gongana 10. garagazana

Zoezi 27

A. Kirejeshi ndi-
1. ndio 2. ndiyo
3. ndio 4. ndiye
5. ndiyvo 6. ndiyo
7. ndiye 8. ndiyo

B. Sentensi katika wingi
1. ndiye 2. ndimi
3. ndiwe 4. ndio
5. ndinyi 6. ndisi

C. Sentensi katika wingi
1. Vitambaa hivi ndiyvo vilivyotumiwa na wajomba.
2. Mahali hapa ndipo palitukia ajali.
3. Magari haya ndiyo yaliyotumika katika wizi.
4. Nyasi hizi ndizo zilizoteketea.
5. Marubani ndio wajuao kuongoza ndege.

Zoezi 28

A. Vivumishi vya idadi
1. Wasafiri mia moja ishirini na saba

B. Viambishi katika vivumishi vya idadi
1. ta 2. wa 3. ku/mi
4. si 5. wa 6. vi

Zoezi 29

A. Msamiati wa saa
1. Saa mbili unusu
2. Saa nne na dakika ishirini na nne
3. Saa tatu kamili
4. Saa mbili na dakika ishirini
5. Saa tano unusu
6. Saa nne na robo
7. Saa nne kasorobo

B. Sentensi katika wingi
1. ndiye 2. ndimi
3. ndiwe 4. ndio
5. ndinyi 6. ndisi

C. Michoro ya saa ilingane na maelezo yaliyo katika zoezi.

Zoezi 30

A. Sehemu za mwili
1. nyayo 2. kionjamchuzi
3. ndewe 4. kisigino
5. paji/kipaji 6. kitovu
7. kubebea vitu
B. Mraba
1. KISUGUDI 2. KIDAKATONGE
3. NYONGA 4. SHINGO
5. UTOSI 6. NYUSI
7. MBONI 8. KIFUA
9. NDEWE 10. BEGA
11. UTI 12. KWAPA

Zoezi 31

A. Mtungo
1. nchini 2. za
3. makazi 4. ngumu
5. sumu 6. kumvunja
7. windo 8. akimchokoza
9. hasa 10. mengi

B. Mtungo
1. maarufu 2. mashabiki
3. ya 4. wawili
5. refa 6. mwingine
7. maalum 8. daluga
9. nyingine 10. pao

Sura ya Saba 7

Zoezi 32

Ufahamu: Teknolojia
1. Kaka yake baba
2. Kazi ya kusahihisha makala au miswada
3. Chumba cha wageni
4. Ukistaajabu ya Musa utayaona ya Firauni
5. Zulia
6. makochi
7. kompyuta
8. redio
9. televisheni

Zoezi 33

Vivumishi vya pekee

A. -enyewe
1. wenyewe 2. zenyewe
3. wenyewe 4. wenyewe
5. chenyewe 6. lenyewe

B. -ingine
1. mwingine 2. nyingine
3. vingine 4. mwingine
5. nyingine 6. mengine

C. -ote
1. wote 2. vyote 3. yote
4. chote 5. lote 6. wote

D. -o-ote
1. lolote 2. yeyote
3. zozote 4. popote
5. yoyote 6. vyovyote

E. -enye
1. wenye 2. yenye
3. chenye 4. yenye
5. wenye 6. vyenye

F. Sentensi katika wingi
1. Sisi wenyewe ni wachafu.
3. Watangazaji wowote hutangaza kwa makini.
5. Vidole vingine vimeugua ukoma.
Viulizi

Zoezi 34

Viulizi -pi na -ngapi

A. Matumizi ya kiulizi -pi?
1. upi  2. lipi  3. yapi
4. yapi  5. yapi  6. upi
7. vipi  8. ipi/zipi  9. ipi
10. zipi

B. Matumizi ya kiulizi -ngapi?
1. vingapi  2. mangapi
3. ngapi  4. wangapi
5. vingapi  6. ngapi
7. wangapi  8. ngapi
9. vingapi  10. ngapi
11. wangapi  12. mangapi

Zoezi 35

A. Msamiati wa sebuleni
1. zulia
2. makochi
3. paa
4. rafu
5. simu
6. runinga/televisioneni
7. redio
8. fenit/panka
9. meza

B. Msamiati usiopungua kumi wa sebuleni uonyeshwe kwenye mabawa. Baadhi ya msamiati huo ni:
1. SIMU  2. ZULIA
3. KABATI  4. RAFU
5. SHUBAKA  6. MAKOCHI
7. PICA  8. KINANDA
9. RUNINGA  10. TAA

Msamiati wa viazi

Zoezi 36
1. kutokoswa
2. mbatata
3. karoti
4. yugwa
5. kiazikitamu

Sura ya Nane

Ushairi

Zoezi 37
1. Ubeti mmoja
2. tarbia
3. Upige vita uvivu, fukuza umaskini
4. Mwanafunzi njoo hapa, nikupe ya manufaa

Zoezi 38

A. Kirejeshi amb-
1. ambazo  2. ambayo
3. ambavyo  4. ambaye
5. ambaye  6. ambayo
7. ambaye  8. ambalo
9. ambao  10. ambacho

B. Sentensi katika umoja
1. Jeneza ambalo liliundwa zamani ni lii.
2. Ndege ambayo itatumiwa katika vita ni hii.
3. Mwanamke ambaye anauza mboga ni mpole.
5. Ngoma ambayo imepeleka karamuni ni kubwa.
C. Sentensi katika wingi
1. Vichwa ambavyo vina nywele havipendesi.
2. Paka ambao hupenda maziwa ni hawa.
3. Magari ambayo yana mafuta yataendeshwa.
4. Vinywa ambavyo vinanuka vitatibiwa.
5. Manukato ambayo yatauzwa madukani ni mazuri.

Zoezi 39
A. Kiambishi ki- cha udogo
1. Kigombe  
2. Kijibwa  
3. Kijichwa  
4. Kijanadume  
5. Kijanajike  
B. Sentensi katika wingi
1. Vilima vile vina theluji.  
2. Vijibaba hivi ndivyo vilivyoba sukari.  
3. Vijanajali hivi vitaozwa leo.  
4. Vijichwa vyao vina nywele nzuri.  
5. Vijoka vilivyotufukuza vimeuawa.  
7. Vijiji hivyo vina watu wachache.  
8. Vijumba vyao vimebomoka.  
10. Vijungu hivi ni vizuri.

Zoezi 40
A. Tashbihi
1. shilingi kwa ya pili  
2. mkizi  
3. wali wa daku / kaburi la baniani / maziwa ya kuku  
4. ardhi na mbingu  
5. theluji  
B. Kuchagua majibu sahihi
1. nanga  
2. kobe  
3. punda  
4. chiriku  
5. simba  
6. wembe

Zoezi 41
A. Malipo
1. Koto  
2. Mahari  
3. Ada  
4. Fungule  
5. Karo  
6. Nauli  
7. Urithi  
B.  
1. mahari  
2. mchangao  
3. faini  
4. mshahara  
5. kiingilio  
6. kiokosi  
7. ushuru / ada ya forodha

Zoezi 42
1. sehemu  
2. stadi  
3. dukuduku  
4. ngumu  
5. wa  
6. hana budi  
7. ubunifu  
8. licha ya  
9. ngeli  
10. kumnoa

Sura ya Tisa 9
Zoezi 43
Ufahamu: Ndoto ya ibura
1. amua kufanya jambo  
2. Ya-Ya  
3. huvishwa pete  
4. moyo ulinidunda dududu  
5. sema waziwazi
Zoezi 44

A. Uakifishaji
1. kikomo/nukta/kitone
2. kituo/kipumuo/koma
3. kiulizio/kiulizi
4. kishangao/alama ya hisi
5. alama za mtajo
6. dukuduku
7. koloni/nukta mbili/nukta pacha

B.
1. Mji wa Mombasa umepambwa siku hizi.
2. Hassan hapendi kunywa kahawa afikapo kwetu.
4. Alhamdulilahi! Kumbe mjombangu ni mwizi.
6. Ingawa tulisafiri kwa muda wa siku ishirini, hatukuona dalili ya makao ya wanadamu.

Zoezi 45

Mnyambuliko wa vitenzi

A. Kutendewa
1. Tembelewa
2. Somewa
3. Pigiwa
4. Liliwa
5. Gomewa

B. kutendea
1. Semea
2. Angukia
3. Vunia
4. Limia
5. Gongea

Zoezi 46

Msamiati wa michezo

1. miereka
2. kabumbu/gozi/soka/futiboli
3. kuogelea
4. jugwe
5. sataranji
6. sarakasi
7. riadha
8. kwata
9. kriketi
10. mlindalango

Zoezi 47

1. ukulima
2. ambazo
3. nyingine
4. ithibati
5. ambao
6. utaalamu
7. la
8. humo
9. pamba
10. ndiye
# Majibu ya majoribio

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**Muhula wa tatu**

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Unit 1: Human body

B. Unit review

Part 1: Self – check quiz

Parts of the human breathing system

1. breathing
2. inspiration, expiration.
3. (i) Oxygen (ii) Carbon dioxide
4. P – Nose R – Trachea
   Q – Diaphragm S – Lung
5. Windpipe
6. a) Lung
   b) Trachea/Windpipe
   c) Diaphragm
   d) Ribcage (Chest cavity)
7. Heart
8. Left bronchus and right bronchus
9. Bronchioles
10. gaseous exchange

Functions of the parts of the human breathing system

11. B
12. i) Nose
   ii) Leads air from the nose into the lungs / connects the nose and the bronchi.
   iii) Muscles
   iv) Separates the chest from the abdomen / moves up and down to reduce or increase the volume of the chest cavity respectively.
   v) Lung
13. a) It will inflate
    b) It will deflate
14. To filter dust or other disease causing organisms present in the air.
15. i) Expand ii) Low
    iii) Moves upwards
16. mucus 17. A

Parts of the human digestive system

20. K - Mouth
   P- Large intestine
   N- Stomach
   T- Rectum
   M- Oesophagus (gullet)
   R - Pancrease
21. i) Saliva ii) Togue
    iii) Teeth
22. Ileum and duodenum
23. C
24. M - Oesophagus
   N - Small intestine
   P - Rectum

Functions of the parts of the digestive system

25. i) – c) ii) – a) iii) – b)
26. D 27. Saliva 28. A
29. i) Acts as a temporary store for food.
    ii) Mixes the food that is eaten.
    iii) Produces digestive juices which further break down food (proteins).
iv) Contains chemicals which kill harmful bacteria in food (hydrochloric acid).

30. B 31. A
32. Hydrochloric acid
33. i) Completes the process of digestion.
   ii) Absorption of food
34. i) Absorption of water.
   ii) Absorption of mineral salts and vitamins.
35. a) i) Bile  ii) Pancreatic juice
    b) i) Liver  ii) Pancreas
36. Faeces
37. It holds solid waste (faces) temporarily and releases it to the anus.
38. undigested and indigestible
39. Allows the passage of faeces out of the body.
40. i) – b)  ii) – c)
    iii) – d)  iv) – a)

Part 2: True or false?
1. ✓  2. ✗  3. ✓
4. ✓  5. ✗  6. ✓
7. ✗  8. ✓  9. ✓
10. ✓  11. ✓  12. ✓

Part 3: Jog your bind
Across
1. Inhale  2. Peristalsis
3. Trachea  4. Bronchus
5. Air sacs  6. Exhale

Down
6. Egestion  8. Alimentary canal
9. Mucus  10. Ingestion

C. Flashback
1. gestures
2. horizon
3. smaller, bigger.
4. i) – e)  ii) – d)  iii) – b)
   iv) – a)  v) – c)
5. deciduous/milk
6. permanent
7. A – Molar
   B – Canine
   C – Premolar
   D – Incisor
8. i) – c)  ii) – d)
   iii) – a)  iv) – b)
9. The losing of milk teeth in children which starts at the age of around 7 years.

10. i) In agreement/yes
    ii) Keep quiet
    iii) Greetings, no
    iv) Refusing something/no

**Unit 2: Health education**

**B. Unit review**

**Part 1: Self – check quiz**

**Proper use and storage of medicine**

1. medicine
2. i) Take medicine only when sick.
    ii) Do not share medicine.
    iii) Keep medicine away from children.
    iv) Never take medicine that have expired.
    v) Take the right dosage.
    vi) Complete the full dose or even after getting well.
    vii) Do not take pain-relieving medicines unless you are in pain.
3. The amount of medicine to be taken at any given time as prescribed by the doctor.
4. A - The medicine was not kept out of reach of children.
   B - Do not mix foodstuffs with chemicals/medicines.
5. A
6. B

**Safety when handling chemicals**

7. i) Fuels e.g. kerosene and petrol.
    ii) Agricultural chemicals e.g. herbicides, fertilizers.
    iii) Pesticides e.g. insecticides.
    iv) Skin and Beauty creams e.g. lotions
    v) Detergents e.g OMO, toss
    vi) Disinfectants
8. destroying, burying or thrown in a pit latrine.
9. gloves
10. Poisoning or death
11. i) Label all chemical containers.
    ii) Dispose the containers by burying.
    v) Read and follow instructions.
    vi) Keep chemicals in a lockable store.
    vii) Keep out of reach of children.
12. First Aid
13. i) To reduce the amount of poison in the body.
    ii) To reduce the risk of damaging the body organs.
    iii) To neutralize the poison or dilute it.
    iv) To assure the victim that all is well.
14. Administer first aid, for a person who has taken something poisonous.
15. The farmer is spraying against the direction of wind.
16. Do not store food in chemical containers.
Modes of transmission of HIV/AIDS
17. X – Blood or breast milk
20. i) Semen  ii) Vaginal fluid

Stages of development of HIV/AIDS
21. i) Incubation or asymptomatic stage
   ii) Full blown AIDS
22. Symptomatic stage
23. i) – c)  ii) – d)
   iii) – b)  iv) – a)

Part 2: True or false?
1. ✗  2. ✗  3. ✗
4. ✓  5. ✓  6. ✗
7. ✗  8. ✓  9. ✗
10. ✗  11. ✗

Part 3: Jog your mind

Across
1. Deficiency  2. Medicine
3. Dosage  4. Poison
5. Syndrome

Down
1. Detergent  6. Transmission
7. Fertilizers

C. Flashback
1. i) – d)  ii) - c)
   iii) – b)  iv) – a)
2. i) They can transmit infections.
   ii) It is not exercising good hygiene.
3. i) Some refuse can be used as compost manure.
   ii) To keep away flies and bad smell.
   iii) Some refuse e.g. broken bottles can cause injury.
   iv) To keep away rats and stray dogs or any other relevant point.
4. i) Hard brush
   ii) Disinfectant/soap
   iii) Water
5. D
6. i) Bad smell
   ii) Bleeding gums (gum disease)
7. 

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<td>Keeping nails short</td>
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<td>Socks</td>
<td>Warming and protecting our feet</td>
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<td>Towel</td>
<td>Removing water from body after bathing</td>
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<tr>
<td>Comb</td>
<td>Making hair neat</td>
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<tr>
<td>Ear bud</td>
<td>Cleaning our ears</td>
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8. i) Eat a diet rich in vitamin D and minerals such as calcium.
   ii) Drink plenty of milk, take enough fruits and vegetables.
   iii) Floss your teeth once in a while.
   iv) Brush your teeth regularly
   v) Visit a dentist once every 6 months.
   vi) Eat hard foods to exercise the teeth e.g. sugarcane, raw carrots and roast maize or chewing bones.
9. calcium, phosphorous
10. a) HIV
   b) H – Human
      I – Immunodeficiency
      V – Virus
   c) Acquired Immune Deficiency Syndrome

**Unit 3: Plants**

**B. Unit review**

*Part 1 Self – check quiz*

**Classification of plants**

1. X- Non-green, Y- Flowering
2. Green, non-green.
3. C
4. B
5. Green or non-green

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6. Flowering, non-flowering
7. Non - Flowering

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8. B
9. Monocotyledons and dicotyledons
10. Dicotyledons, monocotyledons.
11. Monocotyledons

**Functions of external parts of plants**

12. N – flower
    X – roots
    P – Leaf
    Q – Stem
13. i) – c)  ii) – e)
    iii) – d)  iv) – b)
    v) – a)
14. i) Holds the plant firmly into the soil/ anchors the plant into the soil.
    ii) Some of them store food.
iii) Absorbs water and mineral salts from the soil.
iv) In some plants, gaseous exchange takes place through the roots.

15. fruit
16. Drops of water inside the polythene bag.
   b) Transpiration or loss of water in plants occur through the leaf.
17. C.
18. a) Stomata
   b) The plants breathe using stomata, remove water through the stomata.
19. plants use roots to absorb water before it is transferred to the rest of the body of the plant.
20. Transpiration stream
21. Roots are storage organs

Types of roots
22. A - Tap root   B - Fibrous root
23. Tap root | Fibrous root
   Pea          Grass, wheat, cassava, maize, potatoes, rice
   Carrots

24. i) Butress roots
   ii) Clasping/climbing roots
   iii) Prop roots
   v) True aerial roots
   iv) Breathing roots

Part 2: True or false?
1. ✗  2. ✗  3. ✓  4. ✓  5. ✓  6. ✗

Part 3: Jog your mind
2. Stomata - holes which allow gases to go in and out of the leaf.
3. Chlorophyll - green colouring matter in the leaf or stem of a plant.
5. Fruit - part of a plant with seeds and sometimes are edible e.g. mango, etc.
6. Spore - means through which fungi reproduce.
7. Flower - the reproductive part of some plants.
8. Leaves - parts of plants that help in the manufacture of food.
9. Root - part which supports the plant on the ground.
10. Mould - non-green plant found growing on decaying bread.

C. Flashback
1. i) Cash crops
   ii) Food or subsistence crops
2. i) Beverage   ii) Oil
   iii) Fibre
3. i) – e)   ii) – d)
   iii) – a)   iv) – c)
   v) – b)
4. i) Uprooting
   ii) Weeding/digging out
5. i) Fiber crops
   ii) Sunflower, maize
   iii) Beverage crops
6. A - Oxalis weed  
   B - Sodom apple  

7. i) Carrots  
   ii) Sweet potatoes  
   iii) Turnips  
   iv) Arrow roots  

8. i) Watering them  
   ii) Weeding  
   iii) Applying fertilizers or chemicals  

9. Sunflower – tyres  
   Coffee – chocolate drink  
   Rubber – flour  

10. i) Ginger  
    iii) Crocus  
    ii) Sugar cane  
    iv) Gladiolas  

11. germination  

12. i) A has parallel veins, B has networked veins.  
    ii) Their shapes and sizes are also different.  

13. i) Potatoes  
    ii) Carrots  
    iii) Cassava  

14. i) They spread diseases to crops.  
    ii) Lower the quality of yields.  
    iii) Makes the farmer use a lot of money to destroy them.  
    iv) Spreads crop diseases.  

15. i) Ginger and pepper  

16. i) Neem plant  
    ii) Aloe vera plant  

17. habitat  

**Unit 4: Weather**  

**B. Unit review**  

**Part 1: Self – check quiz**  

**Weather instruments**  

1. Equipment used to measure or show changes in weather conditions.  

2. A – Wind vane  
   B - Windsock  
   C - Liquid thermometer  
   D – Rain gauge  

3. i) – e) ii) – d) iii) – c) iv) – b) v) – a)  

4. a) Barometer  
   b) Anemometer  
   c) Hygrometer  

5. i) Rain gauge  
   ii) Tough piece of cloth, scissors, a wooden base, black paint, wooden pole, thread and needles, string, paint brush or any other relevant material.  
   iii) Liquid thermometer  
   iv) Metal sheet, piece of wood, biro pen caps, a wooden base, biro pen tube, nails, cardboard and hammer or any other relevant material.  
   v) Air thermometer  

6. a) water from the ground splashing back into the funnel  
   b) evaporation of water collected.  

7. a) A level ground away from trees and building/in an open place.
b) In an open place away from trees and buildings where wind flows freely.

c) In an open place.

d) Inside a room or a weather station.  e) Under a shade where there is free movement of air.

8. Away from wind direction

9. East

10. A

11. a) – iv)  b) – v)  c) – ii)  
d) – i)  e) – iii)

**Part 2: True or false?**

1. ❌

2. ❌

3. ✓

4. ❌

5. ❌

6. ✓

7. ✓

8. ❌

9. ❌

10. ❌

**Part 3: Jog your mind**

1. Anemometer

2. Air thermometer

3. Windsock

4. Windvane

5. Liquid thermometer

6. Raingauge

**C. Flashback**

1. a)!

b)

c)

d)

e)

2. i) Wearing light clothes when sunny.

   ii) Wearing warm clothes when cold.

3. dry, rainy.

4. Sun and clouds, sometimes the moon.

5. i) – d)  ii) – a)  

   iii) – b)  iv) – c)

6. A

7. C

8. Wednesday

9. Tuesday

10. Monday and Thursday
Unit 5: Animals

B. Unit review

Part 1 Self – check quiz

Classification of animals

1. i) All animals feed.
   ii) All animals respond to stimuli.
   iii) All animals reproduce.
   iv) All animals grow and eventually die.
   v) All animals move from one place to another.
   vi) All animals breathe.
   vii) All animals remove waste products.

2. i) vertebrates ii) Invertebrates

3. vertebrates, invertebrates.

4. With backbone Without backbone
   Fish          Spider
   Hawk          Beetle
   Crocodile     Snail
   Cow           Millipede
   Frog          Earthworm
   Man
   Rabbit

Classification of vertebrates

5. with backbones
6. reptiles, mammals, amphibians in any order.
7. mammals and birds, reptiles, amphibians and fishes in that order.
8. a) Animals that have constant body temperature.
   b) Animals whose body temperature vary with the surrounding.

9. Amphibians
   i) Lay eggs in water which are externally fertilized.
   ii) Breathe through gills when young, later through lungs, skin or mouth cavity.
   iii) Live partly in water and partly on land.
   iv) Amphibians undergo metamorphosis.
   v) Are cold – blooded, etc.

   Fish
   i) All fishes live in water.
   ii) Breathe through gills.
   iii) Their bodies are covered with scales.
   iv) Are cold-blooded.
   v) They have streamlined body.
   vi) Have fins for balancing and swimming.

   Reptiles
   i) Almost all reptiles lay eggs.
   ii) Body covered with scales.
   iii) Cold-blooded.
   iv) Breathe through lungs.
   v) Lay eggs which are fertilised internally.

   Birds
   i) Have scales on the feet only.
   ii) Have hollow bones.
   iii) Bodies covered with feathers.
   iv) Have a horny beak with no teeth.
   v) Warm-blooded.
   vi) Breathe through lungs.
   vii) Have wings mainly for flight.
Mammals
i) Warm-blooded.
ii) Suckle their young ones/have mammary glands.
iii) Have fur or hair covering their bodies.
iv) Have 2 pairs of limbs.
v) Most of them give birth to live young ones.
vi) Breathe through lungs.

10. a) spend part of its life in water and on land.
b) gills and lungs
c) gills

11. a) i) Reptiles
   ii) Birds

   b)

<table>
<thead>
<tr>
<th>Snake</th>
<th>Hawk</th>
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<tbody>
<tr>
<td>i) Presence of scales</td>
<td>i) Has feathers</td>
</tr>
<tr>
<td>ii) Has no legs</td>
<td>ii) Has a beak and claws</td>
</tr>
<tr>
<td>iii) Sleethers when moving</td>
<td>iii) Moves by flying</td>
</tr>
<tr>
<td>iv) Streamlined body</td>
<td></td>
</tr>
</tbody>
</table>

12. i) Have hair or fur on their bodies.
    ii) Suckle their young ones or give birth to live young ones.


Fishes – tilapia, shark.
Reptiles – crocodile, snake, tortoise, chameleon.

Birds – eagle, pigeon, weaver bird, ostrich, flamingo and duck.
Mammals – lion, goat, kangaroo, spiny ant-eater, whale, bear.

17. A

18. a) When fertilization occurs inside the body of a female organism like in humans.
b) When fertilization occurs outside the body of the female organism like in frogs and fishes.

19. i) Lay eggs
    ii) Bodies covered with scales
    iii) Breathe through lungs
    iv) Cold-blooded

Common invertebrates
20. without backbones
21. A – Millipede  B – Snail
   C – Tick  D – Grasshopper
   E – Centipede  F – Housefly

22. i) – e)  ii) – f)  iii) – a)  iv) – b)  v) – g)  vi) – d)  vii) – c)

Part 2: True or false?
1. ✓  2. ✗  3. ✗  4. ✗  5. ✓  6. ✓  7. ✗  8. ✗  9. ✓  10. ✗

Part 3: Jog your mind
1. 1. Scales
   2. Arthropods
   3. Fins
   4. Invertebrates
   5. Spiny ant-eater
   6. Ungulates
   7. Monotremes
8. Beak
9. Feathers
2. 1. Birds
   2. Mammals
   3. Fishes
   4. Amphibians
   5. Reptiles
C. Flashback
1. Domestic Animals: Dog, Duck, Sheep, Cattle, Cat, Rabbit.
2. i), ii), iv), vii), viii).
3. i) – d) ii) – c) iii) – b) iv) – e) v) – a)
4. D
5. E – Eye          H – Ears
   F – Mouth        I – Neck
   G – Leg          J – Tail
6. B
7. i) – e) ii) – c) iii) – a) iv) – b) v) – d)
8. D
9. beef cattle, dairy cattle
10. B

Unit 6: Soil
B. Unit review
Part 1: Self – check quiz
Soil texture
1. Texture
2. Smooth / fine or coarse / rough
3. C
4. sand soil

Physical properties of soil
5. a) C
   b) i) Drainage
       ii) Water – retention capacity
6. a) The rising up of water through the soil.
   b) The ability of soil to hold water.
7. a) Clay
   b) Clay
   c) Clay
   d) Sand
   e) Loam
   f) Loam
   g) Clay
   h) Sand
   i) Clay
8. a) Soil capillarity
   b) X - Loam
   Y - Sand
   Z - Clay

Part 2: True or False?
1. ✓  2. ✓  3. ✗
4. ✓  5. ✓  6. ✗
7. ✗
**Part 3: Jog your mind**

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
</tr>
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<tbody>
<tr>
<td>1. Capillarity</td>
<td>Ability of soil to allow water to move up through it.</td>
</tr>
<tr>
<td>2. Soil texture</td>
<td>Coarseness or roughness of soil.</td>
</tr>
<tr>
<td>3. Coarse</td>
<td>Another word for rough.</td>
</tr>
<tr>
<td>4. Drainage</td>
<td>The ability of water to move down the soil.</td>
</tr>
<tr>
<td>6. Loam</td>
<td>This soil’s capillarity is between that of clay and sand soils.</td>
</tr>
<tr>
<td>7. Smooth</td>
<td>Another word for fine.</td>
</tr>
<tr>
<td>8. Clay</td>
<td>The type of soil with poorest drainage.</td>
</tr>
<tr>
<td>9. Sand</td>
<td>The type of soil with the largest particles.</td>
</tr>
<tr>
<td>10. Water-retention</td>
<td>When soil particles stick to water molecules.</td>
</tr>
</tbody>
</table>

**C. Flashback**

1. B
2. i) Loam  ii) Clay  iii) Sand
3. C
4. B
5. L - Organic matter/humus  
   M - Clay  
   N - Sand  
   P - Large stones
6. i) Organic matter/humus  
   ii) Plants need this to help in absorbing mineral salts from the soil.  
   iii) Water  
   iv) Create more air spaces when they move about thereby improving soil aeration.
7. ii), i), iv), iii).
8. Whether soil contains water.
9. D  
10. air bubbles

**Unit 7: Foods and nutrition**

**B. Unit review**

**Part 1 Self – check quiz**

**Nutrients in food**

1. i) Carbohydrates  
   ii) Proteins  
   iii) Vitamins
2. Fats and oils, mineral salts.
3. C
4. | Vitamins | Proteins | Carbohydrates | Fats & oils |
<table>
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<tr>
<td>Sukuma wiki</td>
<td>Fish</td>
<td>Rice</td>
<td>Coconut</td>
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<tr>
<td>Cabbage</td>
<td>Beans</td>
<td>Maize</td>
<td>Cooking fat</td>
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<tr>
<td>Bananas</td>
<td>Milk</td>
<td>Bread</td>
<td>Sunflower</td>
</tr>
<tr>
<td>Oranges</td>
<td>Eggs</td>
<td>Potatoes</td>
<td></td>
</tr>
<tr>
<td>Spinach</td>
<td>Meat</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Fats and oils
6. a) John  b) Alvin
7. a) Iron  b) Calcium
8. vitamins
9. B
10. i) Formation of blood / transportation of oxygen in the body.
    ii) Liver, meat, eggs, whole grains, green vegetables.
    iii) Helps in formation of bones and teeth.
    iv) Milk, eggs, fish, turnips, broccoli.
    v) Formation of bones and in respiration.
    vi) Milk, eggs, meat, green grams, poultry, peas.

**Importance of water and fibre in diet**
11. water and roughages
12. roughages
13. 8 glasses/2 litres
14. Carrots, cabbages, bananas, peas, apples, pineapples or any other relevant source of fibre.
15. Stool / faeces, constipation.

16. i) Helps in digestion
    ii) Helps in eliminating wastes from the body.
    iii) Keeps the body cool.
    iv) Dissolves minerals in the body or other relevant use of water.

**Nutritional deficiency diseases**
17. deficiency
18. i) Lack of enough food / starvation.
    ii) Pot belly, loose brownish hair, swollen feet.
    iii) Rickets
    iv) Lack of iron in blood / lack of enough blood.
19. A
20. i) Rickets  ii) Marasmus
    iii) Kwashiorkor
21. Vitamin C  22. D
23. i) – d)  ii) – c)
    iii) – a)  iv) – e)
    v) – b)

**Part 2: True or false?**
1. ✓  2. ✗  3. ✓
4. ✗  5. ✓  6. ✗
7. ✗  8. ✓  9. ✗
10. ✓
Part 3: Jog your mind

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

1. Pellagra
2. Kwashiorkor
3. Rickets
4. Marasmus
5. Anaemia
6. Beriberi
7. Scurvy

C. Flashback

1. B
2. i) Wash the potatoes thoroughly.
   ii) Peel the potatoes.
   iii) Chop the potatoes into right pieces.
   iv) Wash the chopped potatoes.
   v) Mount water in a sufuria in a jiko or any other source of heat.
   vi) Boil the potatoes until they become soft.
3. D
4. a) Oranges, sugar cane, pineapple, coconut, etc.
   b) Meat, eggs, beans, fish, cabbages, etc.
   c) Tomatoes, carrots, sweet potatoes, ground nuts, etc.
5. i) Vitamins
   ii) Mineral salts
6. A diet that contains all the food nutrients in adequate amounts necessary to sustain healthy growth of the body.
7. B
8. i) – c) ii) – a) iii) – b)
9. Colostrum

Unit 8: Energy

B. Unit review

Part 1: Self – check quiz

Types of sound and sound pollution

1. vibration
2. i) Volume    ii) Pitch
3. Loud, soft; high, low.
4. a) Noise    b) Noise
5. The string of X was tighter than that of Y.
6. Thickness of the metal bars.
7. i) May cause deafness.
   ii) Makes sleeping hard.
8. a) B    b) A
9. i) Aeroplanes flying
   ii) Children wailing
   iii) Thunder
   iv) Vehicles hooting or loud music or any other source of sound pollution.
10. i) Hitting the drum without drying it first in the sun.
    ii) Hitting after drying in the sun to tighten the skin.

Methods of heat transfer

11. Movement of heat from one place to another.
12. i) Conduction    ii) Radiation
    iii) Convention
13. C  
14. D
15. a) transfer  b) Pin D  
c) Pin A  
16. At C  
17. D
18. Convectional currents
19. good, poor
20.

<table>
<thead>
<tr>
<th>Good conductors</th>
<th>Poor conductors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metal spoon</td>
<td>Plastic</td>
</tr>
<tr>
<td>Brass</td>
<td>Wood</td>
</tr>
<tr>
<td>Iron</td>
<td>Rubber</td>
</tr>
<tr>
<td>Steel</td>
<td>String</td>
</tr>
<tr>
<td>Cobalt</td>
<td>Glass, etc.</td>
</tr>
<tr>
<td>Nail, etc.</td>
<td></td>
</tr>
</tbody>
</table>

21. Insulators
22.
a) i) Making handles of cooking pans. 
ii) Insulating electric wires. 
iii) Mending other objects.
b) i) Making cooking utensils. 
ii) Conducting electricity like in copper wires.
23. a) Conduction of heat in different materials. 
b) First – pin P – metal is the best conductor of heat. 
Last – Pins Q, R & S – the bars are made of bad conductors of heat.
25. They are the best conductors of heat.
26. wood or plastic
27. i) Making handles of cooking utensils 
ii) To warm ourselves for example we put on warm clothes during cold weather.  
iii) Making insulation materials.

Part 3: True or false?
1. ✓  
2. ×  
3. ✓  
4. ×  
5. ×  
6. ×  
7. ✓

Part 3: Jog your mind
1. Inlet 1 – outlet F
2. Inlet 2 – Outlet D
3. Inlet 3 – Outlet A
4. Inlet 4 – Outlet G
5. Inlet 5 – Outlet C
6. Inlet 6 – Outlet B
7. Inlet 7 – Outlet E

C. Flashback
1.

<table>
<thead>
<tr>
<th>Natural</th>
<th>Artificial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sun</td>
<td>Torch</td>
</tr>
<tr>
<td>Moon</td>
<td>Lamp</td>
</tr>
<tr>
<td>Glow worm</td>
<td>Bulb</td>
</tr>
<tr>
<td>Firefly</td>
<td>Candle</td>
</tr>
</tbody>
</table>

2. i) Seeing  
ii) Photosynthesis  
iii) Photograph  
iv) Communication e.g. traffic lights or any other use of light.
3. i) Sun  
ii) Fire  
iii) Bulb  
v) Electric heater  
vi) Electric iron or any other source of heat.
4. B
5. Using candle, bulbs and lamps, translucent roofs, windows.
6. i) – c) ii) – a) iii) – d) iv) – b)
8. C
9. B
10. i) Pressure lamp ii) Car lamp iii) Hurricane lamp iv) Gas lamp
11. reflected light
12. i) Plucking ii) Beating iii) Plucking iv) Blowing v) Shaking
13. Bulb, electric iron, cooker / electric heater, microwave.
14. photosynthesis
15. i) Rodents like rats, mice, etc. ii) Cockroaches iii) Snakes iv) Bedbugs or any other animal that likes darkness.

Unit 9: Properties of matter

B. Unit review

Part 1 Self – check quiz

States of matter and their characteristics
1. space, weight
2. i) Gas ii) Liquid iii) Solid
3. Occupies space or do not have a fixed shape.
4. i) No definite shape ii) Definite volume iii) No definite volume iv) Definite mass
5. air
6. Blow air into a polythene bag, tie the open end of the bag using a string, press the polythene bag with your two hands in the middle and observe what happens. The polythene bag is compressed where you are pressing. This shows that gases do not have a fixed volume.
7. Solids: wood, metal, soil, sugar, salt, sand, etc.
   Liquids: milk, water, oil, paraffin, diesel, petrol, etc.
   Gases: air, oxygen, carbon dioxide, nitrogen, water vapour, inert gases, etc.
8. a) Solids (like stone) have definite volume.
   b) 5 cm³
9. i) – b) ii)– c) iii) – a)

Effects of heat on matter
11. Condensation
12. temperature
13. D
14. thermometer, temperature
15. Heat from your hand melts the ice.
16. expand, contract
17. Air inside the bottle expanded due to heat from hot water.
18. Any of the following experiments well described or any other relevant experiment given.
   i) Ball and ring experiment
   ii) Tin and nail experiment
   iii) Experiment on a tight wire becoming loose when heated.
19. a) Cracking of walls, bridges and other equipment and loosening of tight fitting equipment.
   b) Making of thermostats (i.e. automatic switches in equipment) and causes weathering of rocks to form soil.
20. a) Leaving gaps between rails.
   b) Making them loose at installation to take care of contraction in cold weather.
21. expansion in gases
22. Mercury
23. a) water droplets
   b) condensation
24. clinical

Part 2: True or false?

1. ✓ 2. ✗ 3. ✓ 4. ✗ 5. ✓ 6. ✗ 7. ✓ 8. ✗ 9. ✓ 10. ✓

Part 3: Jog your mind

1. State – the way something occurs naturally in the environment.
2. Gas – anything with mass but lacks definite shape and volume.
3. Shape – the outline of an item or object.
4. Sink – word describing an object going at the bottom when placed on top of a liquid.
5. Size – how big or small of an object is.
6. Material – word used to describe anything being used to make or create something.
7. Solid – anything which is hard and has definite volume.
8. Liquid – anything which flows like water.
9. Pressure – the force applied per unit area.
10. Mass – the total material contained in an object leading to its weight.
11. Float – the ability of an object to remain on top of a liquid.
12. Matter – anything that occupies space and has mass.
13. Volume – total space occupied by something.

C. Flashback

1. sink, float
2. a) Leaf, bottle top, paper, stick, cork, feather, etc.
   b) Stone, marble, metal, iron fillings, etc.
3. float, sink.
4. A - Pressure in liquids is exerted in all directions.
   B - Pressure in liquids increases with depth.
5. A
6. Flying kites, sailing boats, driving turbines like in windmills, winnowing or any other relevant use of wind.

7. air
8. A windy
9. windy
10. C
11. A C
12. A C
13. C

**Unit 10: Making work easier**

**B. Unit review**

**Part 1 Self – check quiz**

**Balancing on a seesaw**
1. a) seesaw b) fulcrum
2. C
3. weigh, balance 4. James
5. balance 6. C
7. i) Grams ii) Kilograms iii) Tonnes

10. D
11. Masses, distances
12. 1kg
13. Five
14. a) i, v, iii, ii, iv b) fulcrum
15. D
16. None

**Part 2: True or false?**
1. ✓
2. ✓
3. ✗
4. ✗
5. ✓

**Part 3: Jog your mind**

**C. Flashback**
1. Machine
2. i) – b) ii) – f) iii) – i)
   iv) – g) v) – h) vi) – d)
   vii) – c) viii) – e) ix) – a)
3. a) i) Cleaning after use.
   ii) Using for the right purpose.
   b) **Hammer** – the head must fit tightly on the handle.
   **Jembe** – sharpening regularly.
   **Panga** – the handle must fit firmly; sharpen regularly.
   **Knife** – clean after use; sharpen regularly; handle firmly fixed.
   **Wheelbarrow** – grease or oil the wheel; tightening loose nuts.
4. C  
5. heavy  
6. C  
7. B  
8. i) Vehicles ii) Carts like handcart, donkey cart, etc. 
iii) Bicycles iv) Wheelbarrow, etc.
9. D  
10. Rollers  
11. D

**Answers to model test papers**

**Test Paper 1**

| 49. D | 50. C |

**Test Paper 2**

| 49. B | 50. D |

**Test Paper 3**

| 49. C | 50. C |
### Test Paper 4

<p>| | | | | | |</p>
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<tr>
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<td>C</td>
<td>44.</td>
<td>B</td>
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<td>49.</td>
<td>B</td>
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### Test Paper 5

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<td>43.</td>
<td>C</td>
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<td>B</td>
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### Test Paper 6

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<tr>
<td>31.</td>
<td>D</td>
<td>32.</td>
<td>A</td>
<td>33.</td>
<td>D</td>
</tr>
<tr>
<td>37.</td>
<td>B</td>
<td>38.</td>
<td>B</td>
<td>39.</td>
<td>A</td>
</tr>
<tr>
<td>43.</td>
<td>A</td>
<td>44.</td>
<td>A</td>
<td>45.</td>
<td>C</td>
</tr>
<tr>
<td>49.</td>
<td>B</td>
<td>50.</td>
<td>B</td>
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</tbody>
</table>

### Test Paper 7

<p>| | | | | | |</p>
<table>
<thead>
<tr>
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<tr>
<td>1.</td>
<td>D</td>
<td>2.</td>
<td>B</td>
<td>3.</td>
<td>D</td>
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</table>

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**ANS BT Science Std 5.indd 105**

4/21/15 8:21 AM

Test Paper 8

Test Paper 9

Test Paper 10
UNIT 1: PHYSICAL ENVIRONMENT

a) Physical environment

i) Definition of a map

1. A map is a picture that shows the length, width and height of objects. Objects appear as diagrams viewed from directly above.

2. Maps are usually drawn to scale. Pictures are not presented to scale.

ii) Elements of a map and their uses

1. Title, compass direction, scale, key and frame.

<table>
<thead>
<tr>
<th>Element</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Title</td>
<td>Helps people to know the area represented by the map</td>
</tr>
<tr>
<td>b) Compass points</td>
<td>Used to locate places on the map</td>
</tr>
<tr>
<td>c) Frame</td>
<td>Pictures are not presented to scale</td>
</tr>
<tr>
<td>d) Key</td>
<td>Gives the meanings of the symbols, signs and abbreviations used in the map</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Element</th>
<th>Uses</th>
</tr>
</thead>
<tbody>
<tr>
<td>e) Scale</td>
<td>Used to calculate and convert the distance between two places on the map into the real distance on the ground</td>
</tr>
</tbody>
</table>

2. Title
3. North
4. Frame
5. Key
6. Scale
7. Kilometres, metres
8. B
9. A

iii) 16 points of a compass

1. North, South, East, West
2. North-East, North-West, South-East, South-West
3. a) North north east
   b) East north east
   c) East south east
   d) South east
   e) South south east
   f) South south west
   g) West south west
   h) West north west
   i) North north west

iv) Use of the 16 point compass to give direction

1. (Open) Show direction, locate places on a map
2. (Open) Mark correct answers

v) Position of Kenya in relation to her neighbours

1. 5ºN, 41ºE
2. 34ºE, 42ºE
3. Equator
4. Ethiopia, Tanzania
5. Uganda, South Sudan, Ethiopia
6. Indian Ocean
7. 

<table>
<thead>
<tr>
<th>Country</th>
<th>Direction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethiopia</td>
<td>North</td>
</tr>
<tr>
<td>Tanzania</td>
<td>South</td>
</tr>
<tr>
<td>Somalia</td>
<td>East</td>
</tr>
<tr>
<td>Uganda</td>
<td>West</td>
</tr>
<tr>
<td>South Sudan</td>
<td>North West</td>
</tr>
</tbody>
</table>

8. a) A mountain is a raised piece of land that is higher than a hill.
    b) (Open) Mt. Kenya, Mt. Elgon, Mt. Longonot
9. lakes, swamps, rivers, oceans, streams
10. a) A plateau is an extensive raised ground with an almost flat surface.
     b) (Open) Nyika, Yatta, Laikipia, Lerocli
11. a) A lake is a large depression on the land surface that is filled with water
     b) Fresh water, salty water
12. Fresh
13. (Open) Magadi, Nakuru, Bogoria, Elementaita
14. a) (Open) A natural stream of water flowing across the surface of the land
     b) Permanent, seasonal
15. Permanent, seasonal
16. a) Tana
     b) Mt. Kenya, the Indian Ocean
17. Open) Nzoia, Athi, Turkwel, Ewaso Nyiro, Nyando, Yala
18. Turkwel 19. Swamp
22.

<table>
<thead>
<tr>
<th>Plateau</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uasin Gishu</td>
<td>Uasin Gishu</td>
</tr>
<tr>
<td>Yatta</td>
<td>Makueni</td>
</tr>
<tr>
<td>Sirikwa</td>
<td>Uasin Gishu</td>
</tr>
<tr>
<td>Mara</td>
<td>Narok</td>
</tr>
<tr>
<td>Nyika</td>
<td>Machakos</td>
</tr>
<tr>
<td>Rosarus</td>
<td>Tharaka Nithi</td>
</tr>
</tbody>
</table>

vi) **Size and shape of Kenya**
1. 582,646 km²  2. 11,230 km²  3. 1,025 km  4. 850 km  5. 402 km  6. South, North
7. a) Ethiopia  b) Somalia  c) Tanzania  d) Uganda

Creative corner

<table>
<thead>
<tr>
<th>N</th>
<th>S</th>
<th>E</th>
<th>W</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) NE</td>
<td>a) SE</td>
<td>a) ENE</td>
<td>a) WNW</td>
</tr>
<tr>
<td>b) NW</td>
<td>b) SW</td>
<td>b) ESE</td>
<td>b) WSW</td>
</tr>
<tr>
<td>c) NNE</td>
<td>c) SSE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) NNW</td>
<td>d) SSW</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b) **Physical features**

i) **Main physical features of Kenya**
1. Physical features are natural things that occur on the surface of the earth.
2. Natural, human-made
3. Natural features – (Open) Mountains, hills, plateaus, rivers, lakes, swamps
   Human-made features – (Open) Buildings, bridges, dams, roads, railways
4. Metres
5. Altitude

23. The Rift Valley
24. Hill
25. Range
26. 

<table>
<thead>
<tr>
<th>Hills</th>
<th>Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shimba</td>
<td>Kwale</td>
</tr>
<tr>
<td>Taita</td>
<td>Taita Taveta</td>
</tr>
<tr>
<td>Homa</td>
<td>Homa Bay</td>
</tr>
<tr>
<td>Nyambene</td>
<td>Meru</td>
</tr>
<tr>
<td>Chyulu</td>
<td>Makueni</td>
</tr>
<tr>
<td>Cherengani</td>
<td>Trans Nzoia</td>
</tr>
<tr>
<td>Loita</td>
<td>Narok</td>
</tr>
</tbody>
</table>

30. Mt. Kenya, Indian Ocean
31. Sabaki
32. D 33. A 34. A

ii) Location of main physical features in Kenya
1. A 2. Lake Magadi
3. Lorian swamp 4. Lake Amboseli
5. River Turkwel 6. River Tana

iii) Relief regions in Kenya
1. a) Coastal lowlands
   b) The highlands
   c) The plateaus
   d) The Rift Valley
   e) The Lake basin
2. Coastal lowland 3. 250m, 1500m
4. Inselbergs
5. (Open) Taita, Kulal, Marsabit, Huri, Chyulu
6. Mountains, hills 7. 2500m
8. Eastern, Western
9. 5199m (Mt. Kenya)
10. Rift Valley
11. (Open) L. Turkana, L. Baringo, L. Magadi, L. Bogoria, L. Naivasha, L. Nakuru, Elementaita
14. 1000m, 1500m
15. Mfangano, Migingo

iv) Characteristics of relief regions in Kenya
1. C
2. a) The Nyika region
   It is generally a dry land; it has a dry and hot climate, rises from about 250m above sea level near the coastal lowlands to about 1500m above sea level, there are many small hills in this region
3. The highland 4. Escarpments

v) Influence of physical features on human activities
1. (Open) Source of water for domestic and industrial use, irrigation, transport, generation of Hydro Electric Power
2. Tourists 3. Fishing
4. L. Victoria 5. Tana
6. Magadi
7. (Open) Making glass, making soap, used in oil refining
10. Outbreak of malaria
Creative corner

Accept a correctly drawn map showing the main physical features. Refer to the Moran Primary School Atlas for Social Studies.

c) Climate

i) Meaning of climate
1. Wind, rainfall, humidity, temperature, sunshine
2. Rainy, windy, sunny, cloudy, calm
3. Climate

ii) Climatic regions of Kenya
1. Modified equatorial climate of the Coast, modified equatorial climate of the Lake basin, desert and semi-desert, modified tropical, mountain climate
2. Modified equatorial climate of the Coast
3. Modified equatorial of the Lake basin
4. Kenya highlands, Rift Valley, Taita hills
5. Desert and semi-desert

iii) Characteristics of climatic regions
1. C
2. a) Modified equatorial climate of the coast-Hot and wet
   b) Modified equatorial climate of the Lake basin-Hot and wet
   c) The high mountain climate-Cold and wet

iv) Influence of climate on human activities
1. (Open) Crop farming and cultivation, tourism, fishing, mining, pastoralism
2. Cool and wet
3. Hot and dry
4. Dairy, cash crop
5. B
6. D
7. A
8. C
9. B

Creative corner

Accept a correctly drawn map showing all the climatic regions. Refer to the Moran Primary School Atlas for Social Studies.

d) Soil

i) Major soil types in Kenya
1. D
2. B
3. A
4. B
5. C
6. D
7. C
8. B
9. C
10. C
11. Sandy soils

ii) Uses of soils
1. A
2. A
3. (Open) Growing crops, used as building material, some communities rub it on their skin during important ceremonies such as initiation; clay soil is used in pottery.

iii) Causes of soil erosion
1. A
2. A
3. D
4. B
5. A
6. A
7. C

Creative corner

Accept a correctly drawn map showing all the climatic regions. Refer to the Moran Primary School Atlas for Social Studies.

e) Vegetation

i) Types of vegetation
1. Vegetation refers to the plants growing in a given place
2. Natural, planted
3. (Open) Forests, shrubs, grasslands, woodlands, scrub, swamps, mountain vegetation
4. Natural
5. Planted vegetation
6. Forest vegetation, savanna grasslands, dry bushlands and scrub, mangrove, swamp, desert and semi-desert and woodlands

5. B
6. D
7. A
8. C
9. B
10. A  11. C  12. A
15. Mangroove

ii) Distribution of vegetation in Kenya
1. D  2. C  3. A  4. A
5. C  6. C

iii) Importance of vegetation
1. (Open) Medicine, source of wood fuel, prevention of soil erosion, home to wild animals, used in the paper making industry, wood and timber for construction, provide grazing lands, water catchment areas, source of food
2. Soil erosion
3. Firewood/charcoal
4. Wild animals
5. a) Herbal medicine
   b) Mwarubaini, Aloe vera
6. a) Paper
   b) Pine, cypress
7. (Open) Mangoes, pears, avocados, oranges, passion fruits, coconuts, apples, pawpaws
8. B
9. Meru oak, Elgon Teak, Marhogany

Creative corner

1. Types of vegetation | Areas where they are found in Kenya
Forest | Mt. Kenya, Mt. Elgon, Nyandarua ranges and Coast

Desert and semi-desert | Garissa, Wajir, Mandera
Mangrove vegetation | Kwale, Kilifi and Lamu
Dry bushland and scrubs | Kitui, Narok, Kajiado and Machakos
Woodland | Eldoret, Kericho, Kapsabet and Kitale
Swamp | Yala, North west of Turkana

Do you remember?
1. (Open) Rivers, lakes, roads, bridges, forests, buildings, lakes, oceans, seas
2. (Open) Climate, soils, relief, towns, transport and communication systems, industries, presence of minerals.
3. a) Traditional doctors
   b) People who can foretell future events
   c) People who have powers to bring or stop rains
4. (Open) Transport network, competition, availability of market
5. (Open) Right to own property, Right to life, Right to education, Right to good food, Right to good medical care
6. (Open) Inadequate funds, corruption, political interference, insecurity, tribalism, government policy
7. County

Know more
1. Kenya  2. 47
3. President  4. Voting
UNIT 2: PEOPLE AND POPULATION

a) Language groups in Kenya

i) The Bantu

1. Bantu, Nilotes, Cushites
2. The Western Bantus, the Eastern Bantus
3. Language group 4. The Bantu
8. Central Bantu, Coastal Bantu
9. (Open) Dawida, Taveta, Giriama, Pokomo, Waswahili, Digo, Duruma, Chonyi, Rabai, Jibana, Ribe, Kauma, Kambe

ii) The Nilotes

1. Highland Nilotes, River-Lake Nilotes, Plains Nilotes
2. River-Lake Nilotes
3. Kalenjin
4. a) Luo b) (Open) Kipsigis, Marakwet, Tugen, Sabaot, Pokot, Keiyo, Nandi c) Maasai, Samburu, Turkana, Njemps, Iteso
5. Joka-Jok, Joka-Owiny, Joka-Omolo
6. Fishing
7. (Open) Sebei, Kipsigis, Tugen, Pokot, Nandi
10. (Open) Njemps, Samburu, Iteso, Maasai
11. Plains 12. Maasai

iii) Cushites

1. Eastern Cushites, Southern Cushites
2. Eastern 3. Southern
4. Livestock keeping/pastoralism
5. Camels, cattle, goats, sheep
6. Oromo 7. Rendille
8. North Eastern
iv) Semites

v) Asians

vi) Europeans
1. Europe  2. C

b) Factors influencing population distribution in Kenya

c) Population distribution in Kenya
1. Densely populated  2. Sparsely populated
3. (Open) Climate (rainfall and temperature), vegetation, soils, transport and communication, industrial growth, urbanisation, physical features, pests and diseases, wars
4. (Open)
5. a) True  b) True  c) False  d) False  e) True  f) True  g) True  h) True

Creative corner

a) \[ \frac{2,000,000}{20} \text{ km}^2 = 100,000 \text{ km}^2 \]
b) \[ \frac{3,600,000}{200} \text{ km}^2 = 18,000 \text{ km}^2 \]

Know more
1. Tribe  2. 42
2. Dialect  3. Luo
4. Nandi  5. Mtu

10. (Open) Shrines, hills, mountains, forests
11. Origin
12. Highland, Tororot
13. Asians / Arabs, Indians, Europeans
14. (Open) Migration, nomadism
15. 40 million
16. Census
17. 2009
18. Infant mortality rate
19. HIV and AIDS
20. (Open) Diseases, natural disasters / calamities e.g. floods, wars

EVALUATION PAPER 2

UNIT 3: SOCIAL RELATIONS AND CULTURAL ACTIVITIES

a) Traditional forms of education
1. Social relations
2. A set of ideas, beliefs and ways of behaving of a particular group of people.
3. Informal / traditional education
4. Elders
5. (Open) Art of war, medicine, hunting, cooking, and babysitting
6. (Open) Riddles, proverbs, songs, stories, observations
7. Apprenticeship
8. Moral behaviour
15. C 16. B 17. A

b) Types of cultural artefacts
1. Cultural artefacts
2. (Open) Museums, National archives
3. Pottery
4. (Open) Guards, ornaments, weapons, woven items, wooden and stone carvings
5. (Open)
6. (Open) Wood, soap stone, clay, metal
7. People who smelted metal to make metal items
8. (Open) Spears, arrow heads, ornaments, hoes, axes
9. (Open) Skins, horns, teeth and bones, tail ends

c) Importance of cultural artefacts
1. (Open) Educative, preservation of our culture, present our historical background, tourist attractions, food storage e.g. pots
2. Communication
3. Museums, National archives

d) Meaning of age-groups and age-sets
e) Aspects of our culture that need to be preserved
1. (Open) Songs, initiation, riddles, traditional foods, cultural artefacts, story telling, proverbs, moral education, herbal medicine, taboos, extended family
2. a) Songs – educative, informative
   b) Stories – origin of the people in the community, historical
   c) Proverbs – educative, wisdom
3. (Open)
4. (Open) Wife inheritance, FGM, forced and child marriage, witchcraft
5. Story telling
6. a) (Open) b) (Open) c) (Open)
7. (Open) Accept correct and meaningful reasons

f) Interaction among Kenyan communities in the past
1. (Open) Trade, inter-marriage, games and sports, initiation ceremonies, birth and naming ceremonies, migration
2. (Open) Games and sports activities, marriage ceremonies, funerals, dancing competitions, trading activities, birth and naming of baby ceremonies

g) Interaction among Kenyan communities today
1. (Open) Church, weddings, schools and colleges, funerals, stadium, shopping malls
2. (Open) Athletics, sports, public holidays, music and drama festivals
3. (Open) It brings about peace and unity, enhanced international relations,
facilitates industrialisation, encourages growth of trade, economic growth and political stability
4. (Open) Poor leadership, corruption, tribalism
5. Kiswahili, English
6. (Open) Abusive language, tribalism, nepotism, corruption
7. Internet, using mobile phones

Creative corner

(Open)

Know more
1. Informal
2. (Open) Child naming ceremonies, funerals, initiation, traditional dances and songs
3. a) (Open) Hunting, grazing, herbal treatment
   b) (Open) Babysitting, cooking, housekeeping

EVALUATION PAPER 3

UNIT 4: RESOURCES AND ECONOMIC ACTIVITIES
a) Agriculture
   i) Traditional methods of farming
       1. Resource

2. Crops, animals
3. Agriculture
4. Coffee, Tea
5. Bush fallowing, shifting cultivation
6. B
7. Shift cultivation
11. Tilling a piece of land over a period of time until it loses its soil fertility then leaving it idle for some time to regain its fertility before cultivating it again.
12. (Open) Sticks, hoes, axes, pangas
13. (Open) Millet, sweet potatoes, cassava, sorghum
14. (Open) Requires large pieces of land, high demand for land
15. |

<table>
<thead>
<tr>
<th>Shifting cultivation</th>
<th>Bush fallowing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land is owned by the community.</td>
<td>Land is owned by the farmer.</td>
</tr>
<tr>
<td>Land is abandoned when it loses fertility.</td>
<td>Land is left to regain fertility then used again.</td>
</tr>
</tbody>
</table>

ii) Subsistence crops grown in traditional farming
1. Family consumption
2. (Open) Small scale cultivation, low yields, little use of machinery, intercropping is practised, mixed farming is practised, modern farming techniques are rarely used, not capital intensive
3. (Open) Maize, potatoes, vegetables, beans, cassava, millet and sorghum
4. It is the staple food for most Kenyans, it grows in almost all parts of the country.
5. Katumani
6. (Open) Boiled, roasted, milled into maize flour
7. (Open) Trans Nzoia, Uasin Gishu, Nakuru, Nandi
10. Tubers, roots
11. (Open) Boiled, boiled and mashed, fried in stew, deep fried as either crisps or chips
12. Warm and wet
13. (Open) Kisii, Meru, Kiambu, Kirinyaga, Taita Taveta, Nyamira
14. (Open) Kales/sukuma wiki, cabbages, spinach
15. Kales/sukuma wiki
16. (Open) Terere/Mrere, managu, saga, kunde, nderema
17. Iron, vitamins 18. Spices
19. Semi-arid
20. As porridge, as ugali
21. (Open), Makueni, Kitui
22. Root crop/Tuber 23. Semi-arid
24. Boiled, roasted, milled into flour, deep fried as crisps

iii) Food storage in traditional farming
1. Granary, sacks, baskets, pots
2. A

iv) Cash crops grown in Kenya
1. Sale
2. (Open) Tea, coffee, pyrethrum, flowers, sugarcane, rice, cotton, sunflower, cashew nuts, sisal, and coconuts

3. | Region | Cash crop |
---|---|
| Mumias, Bungoma, Awendo, Chemelil | Sugarcane |
| Kericho, Kisii, Nandi, Kiambu, Buret, Limuru | Tea |
| Koibatek, Nyeri, Nyandarua, Keiyo, Baringo, Limuru | Pyrethrum |
| Naivasha, Juja, Athi River, Thika | Flower |
| Uasin Gishu, Narok, Meru, Nakuru, Laikipia | Wheat |

4. Flowers, vegetables and fruits
5. Floriculture

Tea
1. Beverage
2. 1520 – 2280m above sea level
3. 1270mm per year 4. 21 ºC
5. Fertile, deep, well drained
6. (Open) Kericho, Nandi Hills, Kiambu, Bureti

Flowers
1. Floriculture 2. Green houses
3. (Open) To control the temperature, to control humidity and water requirements, to control pests and diseases
4. Naivasha

Wheat
1. The local market, the export market
2. Rainfall, warm temperatures/sunny conditions
3. 390mm, 21 ºC
4. Rich fertile
5. (Open) Uasin Gishu, Londiani, Timau, Trans Nzoia, Nakuru, Narok

*Cotton*
1. Well drained black cotton soils
2. 25 °C
3. Nyanza region, lower Tana River, Bura, Baringo
4. Clothing material

v) Factors influencing the growing of cash crops
1. Amount of rainfall, temperature of a place, type of soil, topography, pests and diseases and availability of labour
2. Topography refers to the features of the land surface. Some crops grow well in slopes and others grow well in plains. Topography also affects the type of crop to be grown if harvesting and planting requires heavy machinery.

vi) Areas where the cash crops are grown in Kenya
1. C
2. A
3. Nakuru, Narok, Meru, Laikipia, Nyandarua, Uasin Gishu
4. Nakuru and Kiambu
5. Nyanza, Lower Tana River, Meru

vii) Importance of cash crop growing
1. Creates employment, earns a country foreign exchange, leads to development of industries, improves the living standards of people, earns the government revenue, promotes tourism, leads to urbanisation and development of an area

2. C

viii) Conditions favouring dairy farming
1. Dairy farming
2. Cool temperatures, market, land, veterinary services, adequate pastures, factories, good roads, plenty of water
3. If the dairy animals are not well fed, they do not produce enough milk. Dairy farms are located where livestock feeds can be easily obtained.

ix) Areas where dairy farming is carried out
1. C
2. C
3. D
4. Freshian, Jersey, Ayrshire, Gunsey
5. D

x) Benefits of dairy farming
1. Provides milk and milk products, source of income for dairy farmers, dairy farms provide employment for those who live around these areas, dairy products are exported to earn a country foreign exchange, hides and skins are used to make leather products, wastes from animals are used in farms as manure, hooves and horns are used to make things like ornaments

xi) Problems facing dairy farming
1. (Open) Pests and diseases, mismanagement of dairy co-
operatives, little pay to farmers, poor road networks

2. A

xii) Areas where poultry farming is practised
1. Poultry refers to all domestic birds bred for meat and eggs
2. It is the rearing of domestic birds
3. Ducks, chicken, turkeys, geese
4. Broilers, layers
5. A

xiii) Methods of poultry farming
4. i) Birds are left to walk around the field in search of food.
ii) Birds are enclosed in a house built and litter spread on the floor.
5. A

xiv) Benefits of poultry farming
1. Source of meat and eggs which are important sources of proteins, source of income, chicken droppings are used as farm manure, feathers are used in making ornaments and source of employment for those working in poultry farms.
2. Government gets revenue by taxing poultry farmers, a government can earn foreign exchange through exporting of poultry products.
3. D

xv) Problems facing poultry farming
1. Diseases, competition from other sources of proteins, expensive poultry feeds, lack of skills by the farmers on effective ways of keeping poultry, lack of money or loan facilities and low prices for poultry products
2. A

b) Mining

i) Meaning of mining
1. Mining is the extraction and processing of minerals found in the ground.
2. It is the rock that contains valuable minerals.

ii) Major minerals in Kenya
1. Soda ash, fluorspar, limestone, diatomite, salt, sand

iii) Distribution of major minerals

Soda ash
1. Lake Magadi, Kajiado county
2. Magadi
3. Magadi Mining Company
4. Trona
5. (Open)

Fluorspar
1. Kerio Valley, Elgeyo Marakwet
2. Road, Eldoret
3. Russia, Germany, India, Japan
4. (Open)

Diatomite
1. Kariandusi 2. Diatoms
3. Open

Limestone
1. Limestone is a hard rock from which cement is made.
2. Athi River, Bamburi
3. Polyps
4. Koru (in Muhoroni), Homa Bay (in Homa Bay county), Moroti (in West Pokot)
Salt
1. Lake Magadi, Malindi
2. Mineral salts
3. Manufacture of glass, making soap, food preservation
4. Fish and meat
Sand
1. Machakos, Makueni
2. Mixed with cement in the building industry, used in glass making

iv) Methods of mining
1. Slurry
2. A dredger
3. Open-cast method
4. The quarrying method
5. Crushed rock
6. Open-cast method
7. Rollers
8. To evaporate the water
9. A block of salt
10. D

v) Importance of mining
1. Foreign exchange/revenue
2. (Open) Employment opportunities, improved infrastructure, growth of towns, and development of social amenities
3. (Open) Roads, railway lines, telephone facilities, electricity, water supply
4. (Open) Hospitals and health centres, schools, shopping centres

Creative corner
Accept a correctly drawn map showing the correct towns and specific minerals mined. Refer to Moran Primary School Atlas for Social Studies and the class textbook.

c) Fishing
i) Meaning of fishing
1. Fishing
2. Fingerlings
3. A

ii) Major fishing grounds
1. Fishing grounds
2. Inland, marine
3. Rivers, lakes, fish farms
4. A – L. Turkana  B – L. Victoria  
   C – R. Tana  D – The Indian Ocean
5. Pond
6. Sea fishing
7. The Indian Ocean
8. (Open) Mombasa, Shimoni, Malindi, Kilifi, Ngomeni, Kipini
9. (Open) L. Victoria, L. Turkana, L. Naivasha, L. Baringo, R. Tana, R. Nzoia, R. Sagana

iii) Types of fish caught
1. (Open) Tilapia, Nile perch, mudfish, trout, dagaa
2. Tilapia (Ngege), Nile Perch (Mbuta), Mud fish (Kamongo), Dagaa (omena)
3. Tilapia, Nile perch, dagaa (Omena)
4. (Open) Kingfish, Tuna, shellfish, mullet, and parrotfish
5. Shark
6. Crabs, prawns, oysters, lobsters

iv) Methods of fishing
1. Small scale, large scale/commercial
2. (Open) Baskets, gill nets, traps
3. Baskets/traps
4. Spears
5. Rivers, lake shores
6. A bait
7. Gill net fishing
8. Long lining
9. Trawling
10. X – Fish
   Y – Trawl net
   Z – Ship or boat
11. Purse seining
12. Drifter
13. Net drifting

v) Methods of preserving fish
1. a) Sun-drying b) smoking,
   d) canning d) deep freezing/
   refrigeration
2. C
3. Refrigeration, canning

Creative corner
Accept correct drawings.

d) Forestry

i) Meaning of forestry
1. Practice of cultivating, maintaining
   and developing forests.
2. 1200mm per year
3. (Open) Cherengani hills, slopes of Mt.
   Kenya, Mau Ranges, Kakamega, Kilifi

ii) Types of forests
1. Natural forests, planted forests
2. Indigenous (hardwood), exotic (soft
   wood)
3. (Open) Meru Oak, Elgon Teak,
   mahogany, camphor, podo, mvule
4. Soft wood
5. (Open) Cypress, pine, black wattle,
   eucalyptus, gravelea
6. C

iii) Distribution of forests
1. Rainfall, altitude/relief
2. (Open) Mt. Elgon, Mt. Kenya, Nandi,
   Mau, Nyandarua, Malava, Kakamega
3. (Open) Shimba hills, Jilore, Arabuko-
   Sokoke
4. Coast
5. (Open) Timbora, Kaptagat, Molo,
   Londiani, Turbo

iv) Importance of forests
1. (Open) Firewood, charcoal, herbal
   medicine, poles and timber, wood
2. Dropping leaves which decay on the
   ground to produce humus
3. Water catchment areas
4. R. Nyando, R. Tana, R. Nzoia
5. Aloe Vera, Mwarubaini/Neem tree
6. Reducing the force of falling raindrops,
   the roots hold the soil particles
   together
7. Providing a home for wild animals,
   providing wood used to make carvings
   (curios) for sale

Creative corner
Teachers to guide pupils on how to write
forest conservation plan highlighting
the ways through which forests can be
conserved.

e) Wildlife and tourism

i) Meaning of the term wildlife
1. Wildlife
2. National parks, game reserves, marine
   parks
3. Marine
4. Lion, elephant, rhino, buffalo, leopard
ii) National parks and Game reserves
1. A national park is an area set aside by the government for the preservation of wildlife.
2. A game reserve is an area set up for preservation of wildlife by the local community who also manage it.
3. (Open) Tsavo, Amboseli, Kora, Mt. Kenya, Aberdare, Sibiloi, Ruma, L. Nakuru, Meru, Nairobi, Mt. Elgon, Central Island, Malka Maari
4. (Open) Maasai Mara, Boni, South Turkana, South Kitui, Aravale, Losai, Marsabit, Kakamega, Mwea, Shimba hills, Rahole, L. Bogoria
5. X – Sibiloi  Z – Mt. Elgon
6. a) Mt. Kenya  b) Nyeri county
7. Maasai Mara, Wildbeest migration
8. A – Amboseli
   Y – Marsabit
   T – Tsavo East
9. a) Malindi marine national park
   b) Marine national park
10. | National park | Managed by the central government |
    | National reserve | Managed by members of the local community/county councils |
    | People are not allowed to settle or graze their animals in national parks | People are allowed to live and even graze their animals in national reserves and game reserves |
11. (Open) Lake Nakuru, Maasai Ostrich Farm in Nairobi
12. B
13. D

iii) Importance of wildlife
1. Tourism, sale of wildlife products, accommodation facilities like tourist hotels and lodges
2. Getting employment opportunities, getting market for their local products, accessing improved social amenities, getting wild food like game meat
3. (Open) Crocodiles, antelopes, gazelles, impalas, ostrich
4. White rhinos, elephants

iv) Problems facing wildlife
1. Poaching
2. Trophies
3. Tsetse flies, Nagana
4. Elephants
5. (Open) Death of wild animals, wild animals lose their natural homes, food for animals is lost
6. Death of animals due to lack of food

v) Meaning of wildlife conservation
1. Wildlife conservation refers to careful using and managing wildlife to avoid extinction.
2. C
3. Extinction
4. Dinosaurs

vi) Efforts in conserving wildlife
1. Wildlife and tourism
2. Electric fences
3. (Open) Horns, skins, tusks, wild meat
4. Educates
5. C

Creative corner
(Open) Accept correct and meaningful suggestions
vii) Meaning of tourism
1. Tourism is travelling to different places of interest for recreation and pleasure
2. A tourist is a person who travels to places of interest for pleasure
3. Domestic tourism, foreign/ international tourism
4. Travelling to different places of interest within one’s own country.
5. Country

viii) Main tourist attractions in Kenya
1. Attract tourists to a place
2. Wild animals – (Open) Lions, elephants, leopards, rhinos, buffaloes, cheetahs, monkeys
   Birds – (Open) Flamingoes, pelicans, ostriches, peacocks
3. Fort Jesus, Mnarani Ruins, Gedi Ruins, Jumba la Mtswana– Kariandusi, Fort Tenan, Olorgesailie, Koobi Fora, Vasco da Gama pillar
4. Coastal beaches
5. (Open) Thompson Falls, snow capped Mt. Kenya, Hells Gate, the Rift Valley, hot springs at L. Bogoria, the great lakes of the Rift Valley e.g. L. Baringo and L. Nakuru
6. Maasai
7. Warm

ix) Importance of tourism
1. (Open) Earns the country revenue through foreign exchange, creates job opportunities, development of infrastructure, provides market opportunities for locally produced items like curios, it promotes agriculture, promotes international relations between Kenya and other countries.
2. (Open) Wood, stone and clay carvings, traditional ornaments, mats, clothes, baskets, leather products
3. Eat, board / lodge
4. (Open) Roads in tourist areas are improved, air port and air strips are developed, improved inland water transport
5. (Open) Market for agricultural produce and curios, creation of employment opportunities, provision of social amenities, development of transport and communication infrastructure

x) Problems facing tourism,
1. (Open) HIV and AIDS, Syphilis, Gonorrhoea, Chancroid
2. (Open) Drug trafficking, child trafficking, terrorism
3. Child trafficking
4. (Open) Homosexuality, drug abuse, indecent dressing, prostitution
5. Drug trafficking
6. Terrorism, tribal clashes

Creative corner
1. Poaching
2. Tribal clashes discourage tourists from visiting our country
3. Insecurity due to terrorism and criminal activities like murder of tourists discourages tourists from visiting our country
4. Poorly maintained transport and communication networks
5. Exploitation of tourists through the high fee charged
6. Inadequate accommodation facilities

f) Trade

i) Meaning of trade
1. Goods, services
2. Goods: flour, soap, rice, books
   Services: Telephone services, health services, transport services, banking services

ii) Types of trade
1. Internal, external  2. C

iii) Importance of trade
1. (Accept correct answers) Earns a country foreign exchange, offers self employment opportunities, promotes international cooperation, leads to improvement of transport and communication networks, source of revenue to government through tax
2. Marketing, wholesaling, retailing, hawking
3. Foreign exchange
4. Fishing, farming, mining, jua kali, transport and communication, warehousing
5. Exchange of ideas and information, international relations and local cohesion
6. Agricultural produce, textiles, tourist attractions, soils, minerals, forests

Creative corner
(Open) Accept correct points

g) Industries

i) Meaning of industry
1. An industry is a place where raw materials are changed into finished products or goods
2. Industrialisation
3. Manufacturing industries, processing industries, assembly industries, service industries
4. Assembling
5. Factory
6. Manufacturing

ii) Types of industries
1. Processing, manufacturing, service
2. Manufacturing
3. 

<table>
<thead>
<tr>
<th>Industry</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cement</td>
<td>Athi River, Bamburi</td>
</tr>
<tr>
<td>Petroleum refinery</td>
<td>Mombasa</td>
</tr>
<tr>
<td>Iron and steel rolling</td>
<td>Nairobi, Ruiru, Kikuyu, Mombasa</td>
</tr>
<tr>
<td>Textile</td>
<td>Eldoret, Mombasa, Nairobi, Kisumu</td>
</tr>
<tr>
<td>Paper production</td>
<td>Webuye</td>
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</table>

4. Processing
5.

<table>
<thead>
<tr>
<th>Industry</th>
<th>Location</th>
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<tbody>
<tr>
<td>Tea</td>
<td>Kericho, Nyamira, Nyeri, Sotik, Kakamega</td>
</tr>
</tbody>
</table>
Meat | Athi River
---|---
Sugarcane | Bungoma, Muhoroni, Mumias, Chemelil
Milk | Limuru, Nakuru, Kiambu, Naivasha, Nairobi
Tobacco | Thika, Nairobi
Hides and skins | Nairobi, Thika, Limuru

6. Service
7. (Open) Banks, security firms, telephone companies, motor vehicle and electronic repair, insurance firms, hotels, transport companies, health facilities
8. B
9. C
10. a) Manufacturing b) Processing c) Manufacturing d) Assembly
11. a) Cloth b) Insecticides c) Juice
12. A

Creative corner
(Open) Mark correct answers

h) Transport and communication

i) Modern forms of transport
1. Transport is the movement of people and goods from one place to another
2. (Open) Tourism, food processing, oil refining, and car assembly
3. Land, water and air
4. Road, railway line and pipeline
5. Seas, oceans and lakes

Road transport
1. Road transport
2. All-weather roads
3. Tarmac
4. Small stones, murram
5. Mombasa, Lagos (Nigeria)
6. Cairo (Egypt), Cape Town (South Africa)
7. Murram roads
8. Dry-weather roads

Water transport
1. Inland water transport, sea water transport
2. Inland
3. (Open) Kendu Bay, Homa Bay, Kisumu, Muhuru Bay, Asembo, Usenge
4. Kisumu
5. Sea water transport
6. Mombasa
7. Malindi, Kiunga, Lamu, Kilifi, Shimoni
8. Kilindini
9. (Open)

Advantages – It is cheap, used to transport large bulky goods
Disadvantages – It is slow, can cause water pollution by oil spillage, can only be used in areas with large water bodies

Air transport
1. a) Jomo Kenyatta International Airport – Nairobi
   b) Eldoret International Airport – Eldoret
   c) Moi International Airport – Mombasa
2. Kisumu, Busia, Nairobi, Kitale
3. Wilson airport
4. People, perishable horticultural products, valuable goods
5. It is fast
6. It is very expensive

**Railway transport**
1. 1896, 1901
2. Mombasa, Kisumu
4. Accept all reasonable answers
5. A – Mombasa 6. Soda ash
9. 1896 10. 1901

**Creative corner**
Accept map with correct road network showing the towns and the main airports in the country. Refer to Moran Primary School Atlas for Social Studies and the main class textbook.

**ii) Causes of road accidents**
1. (Open) Careless driving, poorly maintained roads, over-speeding, unroadworthy vehicles, driving while drunk, failing to obey traffic rules and road signs.
2. Drunkards are not able to make good judgement when driving, they cannot estimate distances properly and many fall asleep while driving leading to accidents.

**iii) Ways of preventing road accidents**
1. Road safety is the careful use of roads while observing all the road rules and regulations.
2. Pedestrians, motorists, cyclists, passengers
3. Traffic
4. a) No U-turn b) No Entry
c) No overtaking d) No Right turn
e) Speed limit 50 km
5. Traffic
6. Road signs are symbols placed along the road to inform, warn or instruct motorists and other road users on how to safely use the road.
7. A zebra crossing 8. Traffic lights
9. Seat belts, speed governors
10. (Accept correct answers) Government should improve the state of roads, people who commit traffic offences should be given stiffer sentences, vehicles should be regularly inspected, government to give public education on road safety, all vehicles should be fitted with speed governors

**iv) Modern forms of communication**
1. Communication is the passing of messages from one place to another or from one person to another
2. The radio
3. (Open) Letters, the internet, telephones, radios, TVs, faxes, newspapers, magazines
4. Postal 5. Courier
6. Fixed telephone lines, wireless
7. Fax
8. A telegram is a short letter that is sent through the post office using a telephone.
9. Educate, inform, and entertain
10. Inform, entertain, educate
11. (Open) FM radio stations – Easy, Metro, Kiss 100, KBC, Capital, Kameme, Ramogi, Inooro, Mulembe, Kass, Classic, Milele e.t.c.
TV stations – NTV, KTN, KBC, Citizen, K24, Family, STV, Metro, GBS, E-Africa
12. Store, process, and send
13. Electronic mail/E-mail
14. A newspaper is produced daily and mainly contains news.
   A magazine is produced weekly / monthly / quarterly / bi-annually and mainly contains features on social issues.
16. (Open) Drum, Adam, True Love, Eve, Salon Business Solutions
21. A

Creative corner
(Open) Accept any correct answer
1. Problems experienced in transport and communication
   • Lack of enough money to construct and maintain good transport and communication infrastructure
   • Accidents caused mainly by drivers who over-speed, are careless and do not observe traffic rules and signs
   • Some traffic police are corrupt as they receive bribes from drivers driving unroadworthy vehicles
   • Theft of telephone cables and fuel from telephone transmitters

   • Overloading of passengers and goods in public service vehicles
   • Some drivers drive while drunk hence causing road accidents
2. Possible ways of solving the problems above
   • Arresting and punishing people who steal telephone cables and fuel from transmitters.
   • Enforcing traffic rules and punishing and fining drivers who do not observe traffic rules
   • Construction of bumps on roads so as to control over-speeding
   • All vehicles should be inspected regularly and unroadworthy vehicles removed from the roads

i) Urbanisation

i) Meaning of urbanisation
1. Urbanisation  2. Urban centre

ii) Major towns in Kenya

Nairobi
1. Camp  2. (Open) Good supply of fresh water, it is halfway between Mombasa and Kisumu, pleasant climate and it was a rich agricultural area

Mombasa
1. Arabs, 13th century  2. Second
3. 2002  4. Tourism

Kisumu
1. Victoria  2. Third
3. Kano  4. Lake/inland
5. 1901
### Eldoret
1. Agricultural produce, being an agricultural collecting centre
2. Kenya-Uganda
3. Airport
4. (Open) Export of agricultural produce to other countries, used for importation of inputs, enhances tourism, improves transport in the area, creation of employment opportunities

### Thika
1. Industrial
2. 40 km
3. Chania, Fourteen

### Nakuru
1. Fourth
2. Nakuru

#### iii) Location of major towns

<table>
<thead>
<tr>
<th>B</th>
<th>L</th>
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</thead>
<tbody>
<tr>
<td>Kisumu</td>
<td>Kakamega</td>
</tr>
<tr>
<td>Q</td>
<td>T</td>
</tr>
<tr>
<td>Kisii</td>
<td>Voi</td>
</tr>
<tr>
<td>V</td>
<td>W</td>
</tr>
<tr>
<td>Eldoret</td>
<td>Marsabit</td>
</tr>
<tr>
<td>X</td>
<td>Y</td>
</tr>
<tr>
<td>Mombasa</td>
<td>Thika</td>
</tr>
<tr>
<td>Z</td>
<td>N</td>
</tr>
<tr>
<td>Nairobi</td>
<td></td>
</tr>
</tbody>
</table>

#### iv) Factors favouring the growth of major towns

1. (Open) Migration, presence of natural resources like minerals, industries, trading activities, agricultural collection points, tourism, good transport and communication systems

#### v) Functions of major towns in Kenya

a) **Nairobi**
   It is the capital city of Kenya, it is a main industrial town, many international organisations like UNEP, UNICEF and ILRI have their offices based in Nairobi, it is a communication centre, it is a medical centre it is a centre for education with many schools, colleges and universities. It is an administrative centre and the county headquarters for Nairobi County.

b) **Mombasa**
   (Open) It is a centre for trade and commerce, an educational centre, an industrial and mining town, an important cultural centre, has the largest port in East Africa. It is a transport and communications centre and it is an administrative centre and the county headquarters for Mombasa County.

c) **Kisumu**
   It is an important fishing town, an industrial centre, a commercial centre, a transport and communication centre, an education centre and a religious centre. It is an administrative centre and the county headquarters for Kisumu County.

d) **Eldoret**
   It is an important transport and communication centre, an industrial town, has an inland container depot for temporary storage of goods before transporting them, is an educational centre. It is an administrative centre and the county headquarters for Uasin Gishu County.

e) **Thika**
   It is an industrial town, a tourist attraction and an educational centre. It is an administrative centre and the
county headquarters for Kiambu County.
f) Nakuru
It is an agricultural centre, an educational centre, transport and communication centre, entertainment centre and industrial centre. It is an administrative centre and the county headquarters for Nakuru County.
2. B 3. A
4. a) Nairobi - It is the capital city of Kenya
b) Kisumu - It is a port city
c) Mombasa - It has the largest sea port in East Africa
d) Thika - It is a main industrial town

Know more
1. Resources
2. Natural, man-made
3. Natural resources - (Open) land, water bodies, minerals, forests, wild animals
Man-made resources - (Open) dams, buildings, roads railways
4. Human labour/expertise
5. Renewable, non-renewable
6. a) Activities done by man to earn a living
   b) (Open) Farming, mining, tourism, treating the sick, teaching
7. Mining 8. Renewable
9. Non-renewable

Creative corner
(Open) Accept correct ways of solving problems in urban centres

UNIT 5: POLITICAL DEVELOPMENT AND SYSTEMS
a) Contributions of prominent leaders in Kenya
Masaku
1. Kamba 2. Kivoi
3. Machakos
4. He was a medicine man, a prophet
5. Machakos
6. The Europeans and the construction of the railway line.
7. 1904
Koitalel Arap Samoei
1. Nandi 2. Orkoiyot
3. He was a medicine man, a prophet, a military leader, he appointed a council of elders.
4. Kimnyole
5. 1896, 1906
6. ‘Kipkoror’/the leader of the British tricked him to attend a peace meeting where Samoei was shot.

Mekatilili wa Menza
1. Giriama
2. Her resistance against colonial rule
5. 1913  6. Solomon Kadzitza

b) Traditional forms of Government

The Abawanga

1. C
2. (Open) Council of elders, central system (kingdoms, chiefdoms)
3. (Open)
   • Settling disputes among members of the community
   • Defending the community
   • Advising the people
   • Administering spiritual issues
4. Luyia  5. Mumias
6. Nabongo  7. 1544 – 1652
8. Nabongo Mumia
9. Wanga Mukulu of Kwetu
10. General Hobley  11. 1949
12. D  13. A

The Ameru

1. D  2. Mugambi
5. Njuri Ncheke
6. Cases of murder, land disputes, marriage disputes, witchcraft, theft
7. Various clans  8. Nkomango
9. B  10. A
11. A

c) Establishment of colonial rule in Kenya

1. 1888
2. Imperial British East African Company (IBEAC)
3. 1895  4. 1907
5. Sir James Hayes Sadler
6. a) British colony
   b) Major General Sir Edward Northey

d) African response to colonial rule

i) Resistance

The Nandi

1. Ababukusu, the Nandi
2. Koitalel Arap Samoei, Mekatilili wa Menza
3. Regiments  4. Samoei
5. They did not want the railway line to pass through their land and also to be ruled by the Europeans as foretold by Kimnyole.
6. 1896 – 1907
7. Surprise attacks on the British / hit and run tactics, spiritual guidance by Samoei, leadership by age-groups/ Kimnyige
8. The British tricked Samoei to go for a peace meeting with the British Commander and shot him
9. 1907  10. B

The Ababukusu

1. Mukite wa Nameme
2. Bayoti / Elamuli / Egututi
3. 1895  4. Chetambe
5. Battle of Chetambe
6. (Open) The Sudanese soldiers, Waganda soldiers, volunteer soldiers from Nabongo Mumia kingdom
7. 1906

ii) Collaboration

Nabongo Mumia

1. Collaborated
2. Nabongo Mumia and Waiyaki wa Hinga
3. 1850  4. Nabongo Shiundu
5. (Open)
   • To get protection from attacks by his enemies
   • To be protected from Nabongo Sakwa of Wanga Mukulu
   • To control the caravan trade
   • To be made a Paramount Chief
6. The British gave him soldiers to fight his enemies and neighbouring communities
7. A Paramount Chief
8. 1949

**Waiyaki wa Hinga**
1. Agikuyu, Dagoretti
2. Fredrick Lugard
3. (Open)
   • Lugard to establish a fort at Dagoretti for European settlement
   • The Europeans be friendly to the Agikuyu
   • The Agikuyu to supply food to the fort
4. His warriors
5. Mombasa but died at Kibwezi on his way there.
6. Dagoretti

**Know more**
1. A political system is an organised way of leadership within a community.
2. British
3. 1895
4. Keneth Matiba
5. Professor George Saitoti

**EVALUATION PAPER 5**
25. A

**UNIT 6: CITIZENSHIP**

**a) Ways of becoming a Kenyan citizen**
1. It is the state of belonging to a country
2. By birth, registration
3. Foreigners
4. Birth
5. Registration
6. Registration
7. (7) Seven
8. Marriage, dissolution of marriage
9. Registrar of persons
10. It is a citizen who has citizenship of two countries at the same time.
11. a) False  b) True  c) True  d) False

**b) Responsibilities of a Kenyan citizen**
1. Responsibilities
2. (Open) Voting, paying taxes, cleaning and taking care of the environment, taking part in community projects, obeying the law, defending our country

**c) Importance of good citizenship**
1. (Open)
   • It promotes peace and unity in the country
   • It ensures that all citizens are treated fairly
   • It promotes patriotism
   • It promotes harmony in the country
2. It facilitates easy governance, it makes it easy for the government to start and finish development projects successfully
3. Taxes
4. Patriotism is the love for one’s country and the willingness and readiness to defend it.
5. (Open) Sports and athletics, respecting public holidays, joining other Kenyans in celebrating the national events

Creative corner

(Open) Award marks for correct answers

Know more
1. Citizenship means belonging to one’s country. It also means being a member of your own country.
2. By birth, by registration
3. (Open) Right to life, right to education, right to medical care, right to good and healthy food, right to play
5. The Constitution of Kenya

EVALUATION PAPER 6

UNIT 7: DEMOCRACY AND HUMAN RIGHTS

a) Types of democracy

Direct and representative democracy
1. Direct and indirect/representative democracies
2. Representative/indirect
3. D
4. Representative/indirect
5. Representative/indirect
6. (Open) the sick, children, the disabled and handicapped, the old, street families, orphans
7. (Open) in schools, social organisations, companies, social meetings

b) Forms of child abuse
1. Child abuse is treating a child in a way that is not right, way that can harm or affect a child’s safety.

Know more
1. Democracy is the rule of the people, by the people and for the people in a country.
2. (Open) Transparency in governance, fair treatment of all citizens, equal distribution of resources
3. (Open) Oppression of the poor by the rich, tribalism, corruption, unequal distribution of resources, when some people are treated unfairly, greed
4. Dictatorship is a form of government where those in power or authority make decisions for the people and force the people to obey them.
5. (Open) It may lead to clashes and wars, it leads to the mistreatment of some members in the community, the people do not like their leaders and do not support government projects
6. Idi Amin Dada
7. (Open)
   • When a person is given excess/absolute power
   • When leadership is not transparent to the people
   • When the leaders are seen to be above the law
8. Human Rights are things that a citizen of a country should be allowed to enjoy in order to live a normal life.
9. A dictatorship government
10. (Open) Right to life, medical care, fair trial, education, own property, be listened to, food and shelter, vote, security

**UNIT 8: LAW, PEACE AND CONFLICT RESOLUTION**

**a) Causes of lawlessness**

**b) Effects of lawlessness**
1. a) Property
   b) Buildings, vehicles, businesses like supermarkets and petrol stations
2. Life
3. (Open) Death of parents so the children become orphans, child abuse and mistreatment, children are not able to go to school
4. Tourism
5. Loss of life, destruction and loss of property, fear, displacement and increased poverty levels.
6. Accept any relevant answers

**Creative corner**

a) Negotiation – A negotiator helps the people in conflict to talk about their problem and come to an agreement.
b) Litigation – Conflicting groups resolve their disagreements in a court of law with the help of a judge.
c) Dialogue – Disagreeing groups discuss and resolve their differences on their own.
d) Mediation – A mediator, who is neutral to the conflicting parties, helps the conflicting groups to resolve their differences.
e) Arbitration – It is a legal way of resolving cases outside the court where an arbitrator comes up with a solution

**EVALUATION PAPER 7**

21. D
to the problem and the two conflicting parties agree to it.

Know more
1. Laws
2. Reconciliation is the process where two or more conflicting people or groups come together to resolve their differences and live peacefully
3. Reconcile
4. A mediator is a neutral person who assists conflicting groups to resolve their differences by overseeing the process of conflict resolution through mediation.
   A negotiator is a person who gets to understand the existing differences between conflicting parties and holds dialogue with them to bargain for a common agreement between the parties.
5. A court of law makes the final judgement to resolve the conflict.
6. The police, administrative leaders like County Commissioners and chiefs

EVALUATION PAPER 8

UNIT 9: THE GOVERNMENT OF KENYA
a) Arms of Government
1. The Executive, the Judiciary, the Legislature
2. Judiciary
3. Justin Muturi
4. Members of Parliament
5. (Open) It makes and amends laws, it controls government finances, and it acts as a link between the government and the people.
6. Judiciary

b) Composition of the Arms of Government
1. Executive
2. A constituency
3. The Speaker
4. Chairing debates in the National Assembly and in the Senate
5. Supreme court, Court of Appeal, High court, Magistrate’s court and Kadhi’s courts, court martial and local tribunal
6. Kadhi’s courts and the court martial
10. C  11. D
12. National Assembly, the Senate
13. 47
14. The President, Deputy President, cabinet Secretaries and the Attorney General
15. Cabinet Secretary
16. Dr. Willy Mutunga

c) Composition of the Independent Electoral and Boundaries Commission (IEBC)
1. D
2. B
3. Issack Ahmed Hassan
4. D
5. C
6. The chairman, and the eight commissioners

Creative corner
Mark correct structure
Know more
1. Legislature, Executive, Judiciary
2. Professor Yash Pal Ghai
3. Bomas Draft
4. Jomo Kenyatta
5. 2011
6. County
7. Cabinet Secretary
8. Governor
9. County Police Boss
10. Taxes paid by its citizens

EVALUATION PAPER 9

KCPE MODEL EXAMINATION PAPERS

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41. B  42. B  43. C  44. C

KCPE PAPER 9

41. A  42. C  43. A  44. C
45. A  46. D  47. A  48. A

57. B  58. A  59. C  60. D

KCPE PAPER 10

41. D  42. C  43. A  44. D
57. A  58. D  59. C  60. D
UNIT 1: GROWING UP IN CHRIST

a) We are wonderfully made
1. God
2. God the Father, Son and Holy Spirit
3. Image or likeness
4. A
5. C
6. Last
7. A
8. True

b) Gender roles
1. Hunting, building, fencing, cultivating land
2. Jesus Christ
3. Fetching water, collecting firewood, taking care of babies, cooking, cleaning the house
4. True
5. False
6. False
7. Service
8. C

c) Growing to maturity
1. Being able to take up roles and responsibilities and being able to make responsible decisions
2. B
3. D
4. B
5. young
6. D
7. True

---

d) Boy/girl relationship
1. Ceremonies such as marriage, birth, initiation and during village dances
2. Avoid sexual immorality, being obedient, exercising self-control, respecting oneself and others.
3. Holy Spirit
4. True
5. D
6. True

e) Effects of irresponsible boy/girl relationship
1. Unwanted pregnancies, forced marriages, punishment such as payment of heavy fines by the boy or man involved, loss of respect
2. Sexually Transmitted Infections like HIV and AIDS, dropping out of school
3. Syphilis, Gonorrhoea, Chlamydia, Herpes, HIV and AIDS
4. C
5. B
6. D
7. True

f) Living what we believe
1. Preaching to others, reading the Bible, obeying God’s commandments, loving others, forgiving one another
2. One who suffers or dies for his or her faith
3. C
4. A
5. D
6. True
UNIT 2: THE TEN COMMANDMENTS

a) Commandments for the relationship between God and man

i) Worship no God but Me
1. Power and wealth of all the kingdoms of the world
2. Worship the Lord your God and serve only Him
3. A
4. Praying only to Him, reading the Bible, going to church, helping the needy
5. B
6. A
7. Slaves
8. True

ii) Do not make any images
1. An idol
2. They wanted a god they could see to lead them
3. B
4. rivals
5. punishment
6. True

iii) Do not use my name for evil purposes
1. C
2. C
3. Third
4. keep
5. A

iv) Observe the Sabbath and keep it holy
1. Six
2. Seventh
3. Fourth
4. Saturday-Seventh Day Adventist Church; Sunday-Protestant Churches/Catholic church
5. Praying, reading the Bible, going to church, singing, tithing
6. C
7. B

b) Commandments for the relationships between people

v) Respect your father and mother
1. You may live a long life
2. Promise
3. God and people
4. Fifth
5. Helping them with work, taking care of them, being fully obedient.

vi) Do not commit murder
1. Sixth
2. God
3. B
4. A
5. D
6. A

vii) Do not commit adultery
1. Involving oneself in sex outside marriage (when one is married)
2. Seventh
3. B
4. True

viii) Do not steal
1. Eighth
2. Taking something that belongs to someone else without his or her knowledge or permission.
3. D
4. stealing
5. C
6. C
ix) Do not accuse anyone falsely
1. Telling a lie about someone
2. Ninth
3. False information that somebody tells about someone else
4. True
5. D

x) Do not covet other people’s property
1. Tenth
2. Having an evil desire of what the other person has and wishing that you can have it.
3. D
4. C
5. B

b) New life
1. Living a righteous life and obeying God’s commandments
2. Being born again by accepting Jesus as Lord and Saviour
3. The Samaritan Woman, Zacchaeus, Levi also known as Matthew
4. Friends
5. B

c) New life experienced by John the disciple of Christ
1. Seven
2. 12
3. He was an official of the local synagogue
4. 12 years
5. Simon Peter, James, John, Andrew, Philip, Bartholomew, Matthew, Thomas, James son of Alpheus, Thaddaeus, Simon the Patriot and Judas Iscariot. Judas Iscariot was replaced by Matthias
6. Teaching in the synagogue, preaching the Good News and healing the sick.
7. To drive out evil spirits, preach God’s word and heal the sick.
8. A
9. Herod
10. A

d) Covenant in relation to:

i) Moses
1. A
2. B
3. A
4. A
5. A

7. Egypt

ii) Jeremiah

1. Punish
2. In the new covenant, God would put or write the law within the hearts of His people.
3. B
4. D

iii) Jesus Christ

1. A.
2. To love one another, just as he loved them
3. Body
4. Blood
5. D
6. True

e) How Jesus Christ gives new life

1. Jesus died on the cross that we could get salvation and forgiveness of sins
2. At Cana in Galilee
3. Blood
4. true
5. A

f) How a Christian lives the new life

1. By living according to God’s word and doing God’s will and also obeying God’s commandments
2. Smoke, drink alcohol, commit adultery, kill, abuse drugs
3. loving
4. C
5. True

UNIT 4: EXPRESSING OUR FAITH

1.

a) The Apostles’ Creed

i) Father
ii) Our Lord
iii) Virgin Mary
iv) Pontius Pilate
v) Died
vi) Hell
vii) Third
viii) Ascended
ix) Living
x) Catholic

2. a) Belief in Jesus Christ, our Lord and saviour.
   b) Belief in the resurrection and external life.

3. A
4. B
5. D
6. Mary
7. True
8. eternal life
9. B
10. D
11. C
12. True
13. False

g) Challenges of living a new life

1. Temptations, persecutions, diseases
2. Simon Iscariot
3. serve
4. Foxes, nests, son, lie, rest
5. C
UNIT 5: LIVING AS A WITNESS TO THE FAITH

a) Meaning of Christian witness
   1. Preaching the word of God
   2. John the Baptist
   3. B
   4. Dove
   5. C

b) When people pretend
   1. B
   2. C
   3. D
   4. A
   5. True
   6. False
   7. A

c) Judging a true witness
   1. Jealousy, fighting, lying, using insulting or abusive language, stealing
   2. C
   3. D
   4. True
   5. B
   6. D
   7. True

d) Knowing when people pretend
   1. Judas Iscariot
   2. A kiss
   3. B
   4. A

e) True happiness
   1. Comfort them
   2. Receive what God has promised
   3. B
   4. C

f) Loving your enemies
   1. Pray
   2. By forgiving them, praying for them and sharing our things with them.
   3. C
   4. True
   5. False

g) Not condemning others
   1. D
   2. B
   3. B
   4. B
   5. B

h) Bearing true witness
   1. A
   2. happy
   3. Helping the poor, visiting the sick, feeding the hungry, helping the aged, running errands for others when they are unable to
   4. B
   5. A
   6. faith
   7. True
   8. rock
   9. foolish

UNIT 6: THE ROLE OF THE HOLY SPIRIT

a) The gifts of the Holy Spirit
   1. Serve
   2. Wisdom, knowledge, faith, healing, preaching, performing miracles, discernment (telling the difference between gifts that come from the Holy Spirit and those that do not), speaking in tongues and interpretation of tongues
   3. D
   4. A
   5. D
   6. C
   7. B
b) The fruit of the Holy Spirit
1. Love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control
2. The fruits of the Holy Spirit help in controlling our lives through positive actions while the gifts of the Holy Spirit are the special abilities that enable us to perform particular services.
3. D 4. Kind
5. B

c) The role of the Holy Spirit in the life of a Christian
1. He directs or guides us into doing good actions to serve God and others. He also reveals the truth about God to us.
2. Truth 3. Helper
4. C 5. B
6. B 7. True

UNIT 7: COPING WITH CONFLICT

a) Vices that cause conflict
1. Disagreements or differences or arguments between two or more people.
2. Jealousy, envy, gossiping, anger, stealing, lack of respect for others
5. C 6. True
7. D 8. D
9. True

b) Coping with conflict
i) Overcoming anger
1. God 2. Sin
3. True 4. B
5. Peace

ii) Overcoming envy
1. Esau 2. Jacob
3. D 4. D

iii) Overcoming dislike
1. Deceiving/cheating/tricking/stealing his blessings
2. If you become angry, do not let your anger lead you into sin and do not let the sun go down before you forgive the person who wronged you.
3. C 4. True

iv) Overcoming fear
1. Fear of failing examination, fear of losing items, fear of punishment, fear of getting sick, etc
2. Praying for courage, reading the Bible, seeking guidance from others
3. God 4. A

v) Obeying authority
1. B
2. They were chased out of the Garden of Eden, they were punished, they were cursed, death, painful birth
3. God 4. cunning
5. B 6. True

vi) Seeing the good in others
1. Judge 2. Condemn
3. Forgive 4. Give
c) Jesus Christ loves us
1. A 2. B
3. Receive 4. Find
5. Be opened unto you

UNIT 8: GOOD RELATIONSHIPS

a) Developing good relationships with others
1. B
2. By being truthful and avoiding gossip
3. Violence, love for money, selfishness, dishonesty, cheating, stealing, mercilessness, etc
4. Trusted 5. C
6. B

b) Good relationships in traditional African communities
1. Through marriage, initiation ceremonies, entertainment such as beer parties, hunting and working together
2. Attacks from other tribes, witchcraft, land disputes, cattle rustling and raids
3. True 4. C

UNIT 9: JESUS, THE LIGHT OF THE WORLD

a) The wise men find Jesus
1. B 2. D
3. They followed a star which stopped over the place where Jesus was born
4. Gold, frankincense and myrrh
5. Generosity, kindness
6. B 7. manger
8. True
b) Christian deeds that bring light to the world
1. Feeding the hungry, visiting the sick, clothing orphans, helping widows and widowers
2. Immorality, fighting, jealousy, gossiping
3. C  4. B
5. True  6. B

c) How Christ attracts people to Himself
1. Five loaves of bread and two fish
2. 5000
3. 12
4. Andrew
5. A little boy/a young boy

d) How Christians attract others to Jesus Christ
1. By setting a good example or being role models, preaching the word of God, praying for others, helping the poor and needy.
2. Preaching to them, being a role model
3. A  4. True
5. B  6. false
7. A

e) How Jesus can help us to see the truth
1. The birds came and ate them up
2. They sprouted but the plants from the seeds did not grow to maturity because the soil was not deep and the roots had not grown deep enough
3. They grew up and got choked,
they did not produce any corn
4. The plants grew and produced corn with many grains
5. God
6. Those who hear the word of God but then Satan takes it away from them
7. Those who hear the word of God, they gladly receive it but it does not sink deep in them and it does not last long. When trouble comes they give up.
8. Those who hear the word of God but the worries of this life, love for riches and other desires crowd in and choke the message. They do not bear fruit.
9. Those who hear the word of God, accept it and bear fruit

f) How Jesus Christ brings life
1. Jesus Christ
2. B
3. way, truth, life, father
4. eternal
5. A

g) How Jesus Christ helps us to overcome fear
1. An angel of the Lord
2. B  3. good news
4. A  5. D

h) The story of Paul and Silas
1. C  2. B
3. B  4. D
5. B  6. false
7. A
MODEL TEST PAPERS

PAPER 1
1. D  2. B  3. C

PAPER 2
1. D  2. B  3. B

PAPER 3
1. A  2. B  3. C

PAPER 4
4. D  5. A  6. A

PAPER 5
1. D  2. C  3. A
4. A  5. C  6. A
25. D 26. C 27. A

PAPER 6
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