

# Breakthrough Workbook

# Answers

This book provides answers for:

**Breakthrough Workbook English 7**

**Breakthrough Workbook Maths 7**

**Breakthrough Workbook Kiswahili 7**

**Breakthrough Workbook Science 7**

**Breakthrough Workbook Social Studies 7**

**Breakthrough Workbook CRE 7**



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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. Even if parents are not subject specialists, they 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 exercises challenging, 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 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 make noise.

### **The Answer Books**

This answer book contains answers for the Breakthrough Workbook:

- English Class 7
- Maths Class 7
- Kiswahili Class 7
- Science Class 7
- Social Studies Class 7
- CRE Class 7

# Breakthrough Workbook English 7

## Unit 1: Deserts

### A. Reading

#### B. Let's recall the passage

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

### C. Vocabulary

#### Answers to the crossword puzzle

##### Across

1. Cattle  
2. Nomad  
3. Hoof  
4. Cactus  
5. Arid  
6. Resistant  
7. Irrigation  
8. Oasis

##### Down

1. Climate  
3. Herd  
4. Caravan  
9. Dry  
10. Desert  
11. Adapt

### D. Language patterns

#### I. Verbs which take two prepositions

1. made away with  
2. looked down upon  
3. get by with  
4. looked forward to  
5. look up to  
6. gets along with  
7. carry on with  
8. go back on  
9. made away with  
10. go on with

#### II. Order of adjectives

1. large ochre-red manyattas

2. nice, long, Kenyan swords  
3. beautiful, big, local, sisal  
4. hollow, black, homemade gourds  
5. long caravans  
6. torn, small, blue, Kenyan  
7. old, green, woollen  
8. old, black, metallic  
9. thin, old, black  
10. beautiful, black, Mercedes

### E. Grammar

#### I. Change of *-i* to *-a* into the past tense and *-u* into the past participle tense.

- |           |           |
|-----------|-----------|
| 1. swum   | 6. sung   |
| 2. sang   | 7. drinks |
| 3. sprang | 8. rang   |
| 4. stank  | 9. sank   |
| 5. drunk  | 10. sung  |

#### II. Phrasal verbs

- |              |               |
|--------------|---------------|
| 1. look into | 2. took off   |
| 3. goes on   | 4. took after |
| 5. give out  |               |

### F. Let's write

The learners should complete the story in their own words. Teacher to first discuss orally a journey to an arid area.

## Unit 2: Games

### A. Reading

#### B. Let's recall the passage

1. B      2. C      3. A  
4. C

5. The goalkeeper was jogging at the goal posts.
6. Fans are people who support a certain team e.g. football fans
7. C    8. C    9. B    10. D

### C. Vocabulary

#### Matching words in column A with their meanings in column B

Pitch - ground area marked out for a game.

Penalty - punishment for breaking a game rule.

Linesman - an official who helps the referee at certain times.

Lane - marked strip of track.

Pass - kicking the ball to a player of one's own side.

Free kick - kick taken without interference as a penalty against the opposing team.

Tournament - contest of skills among several competitors.

Club - heavy stick used as a weapon.

Dribble - move forward with a ball kicking or bouncing it.

Referee - a person who ensures that the rules of the game are followed.

Kick off - commencing of a match.

Coach - a person who trains a team.

### D. Language patterns

*I. Use of expansion of nominal group by addition of complement/infinitive.*

**Possible sentences from the table include:**

1. The linesman in a blue T-shirt was unfair to our team.

2. The team at the far end was punished by the coach.
3. The boy who held a club was punished by the coach.
4. The official who had a cap was the best we have ever got.
5. The boys who marked the pitch were complaining.
6. The trophy which we were given was the best we had ever got.
7. The referee in a striped T-shirt was very strict in his judgment.
8. The lady in a yellow track-suit is very friendly.
9. The shooter in spectacles behaves rudely always.
10. The player near the goalkeeper is my neighbour.

Accept any other correct sentences.

*II. Contrast of very with positive association and too with negative association.*

**Possible sentences from the table include:**

1. The ground was too wet for them to play on.
2. The ball was very old but we won the game.
3. Our football coach is very rude but he taught us good skills.
4. The competition was very stiff but we won the game.
5. The trophy looked too good for us to win.
6. It was too late for the results to be announced.
7. The field was too slippery for the ball game to take place.



7. One of the thugs kept his head bowed because he was embarrassed about his crime.

8. A            9. a cell/prison

10. B

### C. Vocabulary

Cells – small rooms for suspects.

Arrest – apprehend.

Custody – imprisonment while awaiting trial.

Criminal – one who has committed a crime.

Fraud – deceiving others illegally for one's own interest.

Embezzle – misuse of public funds to benefit only oneself.

Felony – a serious crime.

Hotline – a direct communication line.

Petty – something minor.

Thugs – robbers/thieves.

Gang – an armed group of thieves/robbers.

Bribe – something given to a person to influence him to do something dishonest for the giver.

Transparency – openness.

Suspect – to believe someone has done something bad.

Corruption – dishonest behaviour of people in power accepting bribes.

Investigate - to examine.

### D. Language patterns

#### I. Use of phrasal verbs that take an object

1. look after
2. took to
3. takes after/ looks after
4. went after
5. gave out
6. gave in
7. took off
8. gave in
9. broke into
10. look after

#### II. Question tags with present perfect tense and perfect tense

#### Filling blanks with suitable question tags

1. They had reported to the police, hadn't they?
2. He has been arrested, hasn't he?
3. It had been a narrow escape, hadn't it?
4. They have already investigated the matter, haven't they?
5. He had not taken the oath, had he?
6. James has admitted having committed the crime, hasn't he?
7. They had lied to the inspector, hadn't they?
8. She has accepted her mistakes, hasn't she?
9. He had not known the outcome, had he?
10. He has gone without permission, hasn't he?

**III. Present participle + complement**  
**Possible sentences from the table**

1. The commanding officer doesn't like dealing with theft cases.
2. I don't like fast-moving vehicles.
3. The police officer likes telling the truth.
4. We don't like singing loudly.
5. The criminal doesn't like lining up for identification.
6. The traffic police don't like forgiving criminals.
7. He likes giving the correct details.
8. The thugs don't like telling the truth.
9. They don't like interrogating the suspects.

Accept any other correctly constructed sentences.

**E. Grammar**

**I. Adverbs of manner, time and place**

**(a) Adverbs of manner**

1. carefully
2. quickly
3. politely
4. loudly
5. clearly

**(b) Adverbs of time**

**Underline adverbs of time**

1. The children found their mother was already home.
2. Yesterday, my grandmother was robbed of her handbag at the bus stop.
3. Last week our school participated in the drama festivals.
4. Most of the pupils had been to the Game Park before.

5. They came in and soon dinner was served.

**(c) Adverbs of Place**

1. My father has gone out.
2. The teacher took his pupils to the market.
3. 'Go there and bring that book,' Jane told John.
4. The children ran everywhere during the school's sports day.
5. They went to the supermarket to buy some groceries last night.

**Adverbs of manner, time or place**

1. quickly - adverb of manner
2. there - adverb of place
3. tomorrow - adverb of time
4. hard - adverb of manner
5. now - adverb of time
6. everywhere - adverb of place
7. anywhere - adverb of place
8. soon - adverb of time
9. so fast - adverb of manner
10. here - adverb of place

**II. Direct speech**

1. "You will be punished severely," the police officer told them.
2. "It is a serious felony," the corporal said.
3. The chief inspector said, "The thieves have made away with goods worth thousands of shillings."
4. The officer on duty asked, "Why will the criminals not be penalised?"
5. The sergeant said, "Drug traffickers should face the law."
6. The gang of thugs said, "We are not guilty of any crime."

7. "The victim has committed a very serious crime," the judge said.
8. "Such crimes are on the increase," the officer on duty said.
9. "I am sorry for what I have done," the criminal said.
10. "Corruption has become common," the corporal said.

## F. Let's write

### An official letter

The learners should write an official letter. The format should be correct. They should demonstrate correct use of language; be creative and stick to the subject of the letter.

Teachers to remind learners of the format

## Unit 4: Festivals

### A. Reading

#### B. Let's recall the passage

1. The narrator's school had rehearsed severally.
2. A
3. The narrator's school looked excited because they were confident that their drama team would win.
4. C
5. A
6. C
7. laugh
8. D
9. The master of ceremonies congratulated the participants for their hard work and participation.
10. female

## C. Vocabulary

### Words to complete the conversation

festival, audience, hall, recite, competitors, rehearsals, actor, character, schedule, celebrate

## D. Language patterns

### I. Nominal group by the addition of complements or infinitive

#### Possible answers

1. The boy who recited the poem was our best actor.
2. The troupe of dancers, who had the best presentation were given a trophy.
3. The official in a baggy T-shirt was the funniest of them all.
4. The man in a blue suit clapped his hands before we left the stage.
5. The player in a white cap attracted nearly everyone's attention.
6. The boys in navy-blue shorts belong to our team.
7. The guest in a yellow T-shirt gave a very informative speech.
8. The school that presented the best play was given a beautiful trophy.
9. The girl who was shy at first finally gained confidence and emerged the best.
10. The hall in which we were to meet had to be renovated.

Accept any correct sentence.

### II. The present perfect tense with future reference after until and when

- |          |          |          |
|----------|----------|----------|
| 1. until | 2. when  | 3. until |
| 4. until | 5. until | 6. until |

7. until      8. when      9. when  
10. when

**III. 'Hope' followed by sentences with possible conditions**

**Possible answers**

1. wins
2. fair enough
3. despair, relax, give up
4. favourable, suitable
5. apologises, arrives on time
6. arrives, shows up, turns up
7. come, call
8. rain
9. panic, cry
10. guest, actress, girl

**IV. Use of time + past + past**

**Possible answers**

1. The first time I saw him, he hid himself.
2. The last time she acted, she enjoyed it.
3. The first time I participated, we won.
4. The last time he cooked, he did it well.
5. The first time they asked the question, he answered it.
6. The last time they came, they relaxed.
7. The first time they met, he cried.
8. The last time I tried, to ride a bicycle I succeeded.
9. The first time we won, we rejoiced.
10. The last time they rehearsed they won.

**V. After+ past perfect + past tense**

1. had presented
2. had been given

3. had been welcomed
4. had been announced
5. had received
6. had been served
7. had been taken
8. had been written
9. had forgotten
10. had been clapped

**E. Grammar (punctuation)**

**Capital letters and proper nouns**

1. Kim, our best poet, won the competition.
2. Alice was invited to Nairobi for a contest.
3. The Standard Eight girls, our best dancers, were very happy after the results were announced.
4. Mr Kipkoech, our drama teacher, is unwell today.
5. The official told Agnes that she was the overall winner.
6. Mr Ben, the adjudicator, finally announced the results in the evening.
7. Gacheri, the best performer, was given a beautiful present.
8. Amos, the poet, is proceeding for the national competition.
9. Daniel will go to Nanyuki next weekend.
10. Nancy, the shy girl, was congratulated on her bravery during the ceremony.

**F. Let's write**

From their creativity, learners are expected to come up with a captivating speech. The speech should be vivid and relevant.

An open speech. Teacher can highlight some key points.

## Unit 5: Library

### A. Reading

#### B. Let's recall the passage

1. C            2. A
3. A. Lending section
- B. Reference section
4. A librarian is in charge of a library.
5. Reference library books.
  - A. Dictionary
  - B. Atlas
  - C. Encyclopaedia
6. C            7. C
8. get into a *matatu*
9. A            10. fortnight

### C. Vocabulary

Lending – opposite of borrowing.

Periodical – a magazine produced weekly or monthly.

Reference – books which are only used in the library and cannot be lent out.

Encyclopaedia – a reference book with words arranged alphabetically and deals with all areas of study.

Exit – a way out.

Librarian – a person in charge of a library.

Receipt – a document issued for any payment made

Fine – money paid by a person who has borrowed a book in the library and delayed in returning it.

Fortnight – a two week period of time.

Shelves – books in the library are

arranged in them.

Issue – to give out, for example a book.

Counterfoil – a duplicate of a receipt retained by the librarian.

Duration – time to be taken e.g. before returning a book.

Exchange – returning a book to the library with an intention of borrowing another one.

Books in the reference section are said to be - reserved.

### D. Language patterns

#### I. Structures that can follow like + nominal + present participle

Complete the sentences using the present participle form of the verb in brackets.

1. making            2. talking
3. writing            4. reading
5. returning        6. mentioning
7. playing           8. shouting
9. eating            10. visiting

#### II. Use of *must* / *mustn't have to* / *didn't have to*

##### Possible sentences

1. I didn't have to bend that low.
2. We mustn't bribe the librarian.
3. He didn't have to tear the library book.
4. She must be there before the librarian leaves.
5. She didn't have to borrow the reference book.
6. You must pay a fine for the delay.

7. I didn't have to tell them the truth.
8. She mustn't have to apologise.
9. He must have a borrowing card.
10. We must not take back the book late.

### III. Use of 'both' and 'both of'

- |            |             |
|------------|-------------|
| 1. both of | 6. both     |
| 2. both    | 7. both of  |
| 3. both    | 8. both     |
| 4. both of | 9. both     |
| 5. both    | 10. both of |

## E. Grammar

### I. Direct Speech

1. "I will borrow a story book of my choice," James said.
2. "Noise making is not allowed inside the library," the attendant commented.
3. "It's such a good idea to have public national libraries," Jane said.
4. "Most people like reading in the library instead of borrowing books," they said.
5. "My borrowing card got lost last week," Beatrice replied.
6. "I was fined because the book was torn," she said.
7. "It's not good to make a library book dirty," the librarian answered.
8. "We are supposed to return the library books after a fortnight," he said politely.
9. "We should arrive early enough," John said.
10. "These books will be used in the new syllabus," the teacher commented.

### II. Order of adjectives

1. tattered, old, blue
2. boring, old, blue
3. new, yellow, woollen
4. tiring, long
5. nice, expensive, Ugandan
6. cheap, white, high-heeled.
7. sleek, silver, blue
8. old, blue-covered, American
9. new, Kenyan
10. small, Irish

### III. Nouns

#### Identifying nouns in given sentences

1. storybook
2. supermarket
3. father, books
4. Josephat, television
5. boys, borrowing cards
6. library
7. stationery, year
8. library, books, public
9. novel, weekend
10. behaviour, visitors, school

## F. Let's write

Accept learners' clear descriptions of stories previously read.

## Unit 6: Disaster

### A. Reading

#### B. Let's recall the passage

1. A            2. B            3. C
4. An ambulance is a specially designed vehicle meant for

carrying either seriously injured people or very sick people to hospital.

5. A
6. unconsciousness, unaware, in a coma
7. D    8. A    9. C    10. B

### C. Vocabulary

disaster, life savers, floods, evacuated suicide, revenge, victims, managed, mortuary, fatal, tragic, intensive care unit, negligence, precautions

### D. Language patterns

#### *I. Use of phrasal verbs with nouns/ pronouns interposed*

1. pick... up    2. take them back
3. take... off    4. take... off
5. put ... out    6. put ... up
7. switch ... off
8. take ... back
9. bring ... up
10. keep ... up

#### *ii. Conditional sentences with 'could'.*

#### **Possible ways of completing the sentences**

1. If Mr Kimani had been keen enough, he could not have lost his son.
2. If Mr Kimani's son had been patient, he could not have died.
3. If the lifesavers had showed up on time, all the members of Mr Kimani's family could have survived.
4. If something had been done when the fire started, saving any property could not have been an issue.

5. If children listened to their parents, no parent could monitor them always.
6. If young people are allowed to do whatever they wish, the world could be hell for many.
7. If people in the neighbourhood were more careful, the fire could not have spread to their houses.
8. If he had known what caused the fire, he could have taken precautions in future.
9. If there were genuine friends, many people could have many of them.
10. If they had poured water on the burning house, the owner could have been saved.

#### *III. Use of whether ... or not*

#### **Possible ways of completing the sentences**

1. Mr Kimani's neighbours had to be **interrogated** whether they liked it or not.
2. The floods had to cause destruction whether **people liked it or not**.
3. They did not tell us whether they will **come** or not.
4. They had to do the examination whether they **liked it** or not.
5. Tell us whether you will extinguish the fire **or not**.
6. Whether they accept it or not, we will **not yield to their wishes**.
7. Tell me whether to come **or not**.
8. He had to pay for the destruction caused by the fire whether he **liked it** or not.

9. Whether we **are on the wrong** or not, our teacher always punishes us.
10. Just invite him. Whether he **comes** or not is his problem.

#### IV. Use of auxiliary verbs

- |             |                |
|-------------|----------------|
| 1. be       | 6. has         |
| 2. have     | 7. would/could |
| 3. was      | 8. had/have    |
| 4. have     | 9. have        |
| 5. are/were | 10. have       |

### E. Grammar

#### Use of direct speech

1. "Be calm," the fire brigade told the neighbours.
2. "It is difficult to trace the victim," the lifesavers said.
3. "My son is not patient," Mr Kimani said.
4. "It is difficult to stop the fire from spreading," the fire brigade said.
5. "Why did the neighbours not call the lifesavers in good time?" Kirugi asked.
6. "Nobody knows what the cause of the fire is," Mr Kimani's neighbours said.
7. "Be patient and relax," Mr Kamau's neighbours told him.
8. "Can you please help to put out the fire?" Jane's colleague requested.
9. "I am happy because some property has been saved," Benedict said.
10. "All the property in the burning house has been destroyed by the fire," a neighbour commented.

### F. Let's write

The learners should come up with the correct format of a friendly letter and be creative enough to describe a fire outbreak incident. The events should be orderly. Teachers to first discuss with pupils and remind them the format.

## Unit 7: Hobbies

### A. Reading

#### B. Let's recall the passage

1. A hobby is an activity that one does for pleasure and not during regular business.
2. Christiana's two hobbies are collecting stamps and reading novels.
3. She prefers stamps collecting or philately to reading novels.
4. C            5. C            6. B
7. D            8. D
9. A. for fun  
B. to relax  
C. to acquire knowledge
10. Lack of a conducive environment since reading requires a quiet place free from noise.

### C. Vocabulary

#### Crossword puzzle

##### Across

- |                |                |
|----------------|----------------|
| 1. Concentrate | 2. Relax       |
| 3. Tolerate    | 4. Leisure     |
| 6. Excel       | 7. Discover    |
| 9. Develop     | 13. Experience |

## Down

5. Aware            8. Succeed  
10. Novel           11. Talent  
12. Skill

## D. Language patterns

### *I. Use of indirect objectives + verbs; bring, get, leave, fetch, make*

#### Possible sentences

1. My mother bought her a cotton dress.
2. James got her punished for her mistakes.
3. He bought his mother a gas-cooker.
4. The child fetched her grandmother some firewood.
5. The teacher brought the pupils some sweets.
6. The class seven pupils made the lesson lively.
7. The children left the library door open.
8. My cousin bought me a pair of shoes.
9. She finally got him a well-paying job.
10. The teacher made the boys in the class laugh.

### *II. Nominal + Present + Participle*

#### Possible sentences from the table

1. My mother kept wondering why I don't get tired of collecting stamps.
2. He kept encouraging me regularly.
3. My friend kept arranging the stamps according to the countries of origin.

4. They kept coming to our home.
5. They kept asking us what was going on.
6. It kept raining throughout the day.
7. My friend kept arranging stamps according to the countries of origin.
8. He kept collecting stamps all the time.
9. He kept asking me senseless questions.

Accept any other correct construction.

### *III. Every time + present + present tense*

#### Possible endings to the sentences

1. Every time I collect stamps, I feel happy.
2. Every time I talk to him, he laughs anyhow.
3. Every time I meet my friend, he cries a lot.
4. Every time I am with my classmates, I enjoy a lot.
5. Every time she remembers her hobby, her joy knows no bounds.
6. Every time I remember her comments, I weep bitterly.
7. Every time I am free, I go to see him.
8. Every time I think of my hobby, I am practically moved.
9. Every time I complain to her, she takes it lightly.
10. Every time I am punished, I promise myself to turn over a new leaf.

#### IV. Direct object + for + indirect object

1. He bought a cardigan for his grandmother.
2. He baked a cake for his sister's birthday.
3. Mercy received a nice present for her good performance.
4. Janet knitted a pullover for her sister.
5. Susan was eternally grateful for her Christmas present.
6. He bought a good present for his sister's wedding.
7. They bought a toy for her birthday.
8. Our uncle bought flowers for us during our graduation ceremony.
9. My mother cooked chicken for us.
10. John fetched some water for his wife.

#### E. Grammar

##### Punctuation

###### I. Direct speech with a medial verb

1. "I will come tomorrow," he said, "although I am not sure."
2. "Hobbies," he explained, "keep somebody busy."
3. "Stamp collection," he replied, "is a very interesting hobby."
4. "Reading storybooks," they answered, "is what we enjoy most."
5. "Knitting cardigans," he continued, "is no doubt an interesting thing to do."
6. "Most youths," the counsellor said, "get involved in bad

company if they are idle during their leisure time."

7. "Hobbies," they said, "keep one occupied and make us to use our leisure time wisely."
8. "Having good friends," she replied, "is a wise decision to make."
9. "Keeping rabbits," he commented, "is a very interesting hobby."
10. "If you try something and fail," he insisted, "don't give up."

#### F. Let's write

##### Descriptive writing

###### My hobby

The learners are expected to come up with a clear description of their hobbies. The guideline given in the workbook may be used if need be.

## Unit 8: Farming

### A. Reading

#### B. Let's recall the passage

1. swarm
2. B
3. D
4. Soldier bees
5. One doesn't need to do much for the bees.
6. Most farmers keep bees because it is not only very easy to manage them but also the honey obtained from them earns them income and foreign exchange.
7. A. Bees earn foreign exchange  
B. Bees help in the pollination process

8. Buzzes or hums  
9. C                      10. B

### C. Vocabulary

#### Matching words in column A with their meanings in B

Honey – a sweet product made by the bee.

Sieve – to pass a substance like honey through a thin material like a net.

Grubs – very tiny or young bees.

Smoker – a burning piece of wood used by a farmer to keep away bees when harvesting honey.

Nectar – a substance obtained by bees from flowers which they use to make honey.

Pollination – transfer of pollen grains from anther to stigma.

Income – money obtained by sale of a product.

Sting – sharp, poisonous, pointed organ of a bee.

Hum – sound made by a bee.

Beehive – a structure in which bees are kept.

Harvest – act of collecting honey from the hive.

Drone – male bee.

### D. Language patterns

#### I. Use of both ... and both of...

- |            |             |
|------------|-------------|
| 1. Both of | 6. Both     |
| 2. Both    | 7. Both     |
| 3. Both of | 8. Both of  |
| 4. Both    | 9. Both     |
| 5. Both of | 10. Both of |

### II. Find + nominal + adjective

#### Possible sentences from the table

1. He found honey harvesting tiring.
2. She found the bees dangerous.
3. They found bee-keeping a good activity.
4. I found the smokers scaring.
5. We found the soldier bees dangerous.
6. They found swimming enjoyable.
7. She found walking difficult.
8. They found the bees useful.
9. They found the bee-hives empty.
10. I found the soldier bees protective.

Accept any other correct sentences.

### III. Order of adjectives

1. big, brown, Asian
2. tasty, well sieved
3. big, red-hot
4. new, colourless, nylon
5. many, white, helpless
6. small, brown, male bees
7. active, tall, dark
8. fine, well-prepared
9. big, bushy, cypress
10. new, long-handled, Indian

### E. Grammar

#### I. Formation of opposites of adjectives with prefix un- (opposites of underlined words)

1. Unfair
2. Unwise, Unprotected
3. Undecided                      4. Unsafe
5. Unhygienic, Uncovered
6. Untrained                      7. Uncleaned
8. Unskilled                      9. Unattended
10. Unworthy

## F. Let's write

### Description of bee harvesting

Let the learners use the given beginning and use their creative skills to come up with a vivid description of honey harvesting.

## Unit 9: Home

### A. Reading

#### B. Let's recall the passage

1. Her mother had promised to show her how to bake a cake.
2. A
3. Just after breakfast, she removed the linen from the kitchen table.
4. C
5. Ingredients for baking a cake: flour, butter, baking powder, sugar and eggs.
6. B            7. D            8. B
9. Crockery.
10. Happy, excited, jolly, jovial, contented.

### B. Vocabulary

#### Matching words with their meanings

Linen – a strong cotton cloth.

Mixture- something made by mixing different things.

Ingredients – things used when making something to eat.

Procedure – order of doing things.

Bake – to cook in an oven.

Garnish – decorate e.g. a cake.

Beat – hit something hard many times.

Mixer – a machine that mixes things.

Crockery – includes plates, bowls, cups, saucers.

Batter – to strike violently in order to break or crush.

Recipe – certain directions for preparing food, cake etc.

Dough – a thick substance obtained by mixing wheat flour and water.

Grater – tool with a rough sharp surface for cutting cheese, vegetables etc.

Serve – to put onto a plate for someone.

### D. Language patterns

#### I. Use of verbs that take two prepositions

1. put up with
2. looks up to
3. come up with
4. stand in for
5. make up for
6. put up with
7. keep up with
8. look forward to
9. do away with
10. get on with

#### II. Use of 'should' and 'could'

- |           |            |
|-----------|------------|
| 1. could  | 6. could   |
| 2. should | 7. should  |
| 3. could  | 8. could   |
| 4. should | 9. could   |
| 5. should | 10. should |

## E. Grammar

### I. The past tense and past participle tense of verbs that change d to t

- |          |          |
|----------|----------|
| 1. spent | 6. spent |
| 2. built | 7. sent  |
| 3. bent  | 8. bent  |
| 4. lent  | 9. lent  |
| 5. spelt | 10. sent |

### II. Formation of words with suffix -er

- |             |                |
|-------------|----------------|
| 1. overseer | 6. new comer   |
| 2. cooker   | 7. builder     |
| 3. pointer  | 8. strangers   |
| 4. caller   | 9. boot-licker |
| 5. seller   | 10. trader     |

### III. The Semi-colon (;)

#### Punctuate the following sentences appropriately putting a semi colon (;)

1. She has come up with several ideas on cookery; preparation of the kitchen, making materials required available and maintaining cleanliness.
2. She is a hardworking woman; moreover, she can also communicate in English.
3. Mrs Ndangi became annoyed because her pupils had not done the English homework; others were late and she had been quarrelled by the head teacher.
4. We will go to the supermarket; if time allows, we will also pass by our grandmother's home.
5. Come quickly and see what she has done; all the windows have

been broken.

6. Serve them food once they are settled at the dining table; otherwise they might not serve themselves.
7. Come along with us on Saturday; we will make your day.
8. Winners are never born; I wholly believe they are made through determination.
9. I had no words; I was tongue-tied.
10. They are very busy laying the carpet; they are unlikely to concentrate on anything else.

## F. Let's write

Learners through their imaginative skills should come up with a story of time-well spent in the kitchen, and end with the given sentence.

## Unit 10: Professionals

### A. Reading

#### B. Let's recall the passage

1. A profession is a job or career or what one has acquired certain skills to do
2. C
3. C
4. A
5. A. job  
B. career
6. B
7. reward
8. Mutiso is a pharmacist
9. A
10. B

### C. Vocabulary – crossword puzzle

#### Across

- |             |             |
|-------------|-------------|
| 2. Pharmacy | 3. Job      |
| 5. Test     | 7. Chemist  |
| 9. Teach    | 11. examine |

#### Down

- |            |               |
|------------|---------------|
| 1. Advice  | 4. Profession |
| 6. Aim     | 8. Assemble   |
| 10. Inform | 12. Goal      |
| 13. Dose   | 14. Actor     |

### D. Language patterns

1. Use of *decide/findout/forget/ask/know/think/hear/remember/tell/understand/realise/wonder /see/know*

- |               |               |
|---------------|---------------|
| 1. decide     | 2. decided    |
| 3. know       | 4. remember   |
| 5. knew       | 6. understand |
| 7. understand | 8. realised   |
| 9. know       | 10. asked     |

II. 'wish' followed by sentences with impossible conditions

#### Possible answers

1. been punished
2. I would not have been victimised
3. have become sick
4. I could have finished the science homework
5. would not have complained about my performance.
6. I could have been helped
7. I could have slept early
8. she would have retained her position
9. he would have benefited greatly

10. would not have been beaten up by the teacher

### Grammar

#### I. Words with sounds /e/ and /ei/

- |                 |                |
|-----------------|----------------|
| 1. wet, wait    | 2. get, gate   |
| 3. fete, fate   | 4. let, late   |
| 5. lend, laid   | 6. bet, bait   |
| 7. chess, chase | 8. wed, wade   |
| 9. let, late    | 10. tell, tale |

#### II. Formation of adjectives with suffix -less

- |              |                |
|--------------|----------------|
| 1. useless   | 2. meaningless |
| 3. pointless | 4. harmless    |
| 5. selfless  | 6. aimless     |
| 7. hopeless  | 8. jobless     |
| 9. homeless  | 10. powerless  |

### Let's write: Formal letters

Let learners write an official letter which should have the correct format. The letter should be brief and to the point. The signing off should also be correctly done.

## Unit 11: Technology

---

### A. Reading

#### B. Let's recall the passage

1. A
2. one can operate a machine like a television from a distance
3. Kinuthia
4. D
5. A
6. to make a tape in a tape recorder or a video recorder go backwards
7. the amplifier
8. A
9. Kim
10. B

### C. Vocabulary – matching words with their meanings

- |                   |                   |
|-------------------|-------------------|
| 1. disk jockey    | 2. volume         |
| 3. disk           | 4. microphone     |
| 5. press          | 6. remote control |
| 7. television     | 8. rewind         |
| 9. screen         | 10. record        |
| 11. entertainment | 12. vision        |
| 13. power button  | 14. eject         |

### D. Language patterns

#### I. Use of direct objects + verbs; bring, buy, get, give, fetch.

1. My mother made her feel comfortable.
2. He fetched us a DVD machine.
3. She gave him a remote control.
4. His uncle got her a grey microphone.
5. My friend brought them an amplifier.
6. The disc jockey brought Jane the compact disk.
7. My mother fetched me a cassette head cleaner.
8. He made the day enjoyable.
9. He gave the earphones to her.
10. My friend bought me a video cassette.

#### II. Sentences with improbable conditions

1. I would watch my favourite programmes
2. I would work harder than now
3. they would have done a good job
4. we would buy beautiful dresses
5. she would be open enough
6. he would operate the television

7. I would cycle it whenever I am free
8. I would have been excited
9. he would have got a valuable reward
10. everyone would have enjoyed the party

#### III. Keep + nominal + past participles

- |           |              |
|-----------|--------------|
| 1. washed | 2. written   |
| 3. swept  | 4. broadcast |
| 5. shut   | 6. unwound   |
| 7. shorn  | 8. mowed     |
| 9. upheld | 10. fed      |

#### IV. Keep + nominal + adjectives

##### Possible suitable adjectives

- |                               |               |
|-------------------------------|---------------|
| 1. cleaned                    | 2. clean      |
| 3. safe                       | 4. busy       |
| 5. secure                     | 6. tidy/happy |
| 7. lively                     |               |
| 8. entertained/excited/ happy |               |
| 9. open/clean                 |               |
| 10. busy/occupied             |               |

### E. Grammar

#### I. Omission of –e and addition of –t in the past tense and past participle tenses.

- |              |          |
|--------------|----------|
| 1. overslept | 2. lost  |
| 3. wept      | 4. slept |
| 5. crept     | 6. felt  |
| 7. kept      | 9. knelt |

#### III. Words with sound /a/ and /ʌ/

##### Correct order of words

- |                |                  |
|----------------|------------------|
| 1. tug, tag    | 2. lamp, lump    |
| 3. mad, mud    | 4. stamp, stump  |
| 5. bad, bud    | 6. cat, cut      |
| 7. hang, hung  | 8. rang, rung    |
| 9. stand, stud | 10. staff, stuff |

## II. Order of adjectives

### Correct order of adjectives given.

1. warm, white, woollen
2. good looking, short, white
3. beautiful, short, dark
4. modern, loud
5. well-built, white, brick
6. expensive, flat-screen, coloured
7. new, black, Indian
8. modern, costly, silver-coated
9. blue, Asian, shopping
10. beautiful, small, red

### F. Let's write: Descriptive writing

Let the learners give a vivid description on how a DVD machine is operated through either their own creativity or personal experience.

## Unit 12: Agricultural show

### A. Reading

#### B. Let's recall the passage

1. B
2. A
3. A. set off – begin/start/commence a journey
- B. pull up – to stop suddenly/ come to a sudden halt
- C. look after - care for/ take care of/ tend/ fend for
4. exit
5. A
6. paying the entrance fee
7. C
8. the guest of honour ordered the

crowd to remain calm

9. the judges
10. C

### C. Vocabulary

#### Filling in the blanks in the conversation

show, stand, breeds, cattle, arena, acrobats, crowd, displays, parachute, stickers

### D. Language patterns

#### I. Use of 'wish' followed by sentences + impossible conditions

1. accompanied you to the supermarket
2. bought a new dress for her
3. I wish I had a phone
4. left me
5. shared my personal issues with him
6. come to your birthday party
7. waited to listen to his speech
8. met my long time friend
9. enjoyed the day as we did
10. given you a ride

#### II. Phrasal verbs

#### Meanings of the underlined phrases

1. went up
2. got over
3. pulled up
4. set off
5. looked after
6. took off
7. took after
8. worn out
9. caught up with
10. got off

### III. Neither ... nor... and neither of ...

1. neither of
2. neither ... nor...
3. neither of
4. neither...nor...
5. neither of...
6. neither... nor...
7. neither of ...
8. neither of
9. neither... nor...
10. neither of ...

## E. Grammar

### I. Word formation with suffix – ness

1. fullness
2. willingness
3. greatness
4. forgiveness
5. faithfulness
6. weakness
7. darkness
8. usefulness
9. weariness
10. goodness

### II. Tenses

#### Filling blanks with the correct verbs

1. settled
2. rung
3. picked
4. was
5. transferred
6. happened
7. done
8. write
9. seated
10. surprised

### III. Parts of speech

#### Part of speech of the underlined words

1. handsome - adjective
2. fast - adverb
3. performances - noun
4. their - pronoun
5. and - conjunction
6. waiting - verb
7. into - preposition
8. good heavens! - exclamation
9. ouch! - Interjection
10. see - verb

## F. Let's write

Learners should clearly demonstrate understanding of what happens in the showground.

## Unit 13: Health and hygiene

### A. Reading

#### B. Let's recall the passage

1. C
2. Inoculation
3. C
4. B
5. C
6. the laboratory technician
7. stethoscope
8. disposable means is thrown away after use or can't be reused
9. because her daughter was unwell
10. C

### C. Vocabulary

#### Matching words in A with their meanings in B

Recover – get over e.g. an illness

Specimen – sample

Inoculation – vaccination

Stethoscope – an instrument used to feel the heartbeat

Epidemic – a disease affecting many people in an area

Contagious – a disease that can easily spread from one person to another

Mortality – death rate

Symptoms – signs

Laboratory – a room in a hospital where tests are done

Disposable – that can be thrown away after use

## D. Language patterns

### I. Use of *make/keep/find/leave* + *nominal* + *adjective*

#### 10 possible sentences from the table

1. The mother made her wound serious.
2. The doctor kept the patient comfortable.
3. The nurse found the stethoscope covered.
4. Janet left the doctor's door opened.
5. The medicine made the pain unbearable.
6. The lab technician left the patient stranded.
7. The doctor found the patient's blood sample tested.
8. The mother found her daughter unwell.
9. The nurse kept the syringe safe.
10. The doctor made the patient comfortable.

### II. Sentences with *improbable conditions*.

#### Probable endings of the sentences

1. I would complete the assignment
2. probably be HIV positive
3. we would not have a stomach ache
4. have come to our home
5. have done their best to save him
6. have survived

7. feel my heartbeat
8. know how to help him out
9. marry her
10. would have lost him (Accept any other sensible ending)

### III. 'Find' + *direct object*

1. the doctor found the patient in the examination room.
2. they found the drugs ineffective.
3. they found the doctor understanding.
4. She found the stethoscope useful.
5. they found the journey tiring.
6. they found the piece of advice worthwhile.
7. She found her friends trustworthy.
8. She found the vaccine helpful.
9. She found the mangoes juicy.
10. She found the friendship satisfying.

Accept any other correct answers.

### Possible answers from the table

#### (iv) *Find* + *direct object* + *adverbial*

1. Janet found her hospital card in the drawer.
2. The father found his friends at the bus-stop.
3. He found the patient in the examination room.
4. The nurse found the stethoscope in the drawer.
5. The doctor found, the syringe in the bin.
6. The lab technician found the blood sample in the test tube.
7. The father found his son in the ward.

8. They found her medicine on the table.
9. She found the tablets in the compound.
10. Janet found her tablets in the cupboard.

Accept any other sensible answers made from the table given

## E. Grammar

### I. Words with *ph* or *-gh* with sound /f/

- |                |                 |
|----------------|-----------------|
| 1. rough/tough | 2. laugh        |
| 3. paragraph   | 4. photographs  |
| 5. trough      | 6. tough/rough  |
| 7. telephone   | 8. philatelist  |
| 9. geography   | 10. an elephant |

### II. Suffix *-ful*

- |              |             |
|--------------|-------------|
| 1. wonderful | 2. dreadful |
| 3. useful    | 4. harmful  |
| 5. beautiful | 6. faithful |
| 7. plentiful | 8. peaceful |
| 9. mindful   | 10. careful |

### III. Relative clauses – *who, whom, which, whose*

- |          |           |
|----------|-----------|
| 1. which | 2. whom   |
| 3. whose | 4. who    |
| 5. which | 6. whom   |
| 7. whose | 8. who    |
| 9. which | 10. whose |

## F. Let's write: conversation writing

### Possible answers

- hospital/dispensary
- many/unwashed
- strange/interesting

- friends, classmates
- good/careful/sensible
- laboratory, specimen/sample
- hygiene/cleanliness
- recovery/healing process

## Unit 14: Air travel

### A. Reading

#### B. Let's recall the passage

1. B
2. take off
3. A
4. (a) Jumbo Jets (b) Helicopters
5. B
6. The writer's mother
7. A
8. cargo
9. B
10. D

### C. Vocabulary

1. pilot
2. cabin
3. cockpit
4. airborne
5. passport
6. visa
7. control tower
8. clearance
9. fastening
10. flight attendant

### D Language patterns

#### I. Use of sentences with *improbable objects*

#### Possible endings

1. fly to many parts of the world
2. visit as many countries as I can
3. buy my friends gifts
4. visit all the major towns
5. be very far by now
6. be very friendly to the passengers

7. find it easier to control the plane
8. have avoided the plane crash
9. be very excited
10. fly there this holiday

**II. Sequence of tense with as soon as + present + future**

**10 possible sentences from the table**

1. As soon as they arrive, we shall leave.
2. As soon as he comes back, we shall rejoice.
3. As soon as the plane takes off, he will go back home.
4. As soon as his mother reports, we shall fly back home.
5. As soon as we get clearance, the plane will take off.
6. As soon as the plane takes off, we shall fasten the safety belts.
7. As soon as the helicopter lands, the jumbo jet will take off.
8. As soon as the flight attendants are ready, they will serve the drinks.
9. As soon as the airbase is clear, our plane will land.
10. As soon as his mother reports, we shall go.

**III. Nominal + adverbial + adjectives**

**Possible answers**

- |             |                |
|-------------|----------------|
| 1. was cute | 2. almost new  |
| 3. friendly | 4. beautiful   |
| 5. far      | 6. long        |
| 7. anxious  | 8. interesting |
| 9. bulky    | 10. old        |

**IV. The range of structures that follow 'keep'.**

**(a) Indirect object**

Accept any correct sentences with 'keep' and an indirect object.

**Examples:**

- A. They kept him some stew.
- B. He kept us some juice

Accept any ten suitable sentences

**(b) Direct object**

Accept any 10 correct sentences with 'keep' and a direct object.

**Examples:**

- (i) They kept some food for him.
- (ii) They kept some chips for us.
- (iii) We kept some drinks for them.

Accept any ten correct sentences

**E. Grammar**

**I. Word formation with suffix -y**

- |              |            |
|--------------|------------|
| 1. accuracy  | 2. beauty  |
| 3. occupy    | 4. cloudy  |
| 5. shiny     | 6. starry  |
| 7. shaky     | 8. lengthy |
| 9. emergency | 10. spicy  |

**II. sounds -sh and -ch (/ʃ/ and /tʃ/)**

- |                     |                     |
|---------------------|---------------------|
| 1. sheep, cheap     | 2. shock, choke.    |
| 3. shirt, chart     | 4. cheered, sheared |
| 5. shop, chop       | 6. shut, chat       |
| 7. shining, chiming |                     |
| 8. sheen, shines    |                     |
| 9. which, sheet     | 10. chit, sheet     |

**III. Article: a, an and the**

- |        |        |
|--------|--------|
| 1. an  | 2. the |
| 3. a   | 4. an  |
| 5. the | 6. a   |
| 7. the | 8. the |
| 9. the | 10. an |

## F. Let's write

### Pictorial composition

Let the learners write an interesting article on air travel expressing their experiences and correctly use the vocabulary related to air travel.

## Unit 15: Sea travel

### A. Reading

#### B. Let's recall the passage

1. C
2. A
3. D
4. B
5. to ensure that there are no stowaways
6. Cargo refers to goods carried by ship.
7. D
8. B
9. false

#### C. Vocabulary – putting missing letters to complete the words

- |                  |             |
|------------------|-------------|
| 1. waves         | 2. tug boat |
| 3. paddle        | 4. voyage   |
| 5. yacht         | 6. mast     |
| 7. Disembark     | 8. Marooned |
| 9. rudder        | 10. cruise  |
| 11. sea sickness | 12. pull    |
| 13. pirates      | 14. liner   |
| 15. mariners     |             |

## D. Language patterns

### I. Use of present perfect tense with future reference after 'until' and 'when'

- |          |          |
|----------|----------|
| 1. until | 2. until |
| 3. until | 4. when  |
| 5. until | 6. until |
| 7. until | 8. when  |
| 9. until | 10. when |

### II. Range of structures that follow 'make'

#### Possible answers/endings

1. uneasy / uncomfortable / angry
2. upset / frightened
3. rough
4. afraid / despair
5. laugh / excited
6. scared / unsettled
7. sink / capsize
8. jovial / delighted
9. hopeful / happy
10. hopeless / pessimistic

### III. Use of preposition 'besides'

- |           |             |
|-----------|-------------|
| 1. beside | 2. besides  |
| 3. beside | 4. besides  |
| 5. beside | 6. besides  |
| 7. beside | 8. besides  |
| 9. beside | 10. besides |

### IV. Use of 'in case' and 'if'

- |            |            |
|------------|------------|
| 1. in case | 2. in case |
| 3. in case | 4. if      |
| 5. if      | 6. in case |
| 7. if      | 8. if      |
| 9. if      | 10. if     |

## E. Grammar

### I. Pronunciation

#### (a) The sounds ou/ and /o

- |                 |                |
|-----------------|----------------|
| 1. count, cones | 2. bout, boat  |
| 3. nouns, not   | 4. route, rot  |
| 5. sought, sort | 6. bound, bond |
| 7. doubt, dot   | 8. round, rod  |
| 9. pound, pond  | 10. gout, got  |

#### (b) Sound /h/

- |           |          |
|-----------|----------|
| 1. help   | 2. home  |
| 3. hide   | 4. honey |
| 5. his    | 6. hat   |
| 7. handle | 8. house |
| 9. hate   | 10. high |

### III. Countable and uncountable nouns

#### Identifying and state the types of nouns used

- boats – countable day - countable  
dock – countable
- sea shells – countable  
beach – countable
- lightning – uncountable  
night – countable
- liner – countable  
hours – countable  
day – countable
- sailors – countable  
captain – countable  
ship – countable
- holiday – countable Mombasa -  
uncountable
- life boat – countable  
help – uncountable

- seawater – uncountable  
evening – countable
- sunshine – uncountable  
day – countable
- luggage – uncountable  
sailor – countable

## F. Let's write

Learners to give a clear description of a voyage.

## Unit 16: Tourist attractions

### A. Reading

#### B. Let's recall the passage

- C
- foreign exchange
- A. the Gedi ruins  
B. Fort Jesus  
C. The Great Rift Valley
- A
- A. carvings are kept there  
B. artefacts are kept there for future reference
- peak/summit/top
- historians excavate bones in some parts of the Rift Valley to ascertain when the early man started living
- Kenya's coast is an all-season tourist attraction because of the famous beaches and the different types of shells found there.
- A                      10. C

## C. Vocabulary

### Filling blank spaces with the correct words

Tourists, foreign exchange, wildlife, game reserves, environment, museums, like, peak, excavations, ruins.

## D. Language patterns

### I. Use of range of structures that follow 'find'

#### a) Direct Object

- (i) He found the tourists
- (ii) The tourists found the money.

Accept any 10 sensible sentences with a direct object as shown above.

#### (b) Indirect object + direct object

#### Examples:

- (i) He found his cousin a box of matches
- (ii) He found the tourists their lost money.
- (iii) He found his friend a string of beads

### II. Use of the range of structures that can follow 'like'

#### (a) Direct Object

1. I like the tourists
2. I like climbing mountains
3. I like touring places

Accept any 10 relevant and correct sentences with 'like' as above.

#### (a) Like it when + a clause

#### Possible sentences from the table.

1. I like it when tourists come to our country.

2. We like it when he is beaten up by his mother.
3. They like it when we are out for a picnic.
4. They like it when there are hot springs.
5. He likes it when our wildlife is secure.
6. I like it when the environment is clean.
7. We like it when game reserves are secured.
8. They like it when poachers are highly penalised.
9. She likes it when animals are in their habitats.
10. He like it when our country attracts many tourists.

#### (c) Intransitive use of 'like'

#### Possible responses:

1. You can call me a magician if you like.
2. I believe you can give the right directions if you like.
3. You have the power to forgive me if you like.
4. You can pick another book if you like.
5. You can see me over lunch hour for clarification if you like.
6. You are free to go now if you like.
7. You can share my snacks if you like.
8. You can go back home and sleep the whole day if you like.
9. You are free to leave now it you like.
10. You can either help if you like.

## E. Grammar

### I. Voiceless and voiced consonants

#### Possible answers from the table

- list
- wring
- psalms
- lamp
- often
- psychology
- lamb
- soften
- palms
- physics

### II. Indirect Speech

- "What are you doing?" Jane asked me.
- "I am not serious," he said.
- "We are not lazy after all," they replied.
- "I will be absent today," he said.
- "Go out!" he shouted at them.
- "The standard seven pupils are late for school," the teacher said.
- "Birds of a feather flock together," he said.
- "Why are you late?" He asked them.
- "I will not go to the National Park," he said.
- "I fear the tourists," he told his mother.

#### Changing sentences from direct to indirect speech

- He said that he was not feeling well.
- He replied that he would go the following day / the next day.
- They replied that they could not wait.

- She said that she would see me when she came back from the market.
- Jane said that her stomach was aching.
- The teacher said that the sun rises in the east and sets in the west.
- Martha asked Ruth whether she would go to visit her after work.
- Josephine exclaimed that she had won a mobile phone in the supermarket competition.
- Theuri told them that his sister was a very hard working girl.
- Pauline said that she had gone to his home the previous day but was told he had gone shopping.

### III. Prepositions of movement

#### Possible answers

- up/down
- over
- towards
- through
- along
- into
- up
- across
- through
- past

## F. Let's write

Let learners write a description of the benefits of tourism in Kenya. They should highlight social, political and economical importance of tourism.

## Unit 17: Banking

### A. Reading

#### B. Let's recall the passage

- The writer was very excited to go to the bank because she had not

been there before.

2. There is always a guard at the bank entrance to ensure customers' safety.
3. A                      4. Withdraw
5. C
6. A long line of people waiting to be served is called a queue.
7. C                      8. B                      9. A
10. The machine used to withdraw money from bank is the Automated Teller Machine. (ATM)

### C. Vocabulary

#### Arranging jumbled up letters to form the correct word.

1. embezzle                      2. dishonoured
3. repay                              4. safe
5. queue                              6. savings
7. loan                                8. customer
9. sign                                10. deposit
11. overdraft                      12. slip
13. interest                        15. balance

### D. Language patterns

#### I. Use of verb + object + present participle

#### Possible sentences from the table

1. We like girls who are serious.
2. She can't imagine her quarrelling with her parents.
3. He can't imagine him telling lies.
4. They love working in an office.
5. They dislike people who are dishonest.
6. They dislike them directing me on

what to do.

7. They love her visiting the school.
8. She can't imagine him willing to change for good.
9. We dislike the tourists being kidnapped.
10. He dislike my parents deceiving me.

#### II. Use of double comparatives ... er and ... er or ... more and more

1. louder and louder
2. more and more
3. bigger and bigger
4. prettier and prettier
5. more ... more...
6. more ... more...
7. fiercer and fiercer
8. more ... more...
9. more ... more...
10. thinner and thinner.

#### III. Use of the + comparative

1. older
2. more active
3. better
4. more advanced
5. wealthier
6. heavier
7. more courageous
8. brighter
9. darker
11. more intelligent

### E. Grammar

#### I. The sound /ŋ/

1. fangs                      2. song
3. bang                      4. dung
5. sling                      6. hang

7. bring            8. lungs  
9. tongue        10. bling

**II. Conjunctions**

**Use of while or whereas**

1. while            2. whereas  
3. while            4. whereas  
5. while            6. while  
7. whereas        8. whereas  
9. while            10. while

**III. Use of many, much, a lot, a lot of**

1. a lot            2. many  
3. a lot of  
4. many/ a lot of  
5. a lot            6. a lot of  
7. a lot            8. much  
9. a lot of/ many 10. much

**F. Let's write**

**Filling in a form**

Learners to fill in the form correctly by writing the required information.

**TEST PAPERS**

**TERM 1**

**Test Paper 1**

1. B    2. C    3. A    4. B  
5. A    6. D    7. B    8. B  
9. B    10. C    11. B    12. A  
13. D    14. C    15. A    16. C  
17. C    18. A    19. D    20. B  
21. A    22. C    23. B    24. D  
25. D    26. C    27. B    28. D  
29. D    30. B    31. D    32. D  
33. B    34. A    35. C    36. A

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

**Test Paper 2**

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

**TERM 2**

**Test Paper 1**

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

**Test Paper 2**

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

13. A 14. C 15. B 16. B  
 17. D 18. D 19. C 20. C  
 21. B 22. B 23. D 24. D  
 25. D 26. D 27. D 28. B  
 29. C 30. A 31. C 32. A  
 33. D 34. D 35. C 36. A  
 37. C 38. B 39. C 40. C  
 41. D 42. D 43. B 44. B  
 45. C 46. C 47. C 48. A  
 49. C 50. A

**TERM 3**

**Test Paper 1**

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

**Test Paper 2**

1. C 2. B 3. D 4. D  
 5. A 6. C 7. B 8. C  
 9. B 10. A 11. B 12. C  
 13. C 14. A 15. D 16. C  
 17. C 18. C 19. A 20. C  
 21. A 22. C 23. D 24. A  
 25. C 26. A 27. D 28. C  
 29. D 30. B 31. A 32. B  
 33. D 34. C 35. A 36. A

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

**MODEL TEST PAPERS**

**Model Test Paper 1**

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

**Model Test Paper 2**

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

# Breakthrough Workbook Maths 7

## Unit 1: Revision

### Exercise 1

- |   |                           |                          |                       |
|---|---------------------------|--------------------------|-----------------------|
| 1. Ten millions   | 2. 800 000                | 22. sh 5                 | 23. 0.3125            |
| 3. Five hundred and one million, two hundred and eighty-six thousand, four hundred and fourteen |                           | 24. 1, 11, 121           | 25. 40                |
| 4. 26.0   | 5. No                     | 26. 273                  | 27. 988.4 cm          |
| 6. 4225   | 7. 0.312 ha               | 28. 202.4 cm             | 29. sh 2910           |
| 8. 603 cm <sup>2</sup>  | 9. 41 827                 | 30. 486 m <sup>2</sup>   | 31. 12.5%             |
| 10. 7 569 300   | 11. 1616                  | 32. 256.17 ares          | 33. 60 km/h           |
| 12. 780   | 13. 165 000               | 34. 164.5 m <sup>3</sup> | 35. 145 l 1 dl 92 ml  |
| 14. 180   | 15. 23                    | 36. Cube                 | 37. 11                |
| 16. $6\frac{1}{16}$   | 17. 3 764 425             | 38. 47 cm                | 39. $2\frac{1}{3}$ km |
| 18. $30\frac{62}{75}$   | 19. <i>h</i> and <i>i</i> | 40. 64.218               | 41. sh 26.25          |
| 20. $\frac{1}{72}$  | 21. Thousandths           | 42. 3.25 pm              | 43. 31.2 tonnes       |
|   |                           | 44. $\frac{64}{729}$     | 45. 59°               |
|   |                           | 46. 26 t 452 kg 983 g    |                       |
|   |                           | 47. $10w + 12d$          | 48. $\frac{3}{14}$    |
|   |                           | 49. 25                   |                       |
|   |                           | 50. 140 vehicles         |                       |

## Unit 2: Whole numbers

### Exercise 2

- A. 7 millions      2 hundred thousands      5 ten thousands  
 3 thousands      6 hundreds      4 tens      0 ones

B.

| Number        | Hundred millions | Ten millions | Millions | Hundred thousands | Ten thousands | Thousands | Hundreds | Tens | Ones |
|---------------|------------------|--------------|----------|-------------------|---------------|-----------|----------|------|------|
| 1. 5 248 697  |                  |              | 5        | 2                 | 4             | 8         | 6        | 9    | 7    |
| 2. 64 005 082 |                  | 6            | 4        | 0                 | 0             | 5         | 0        | 8    | 2    |

|                |   |   |   |   |   |   |   |   |   |
|----------------|---|---|---|---|---|---|---|---|---|
| 3. 700 017 345 | 7 | 0 | 0 | 0 | 1 | 7 | 3 | 4 | 5 |
| 4. 934 762 511 | 9 | 3 | 4 | 7 | 6 | 2 | 5 | 1 | 1 |
| 5. 518 421 075 | 5 | 1 | 8 | 4 | 2 | 1 | 0 | 7 | 5 |
| 6. 7201        |   |   |   |   |   | 7 | 2 | 0 | 1 |
| 7. 45 079      |   |   |   |   | 4 | 5 | 0 | 7 | 9 |
| 8. 38          |   |   |   |   |   |   |   | 3 | 8 |
| 9. 4           |   |   |   |   |   |   |   |   | 4 |
| 10. 123 456    |   |   |   | 1 | 2 | 3 | 4 | 5 | 6 |

C.

1. Thousands
2. Hundred millions
3. Hundred thousands
4. Millions
5. Tens
6. Ten thousands
7. Hundreds
8. Tens

D.

Thousands

E.

1. Thousands

2. Hundred thousands

3. Millions

4. Hundred thousands

5. Ten millions

6. Thousands

7. Tens

8. Hundreds

9. Ten thousands

10. Thousands

11. Ones

12. Hundred millions

F.

| Number         | Hundred millions | Ten millions | Millions | Hundred thousands | Ten thousands | Thousands | Hundreds | Tens | Ones |
|----------------|------------------|--------------|----------|-------------------|---------------|-----------|----------|------|------|
| 1. 3581        |                  |              |          |                   |               | 3         | 5        | 8    | 1    |
| 2. 17 450      |                  |              |          |                   | 1             | 7         | 4        | 5    | 0    |
| 3. 8 156 342   |                  |              | 8        | 1                 | 5             | 6         | 3        | 4    | 2    |
| 4. 145 819 260 | 1                | 4            | 5        | 8                 | 1             | 9         | 2        | 6    | 0    |
| 5. 4321        |                  |              |          |                   |               | 4         | 3        | 2    | 1    |
| 6. 79          |                  |              |          |                   |               |           |          | 7    | 9    |
| 7. 904         |                  |              |          |                   |               |           | 9        | 0    | 4    |
| 8. 1325        |                  |              |          |                   |               | 1         | 3        | 2    | 5    |

**Exercise 3**

| Number         | Place value of digit 3 | Total value of digit 3 | Name of total value    |
|----------------|------------------------|------------------------|------------------------|
| 1. 210 381 124 | Hundred thousands      | 300 000                | Three hundred thousand |
| 2. 3 620 592   | Millions               | 3 000 000              | Three million          |
| 3. 36 247 509  | Ten millions           | 30 000 000             | Thirty million         |
| 4. 3           | Ones                   | 3                      | Three                  |
| 5. 7 004 037   | Tens                   | 30                     | Thirty                 |
| 6. 361 852 474 | Hundred millions       | 300 000 000            | Three hundred million  |

**B.**

600 000

**C.**

- |               |              |
|---------------|--------------|
| 1. 70 000 000 | 2. 1 000 000 |
| 3. 50 000 000 | 4. 90 000    |
| 5. 60         | 6. 8000      |
| 7. 3          | 8. 0         |

**D.**

1. Number = 1 428 599

| Digit | Total value |
|-------|-------------|
| 1     | 1 000 000   |
| 4     | 400 000     |
| 2     | 20 000      |
| 8     | 8000        |
| 5     | 500         |
| 9     | 900         |
| 9     | 90          |

2. Number = 867 342

| Digit | Total value |
|-------|-------------|
| 8     | 800 000     |
| 6     | 60 000      |
| 7     | 7000        |
| 3     | 300         |
| 4     | 40          |
| 2     | 2           |

3. Number = 999 999

| Digit | Total value |
|-------|-------------|
| 9     | 900 000     |
| 9     | 90 000      |
| 9     | 9000        |
| 9     | 900         |
| 9     | 90          |
| 9     | 9           |

4. Number = 1 047 080

| Digit | Total value |
|-------|-------------|
| 1     | 1 000 000   |
| 0     | 0           |
| 4     | 40 000      |
| 7     | 7000        |
| 0     | 0           |
| 8     | 80          |
| 0     | 0           |

5. Number = 7854

| Digit | Total value |
|-------|-------------|
| 7     | 7000        |
| 8     | 800         |
| 5     | 50          |
| 4     | 4           |

6. Number = 4029

| Digit | Total value |
|-------|-------------|
| 4     | 4000        |
| 0     | 0           |
| 2     | 20          |
| 9     | 9           |

7. Number = 13

| Digit | Total value |
|-------|-------------|
| 1     | 10          |
| 3     | 3           |

8. Number = 980

| Digit | Total value |
|-------|-------------|
| 9     | 900         |
| 8     | 80          |
| 0     | 0           |

**Exercise 4** 

A.

1. 800 000
2. 52 100
3. 9000
4. 2233
5. 1567
6. 1249
7. 0578
8. 9542
9. 9731
10. 9 865 431
11. 6 555 410
12. 12 345 689
13. 98 654 321

**Exercise 5** 

A.

1. Twenty-one million, eight hundred and eight thousand, three hundred and nine
2. Nine hundred and thirty-five thousand, nine hundred and thirty-six
3. One hundred and forty-seven thousand, eight hundred and sixty-eight

4. Eight million, forty-seven thousand, three hundred and ten
5. Forty-seven million, one hundred and ninety-six thousand, three hundred and twenty-eight
6. Nine million, nine hundred and ninety-nine thousand, nine hundred and ninety-nine
7. Seven million, five hundred and sixteen thousand, eight hundred and forty-two
8. One million, nine hundred and three thousand, four hundred and fifty-two

B.

1. 19 940 762
2. 900 009 009
3. 472 353
4. 2 652 048
5. 9 009 099
6. 861 425

C.

1. Two thousand, four hundred and seventy
2. Nine thousand, four hundred and sixty
3. Nine thousand, nine hundred and ninety-nine
4. One hundred and ninety-nine thousand, nine hundred and ninety-eight

D.

1. 30 000
2. 3 672 060
3. 5075

E.

1. 206 002
2. 506 048

F.

1. 9674, 86 499, 99 401, 205 145
2. 54, 2541, 154 885, 584 125

### Exercise 6

A.

- |         |          |          |
|---------|----------|----------|
| 1. 25   | 2. 36    | 3. 81    |
| 4. 576  | 5. 529   | 6. 169   |
| 7. 324  | 8. 1024  | 9. 289   |
| 10. 484 | 11. 1681 | 12. 4096 |

B.

- |            |            |            |
|------------|------------|------------|
| 1. 625     | 2. 4       | 3. 16      |
| 4. 36      | 5. 100     | 6. 441     |
| 7. 2025    | 8. 3364    | 9. 10 000  |
| 10. 12 544 | 11. 40 000 | 12. 62 500 |

### Exercise 7

A.

- |        |        |        |
|--------|--------|--------|
| 1. 13  | 2. 15  | 3. 7   |
| 4. 10  | 5. 11  | 6. 12  |
| 7. 19  | 8. 21  | 9. 30  |
| 10. 17 | 11. 22 | 12. 25 |

B.

- |       |       |       |
|-------|-------|-------|
| 1. 29 | 2. 27 | 3. 23 |
| 4. 40 |       |       |

C.

- |         |         |
|---------|---------|
| 1. 16 m | 2. 27 m |
| 3. 52   | 4. 6724 |

### Exercise 8

1. A number is divisible by 5 if the **last digit is either 0 or 5.**
2. A number is divisible by 2 if it is an **even number (the last digit is 0, 2, 4, 6 or 8).**
3. A number is divisible by 8 if the number formed by the last **three** digits is divisible by 8.
4. A number is divisible by 10 if the **last digit is 0.**

5. A number is divisible by 3 if the sum of its digits is a multiple of three.
6. A number is divisible by 6 if it is divisible by both 2 and 3.
7. A number is divisible by 4 if the number formed by the last **two** digits is **divisible by 4.**
8. A number is divisible by 9 if the sum of its digits is **divisible by 9** or a multiple of 9.

### Exercise 9

A.

- |                  |                   |
|------------------|-------------------|
| 1. Not divisible | 2. Divisible      |
| 3. Divisible     | 4. Divisible      |
| 5. Divisible     | 6. Not divisible  |
| 7. Not divisible | 8. Divisible      |
| 9. Divisible     | 10. Divisible     |
| 11. Divisible    | 12. Not divisible |

B.

1. 49 599 / 99 594
2. 3465 / 4356
3. 64 141 / 14 146
4. 20 284 / 48 202

C.

- |       |      |      |
|-------|------|------|
| 1. 7  | 2. 8 | 3. 2 |
| 4. 14 | 5. 0 |      |

## Unit 2: Operation on whole numbers

### Exercise 10

A.

- |         |         |
|---------|---------|
| 1. 760  | 2. 811  |
| 3. 1190 | 4. 1117 |

- |                 |                 |
|-----------------|-----------------|
| 5. 55 393       | 6. 102 457      |
| 7. 60 324       | 8. 896 299      |
| 9. 782 874      | 10. 607 657     |
| 11. 138 755     | 12. 294 961     |
| 13. 502 013     | 14. 559 877     |
| 15. 1 432 696   | 16. 202 704     |
| 17. 96 110 291  | 18. 920 348 500 |
| 19. 610 799 236 | 20. 30 003 451  |
| 21. 949 647 319 | 22. 877 261 770 |
| 23. 964 209 654 | 24. 96 312 491  |

**B.**

- |                 |                 |
|-----------------|-----------------|
| 1. 100 000      | 2. 551 774      |
| 3. 305 787      | 4. 627 429      |
| 5. 2 501 087    | 6. 6 436 275    |
| 7. 10 462 235   | 8. 829 688      |
| 9. 325 100 056  | 10. 903 557 650 |
| 11. 519 800 629 | 12. 425 746 925 |
| 13. 111 397     | 14. 8 787 385   |
| 15. 1 225 138   | 16. 8 985 784   |
| 17. 391 028     | 18. 32 068      |

**C.**

- |                   |                   |
|-------------------|-------------------|
| 1. 1 352 206      | 2. 5 023 999      |
| 3. sh 33 000 900  | 4. 1 391 064 m    |
| 5. sh 504 836 872 | 6. 46 193 486     |
| 7. sh 981 687 725 | 8. 78 242 m       |
| 9. sh 344 196 594 | 10. 24 193 981 kg |

**Exercise 11** 

**A.**

- |               |               |
|---------------|---------------|
| 1. 2840       | 2. 1444       |
| 3. 52         | 4. 32 376     |
| 5. 197 208    | 6. 113 984    |
| 7. 52 776     | 8. 107 839    |
| 9. 669 833    | 10. 5 694 574 |
| 11. 2 193 113 | 12. 2 804 681 |

- |                 |                 |
|-----------------|-----------------|
| 13. 49 349 235  | 14. 2 476 868   |
| 15. 43 212 727  | 16. 12 455 398  |
| 17. 175 465 626 | 18. 82 627 459  |
| 19. 238 536 197 | 20. 56 520 200  |
| 21. 750 154 705 | 22. 30 958 543  |
| 23. 110 494 703 | 24. 332 817 703 |

**B.**

- |                 |                 |
|-----------------|-----------------|
| 1. 294 154      | 2. 451 159      |
| 3. 54 043       | 4. 125 947      |
| 5. 35 269 770   | 6. 13 088 140   |
| 7. 9 404 388    | 8. 164 633 512  |
| 9. 7 427 626    | 10. 193 249 234 |
| 11. 578 919 989 | 12. 2 880 507   |
| 13. 85 278 834  | 14. 2 685 161   |
| 15. 99 903      | 16. 316 465     |
| 17. 4 049 286   | 18. 43 963 486  |
| 19. 6 872 618   | 20. 529 504 684 |
| 21. 63 972 503  | 22. 77 722 106  |
| 23. 430 102 998 | 24. 47 166 890  |

**C.**

- |                |                   |
|----------------|-------------------|
| 1. 58 500 634  | 2. 36 000 000     |
| 3. 56 799 154  | 4. sh 314 473 236 |
| 5. 42 672 125  | 6. 13 118 917     |
| 7. 158 010 974 | 8. 1 014 410      |
| 9. 6374        | 10. 15 968 461    |

**Exercise 12** 

**A.**

- |             |             |
|-------------|-------------|
| 1. 378      | 2. 234      |
| 3. 273      | 4. 204      |
| 5. 1296     | 6. 1870     |
| 7. 2635     | 8. 611      |
| 9. 6630     | 10. 29 970  |
| 11. 322 714 | 12. 97 712  |
| 13. 147 915 | 14. 666 908 |

15. 457 200      16. 145 270  
 17. 5 042 160      18. 3 750 064  
 19. 1 364 105      20. 3 686 914  
 21. 11 818 170      22. 19 785 120  
 23. 40 210 176      24. 59 977 312

**B.**

1. 74 124      2. 284 275  
 3. 307 560      4. 541 632  
 5. 81 770      6. 103 152  
 7. 247 419      8. 274 227  
 9. 1 087 268      10. 7 007 722  
 11. 3 697 134      12. 2 032 000  
 13. 2 304 225      14. 369 590  
 15. 1 653 120      16. 3 493 608  
 17. 13 754 065      18. 50 796 000  
 19. 65 585 820      20. 48 212 515  
 21. 8 182 928      22. 23 782 320  
 23. 13 166 505      24. 16 516 332  
 25. 71 989 257      26. 4 874 320  
 27. 20 589 400      28. 26 588 009

**C.**

1. sh 4 057 840      2. sh 34 537 590  
 3. 182 988      4. 28 887 294  
 5. sh 10 946 000      6. 473 305 eggs  
 7. 32 725 books      8. 4 421 800  
 9. 288 pupils      10. sh 39 515  
 11. 20 750 people      12. 9864 bricks  
 13. 1932 dl      14. sh 346 500

**Exercise 13**



**A.**

1. 27      2. 51      3. 81  
 4. 169      5. 169      6. 20  
 7. 615      8. 156      9. 121  
 10. 550      11. 152      12. 265  
 13. 7657      14. 504      15. 480

16. 650      17. 350      18. 1205  
 19. 2523      20. 1118

**B.**

1. 11 rem 4      2. 147 rem 1  
 3. 71 rem 3      4. 128 rem 4  
 5. 198 rem 31      6. 105 rem 8  
 7. 100 rem 16      8. 56 rem 17  
 9. 160 rem 12      10. 36 rem 34  
 11. 914 rem 5      12. 161 rem 46  
 13. 343 rem 9      14. 1011 rem 15  
 15. 4808 rem 2      16. 930 rem 31  
 17. 827 rem 20      18. 2040 rem 22  
 19. 1105 rem 15      20. 1020 rem 39

**C.**

1. 65      2. 36      3. 38  
 4. 82      5. 945      6. 5240  
 7. 1313      8. 1626      9. 26 265  
 10. 39 470      11. 8500      12. 5240  
 13. 1526      14. 625      15. 2340  
 16. 960      17. 4568      18. 1250  
 19. 912      20. 936      21. 658  
 22. 2334      23. 1174      24. 2987  
 25. 1475      26. 3549      27. 1897  
 28. 1358      29. 3945      30. 3150

**D.**

1. 3200 crates      2. 1600 m<sup>2</sup>  
 3. 24 548 books      4. 3375 acres  
 5. 3945 kg  
 6. Each got 442 mosquito nets. 10 nets remained  
 7. 2160 wagons      8. 900 words  
 9. 1016 people  
 10. (a) 145 loaves      (b) 100 loaves  
 11. 137 cartons      12. 450 kg  
 13. sh 1050      14. 97 682  
 15. 38 000 m

**Exercise 14****A.**

- |              |          |          |
|--------------|----------|----------|
| 1. 2 196 970 | 2. 485   | 3. 28    |
| 4. 422       | 5. 108   | 6. 1515  |
| 7. 3         | 8. 5     | 9. 1000  |
| 10. 1105     | 11. 30   | 12. 45   |
| 13. 13       | 14. 108  | 15. 452  |
| 16. 2878     | 17. 2440 | 18. 1021 |

**Exercise 15****A.**

- |                      |            |              |
|----------------------|------------|--------------|
| 1. 18, 9             | 2. 40, 30  | 3. 8, 4      |
| 4. $9, 4\frac{1}{2}$ | 5. 17, 21  | 6. 37, 25    |
| 7. 11, 13            | 8. 36, 49  | 9. 168, 145  |
| 10. 77, 80           | 11. 16, 18 | 12. 115, 180 |
| 13. 43, 68           | 14. 9, 4   |              |

**B.**

- |                    |                    |
|--------------------|--------------------|
| 1. $17, 19 = 153$  | 2. $18, 15 = 270$  |
| 3. $32, 37 = 1184$ | 4. $63, 78 = 4914$ |
| 5. $12, 14 = 168$  | 6. $50, 40 = 2000$ |
| 7. $29, 40 = 1160$ | 8. $72, 81 = 5832$ |
| 9. $25, 36 = 900$  | 10. $19, 21 = 399$ |

**C.**

1.  $30, 36 = 66$
2.  $80, 160 = 240$
3.  $66, 55 = 121$
4.  $40, 32 = 72$
5.  $31, 47 = 78$
6.  $15, 18 = 33$
7.  $31, 41 = 72$
8.  $45, 40 = 85$
9.  $6, 3 = 9$
10.  $93, 142 = 235$

**Unit 4: Fractions****Exercise 16****A.**

- |                         |                        |                       |
|-------------------------|------------------------|-----------------------|
| 1. $\frac{4}{5}$        | 2. $\frac{14}{15}$     | 3. $\frac{5}{7}$      |
| 4. $\frac{19}{21}$      | 5. $1\frac{1}{30}$     | 6. $1\frac{1}{2}$     |
| 7. $\frac{17}{16}$      | 8. $1\frac{9}{22}$     | 9. $1\frac{5}{18}$    |
| 10. $1\frac{2}{15}$     | 11. $1\frac{13}{28}$   | 12. $\frac{184}{187}$ |
| 13. $\frac{17}{26}$     | 14. $1\frac{1}{2}$     | 15. $\frac{157}{175}$ |
| 16. $1\frac{7}{20}$     | 17. $1\frac{19}{42}$   | 18. $1\frac{17}{60}$  |
| 19. $1\frac{228}{275}$  | 20. $1\frac{1}{3}$     | 21. $\frac{19}{20}$   |
| 22. $2\frac{197}{630}$  | 23. $1\frac{193}{330}$ | 24. $2\frac{7}{16}$   |
| 25. $1\frac{39}{40}$ kg | 26. $1\frac{7}{8}$     | 27. $1\frac{13}{24}$  |

**B.**

- |                          |                          |                       |
|--------------------------|--------------------------|-----------------------|
| 1. $1\frac{1}{2}$        | 2. $8\frac{1}{4}$        | 3. $15\frac{2}{3}$    |
| 4. $3\frac{4}{5}$        | 5. $10\frac{5}{17}$      | 6. $22\frac{11}{25}$  |
| 7. $35\frac{20}{51}$     | 8. $78\frac{15}{28}$     | 9. $99\frac{45}{71}$  |
| 10. $102\frac{81}{98}$   | 11. $158\frac{49}{50}$   | 12. $180\frac{9}{64}$ |
| 13. $300\frac{99}{100}$  | 14. $500\frac{101}{200}$ |                       |
| 15. $700\frac{150}{151}$ | 16. $900\frac{9}{10}$    |                       |
| 17. $457\frac{33}{50}$   | 18. $849\frac{25}{784}$  |                       |
| 19. $231\frac{48}{121}$  | 20. $302\frac{26}{49}$   |                       |
| 21. $41\frac{1}{3}$ cm   | 22. $15\frac{2}{5}$ cm   |                       |

23.  $18\frac{11}{13}$  km

24.  $15\frac{2}{3}$

C.

1.  $8\frac{1}{4}$

2.  $3\frac{7}{8}$

3.  $9\frac{7}{12}$

4.  $16\frac{39}{40}$

5.  $19\frac{17}{30}$

6.  $56\frac{7}{16}$

7.  $9\frac{29}{60}$

8.  $99\frac{14}{81}$

9.  $80\frac{211}{300}$

10.  $60\frac{44}{63}$

11. 98

12.  $91\frac{14}{31}$

13.  $311\frac{25}{63}$

14.  $531\frac{17}{45}$

15.  $1578\frac{65}{122}$

16.  $1219\frac{79}{300}$

17.  $1025\frac{27}{50}$

18.  $1269\frac{23}{36}$

19.  $7\frac{127}{234}$

20.  $25\frac{113}{120}$

21.  $61\frac{14}{15}$

22.  $221\frac{51}{64}$

23.  $24\frac{7}{36}$

24.  $6\frac{23}{40}$

25.  $6\frac{1}{6}$

D.

1. 1

2.  $10\frac{3}{14}$

3.  $5\frac{5}{7}$

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

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

6.  $\frac{5}{6}$

7.  $17\frac{16}{17}$

8.  $6\frac{7}{8}$

9.  $4\frac{3}{8}$

E.

1.  $\frac{53}{56}$

2.  $\frac{54}{55}$

3.  $5\frac{5}{24}$

4.  $\frac{29}{35}$

5.  $104\frac{43}{48}$  kg

6.  $19\frac{67}{100}$

7.  $46\frac{34}{45}$  km

8.  $\frac{2}{3}$

9.  $82\frac{1}{20}$

10.  $43\frac{7}{12}$  kg

## Exercise 17

A.

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

2.  $\frac{1}{22}$

3.  $\frac{3}{8}$

4.  $\frac{19}{40}$

5.  $\frac{13}{63}$

6.  $\frac{27}{55}$

7.  $\frac{13}{36}$

8.  $\frac{15}{38}$

9.  $\frac{13}{33}$

10.  $\frac{5}{24}$

11.  $\frac{19}{60}$

12.  $\frac{7}{22}$

13.  $\frac{1}{6}$

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

15.  $\frac{1}{30}$

16.  $\frac{5}{9}$

17.  $3\frac{1}{72}$  m

18.  $\frac{1}{4}$  ml

19.  $\frac{4}{35}$

20.  $\frac{2}{7}$

B.

1.  $\frac{37}{45}$

2.  $2\frac{14}{55}$

3.  $7\frac{25}{58}$

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

5.  $19\frac{77}{97}$

6.  $12\frac{19}{27}$

7.  $44\frac{34}{63}$

8.  $56\frac{5}{56}$

9.  $71\frac{6}{17}$

10.  $52\frac{2}{15}$

11.  $32\frac{29}{60}$

12.  $97\frac{1}{24}$

13.  $109\frac{5}{6}$

14.  $244\frac{3}{4}$

15.  $889\frac{1}{890}$

16.  $554\frac{1}{65}$

17.  $17\frac{13}{20}$  litres

18.  $20\frac{13}{18}$  cm

19.  $1\frac{1}{9}$

20.  $\frac{1}{6}$

C.

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

2.  $4\frac{7}{12}$

3.  $1\frac{4}{7}$

4.  $2\frac{1}{6}$

5.  $18\frac{13}{40}$

6.  $7\frac{5}{8}$

7.  $11\frac{7}{12}$

8.  $14\frac{53}{80}$

9. 4

10.  $53\frac{17}{21}$     11.  $7\frac{19}{60}$     12.  $21\frac{4}{11}$   
 13.  $9\frac{17}{18}$     14.  $100\frac{3}{16}$     15.  $800\frac{5}{6}$   
 16.  $75\frac{54}{55}$     17.  $91\frac{7}{8}$     18.  $\frac{1}{2}$   
 19.  $7\frac{5}{12}$  kg    20.  $23\frac{647}{880}$  m  
 21.  $28\frac{7}{12}$  kg    22.  $1\frac{23}{45}$

**D.**

1.  $4\frac{1}{3}$     2.  $2\frac{1}{8}$     3.  $8\frac{1}{2}$   
 4.  $3\frac{2}{3}$     5.  $1\frac{5}{6}$     6.  $12\frac{3}{4}$   
 7.  $1\frac{5}{8}$     8.  $5\frac{3}{7}$     9.  $2\frac{3}{8}$   
 10.  $4\frac{1}{5}$     11.  $7\frac{7}{8}$     12.  $3\frac{1}{7}$

**E.**

1.  $60\frac{1}{8}$  litres    2.  $\frac{35}{44}$  litres  
 3.  $6\frac{23}{104}$  m    4.  $59\frac{21}{34}$  litres  
 5.  $6\frac{14}{15}$  litres    6.  $5\frac{5}{9}$  tonnes  
 7.  $4\frac{34}{49}$  km    8.  $9\frac{43}{45}$  kg  
 9.  $42\frac{85}{88}$  bags    10.  $\frac{3}{4}$  m

**Exercise 18**

1.  $\frac{2}{5}$     2.  $\frac{3}{32}$     3.  $\frac{4}{15}$   
 4.  $\frac{5}{7}$     5.  $\frac{1}{24}$     6.  $\frac{3}{16}$   
 7.  $\frac{1}{9}$     8.  $\frac{6}{11}$     9.  $\frac{3}{4}$   
 10.  $\frac{15}{221}$     11.  $\frac{5}{16}$     12.  $\frac{7}{25}$   
 13.  $\frac{150}{169}$     14.  $\frac{1}{12}$     15.  $\frac{1}{18}$

16.  $\frac{1}{3}$     17.  $49\frac{3}{7}$  steps  
 18. 112 kg    19.  $2192\frac{2}{3}$  litres  
 20. 36 tonnes  
 21. 29 241kg / 29.241tonnes

**B.**

1.  $3\frac{3}{4}$     2.  $4\frac{1}{3}$     3.  $2\frac{1}{2}$   
 4.  $21\frac{3}{5}$     5.  $22\frac{1}{6}$     6.  $14\frac{1}{2}$   
 7. 70    8.  $4\frac{7}{8}$     9. 10  
 10. 18    11.  $14\frac{2}{3}$     12.  $321\frac{7}{8}$   
 13.  $33\frac{3}{4}$     14. 288    15. 938  
 16. 213    17. 596    18. 1030

19. 96 apples    20. 5.146 kg  
 21.  $122\frac{1}{2}$     22. 352 km  
 23. 30 m    24.  $24\frac{1}{7}$

**C.**

1.  $4\frac{11}{36}$     2.  $7\frac{2}{3}$     3.  $4\frac{9}{10}$   
 4.  $21\frac{7}{12}$     5.  $43\frac{1}{14}$     6.  $6\frac{2}{3}$   
 7.  $7\frac{1}{8}$     8.  $18\frac{11}{48}$     9.  $14\frac{17}{20}$   
 10.  $218\frac{5}{8}$     11.  $64\frac{211}{260}$     12.  $163\frac{5}{8}$   
 13.  $8\frac{1}{10}$     14.  $168\frac{1}{7}$     15.  $9\frac{1}{75}$   
 16.  $158\frac{3}{5}$     17.  $75\frac{1}{7}$     18.  $277\frac{43}{11}$   
 19.  $5148\frac{11}{12}$  kg    20.  $223\frac{4}{11}$  litres

21.  $61\frac{1}{26}$  km      22.  $26\frac{1}{8}$  sec  
 23.  $26\frac{1}{32}$       24.  $2199\frac{4}{9}$  packets

**D.**

1. 56 oranges      2.  $\frac{7}{20}$   
 3. 436 pupils      4. sh 2500  
 5. 330 girls      6. 52  
 7.  $41\frac{1}{4}$  hours      8.  $14\text{ cm}^2$   
 9.  $13\frac{1}{8}$  m      10. 70.875 km

**Exercise 19** 

**A**

1. 30      2. 28      3.  $3\frac{1}{5}$   
 4. 12      5.  $16\frac{2}{3}$       6. 36  
 7.  $22\frac{1}{2}$       8. 99      9. 150  
 10.  $66\frac{2}{3}$       11.  $74\frac{1}{5}$       12. 63  
 13. 102      14. 108      15. 160  
 16. 260      17. 200 packets  
 18. 75 parcels      19.  $73\frac{31}{33}$  metal bars  
 20.  $44\frac{1}{57}$  kg      21. 40 jerry cans

**B.**

1.  $\frac{3}{10}$       2.  $\frac{8}{27}$       3.  $\frac{1}{35}$   
 4.  $\frac{9}{88}$       5.  $\frac{8}{105}$       6.  $\frac{3}{40}$   
 7.  $\frac{5}{108}$       8.  $1\frac{14}{15}$       9.  $\frac{1}{14}$   
 10.  $\frac{1}{23}$       11.  $\frac{1}{24}$       12.  $\frac{2}{81}$

13.  $\frac{1}{153}$       14.  $\frac{1}{70}$       15.  $\frac{11}{420}$   
 16.  $\frac{7}{720}$       17.  $\frac{1}{882}$

18.  $\frac{14}{47}$  km      19.  $3\frac{1}{13}$  km  
 20.  $\frac{1}{36}$  m      21.  $\frac{3}{36}$

**C.**

1.  $\frac{4}{5}$       2. 3      3.  $1\frac{2}{3}$   
 4. 1      5.  $\frac{12}{25}$       6.  $\frac{21}{40}$   
 7.  $1\frac{1}{2}$       8.  $1\frac{1}{6}$       9.  $\frac{1}{2}$   
 10.  $\frac{2}{3}$       11.  $1\frac{1}{6}$       12.  $1\frac{1}{4}$   
 13.  $\frac{9}{16}$       14.  $1\frac{197}{648}$       15.  $1\frac{17}{21}$   
 16.  $1\frac{1}{3}$       17.  $\frac{7}{248}$       18.  $\frac{9}{20}$   
 19.  $\frac{7}{9}$       20.  $\frac{13}{90}$       21.  $\frac{4}{87}$   
 22.  $1\frac{7}{9}$       23.  $2\frac{2}{3}$       24.  $26\frac{1}{4}$   
 25.  $\frac{21}{55}$       26.  $2\frac{7}{11}$       27.  $1\frac{17}{20}$   
 28.  $\frac{93}{98}$       29.  $2\frac{17}{20}$       30.  $1\frac{17}{55}$   
 31.  $1\frac{157}{256}$       32.  $1\frac{73}{75}$

**D.**

1.  $\frac{1}{4}$  kg      2. 16      3.  $\frac{3}{4}$   
 4. 34 families      5.  $3\frac{1}{2}$   
 6.  $\frac{1}{8}$  m      7.  $4\frac{16}{85}$  m  
 8.  $4\frac{1}{8}$  g      9.  $5\frac{11}{24}$  m  
 10.  $41\frac{47}{48}$

**Exercise 20**

- |                       |                         |                      |
|-----------------------|-------------------------|----------------------|
| 1. $\frac{4}{5}$      | 2. $4\frac{9}{16}$      | 3. $2\frac{5}{9}$    |
| 4. 28                 | 5. $2\frac{3}{4}$       | 6. $\frac{49}{240}$  |
| 7. $11\frac{1}{3}$    | 8. $2\frac{43}{56}$     | 9. $1\frac{13}{17}$  |
| 10. $2\frac{5}{24}$   | 11. $\frac{15}{41}$     | 12. $2\frac{26}{27}$ |
| 13. $18\frac{4}{11}$  | 14. $1\frac{5}{6}$      | 15. $\frac{7}{25}$   |
| 16. $3\frac{5}{28}$   | 17. $4\frac{4}{15}$     | 18. $117\frac{6}{7}$ |
| 19. $17\frac{11}{20}$ | 20. $7\frac{3}{4}$      | 21. 18               |
| 22. $\frac{7}{16}$    | 23. $17\frac{151}{160}$ | 24. $1\frac{7}{60}$  |
| 25. $1\frac{3}{25}$   | 26. $\frac{11}{14}$     | 27. $9\frac{1}{6}$   |
| 28. $5\frac{3}{8}$    | 29. $2\frac{1}{2}$      | 30. $2\frac{5}{9}$   |

**Exercise 21**

- A.**
- |                       |                      |                       |
|-----------------------|----------------------|-----------------------|
| 1. $\frac{25}{441}$   | 2. $\frac{36}{49}$   | 3. $\frac{49}{64}$    |
| 4. $\frac{49}{144}$   | 5. $\frac{25}{36}$   | 6. $\frac{64}{121}$   |
| 7. $5\frac{1}{16}$    | 8. $28\frac{4}{9}$   | 9. $\frac{16}{625}$   |
| 10. $\frac{196}{676}$ | 11. $\frac{81}{225}$ | 12. $\frac{9}{16}$    |
| 13. $\frac{1}{4}$     | 14. $\frac{36}{441}$ | 15. $\frac{256}{900}$ |
| 16. $\frac{529}{579}$ |                      |                       |
- B.**
- |                     |                      |
|---------------------|----------------------|
| 1. $8\frac{17}{64}$ | 2. $4\frac{25}{36}$  |
| 3. $110\frac{1}{4}$ | 4. $52\frac{13}{81}$ |

- |                       |                       |
|-----------------------|-----------------------|
| 5. $83\frac{29}{49}$  | 6. $117\frac{4}{121}$ |
| 7. $250\frac{25}{36}$ | 8. $464\frac{52}{81}$ |
| 9. $21\frac{4}{25}$   | 10. $6\frac{1}{4}$    |
| 11. $57\frac{16}{49}$ | 12. $5\frac{19}{25}$  |
| 13. $506\frac{1}{4}$  | 14. $\frac{6}{25}$    |
| 15. $136\frac{1}{9}$  | 16. $162\frac{9}{16}$ |

**C.**

- |          |         |          |
|----------|---------|----------|
| 1. 81    | 2. 144  | 3. 64    |
| 4. 2116  | 5. 100  | 6. 196   |
| 7. 441   | 8. 256  | 9. 625   |
| 10. 169  | 11. 784 | 12. 1600 |
| 13. 2500 | 14. 529 | 15. 900  |
| 16. 2209 | 17. 794 | 18. 1067 |
19. Four thousand, seven hundred and sixty-one
20. 5184 cm

**Exercise 22**

- |                                     |                      |                                     |
|-------------------------------------|----------------------|-------------------------------------|
| 1. $\frac{3}{8}$                    | 2. $\frac{9}{10}$    | 3. $\frac{5}{8}$                    |
| 4. $\frac{14}{16}$ or $\frac{7}{8}$ | 5. $\frac{10}{11}$   | 6. $\frac{25}{30}$ or $\frac{5}{6}$ |
| 7. $\frac{1}{120}$                  | 8. $\frac{13}{15}$   | 9. $\frac{3}{14}$                   |
| 10. $3\frac{2}{3}$                  | 11. $3\frac{1}{3}$   | 12. $1\frac{1}{6}$                  |
| 13. $3\frac{1}{2}$                  | 14. $2\frac{1}{2}$   | 15. $4\frac{2}{3}$                  |
| 16. $3\frac{1}{2}$                  | 17. $2\frac{1}{7}$ m | 18. $2\frac{1}{3}$                  |
| 19. 34                              | 20. 28 cm            |                                     |

**Exercise 23**

1.  $1\frac{4}{5}$
2.  $\frac{1}{256}$
3.  $3\frac{1}{2}$
4. 3
5. 9
6.  $3\frac{3}{5}$
7.  $\frac{1}{24}$
8.  $5\frac{1}{4}$
9.  $3\frac{5}{6}$
10.  $\frac{1}{64}$
11.  $3\frac{1}{4}$
12.  $3\frac{1}{4}$
13.  $2\frac{1}{4}$
14.  $10\frac{1}{3}$

**Unit 5: Decimals****Exercise 24****A.**

1. 0.1
2. 15.1
3. 489.8
4. 144.4
5. 9284.2
6. 81.1
7. 975.5
8. 1287.1
9. 16.5
10. 5.7
11. 25.7
12. 763.9

**B.**

1. 568.15
2. 7.0
3. 667.139
4. 125.3
5. 0.56
6. 25.054
7. 770.7
8. 940.90
9. 59.998
10. 1274.4
11. 49.81
12. 0.715

**Exercise 25****A.**

1. 4 - Tens  
3 - Ones  
8 - Tenths  
4 - Hundredths  
6 - Thousandths  
3 - Ten thousandths
2. Tenths
3. Thousandths
4. Thousandths
5. Thousandths
6. Thousandths
7. Hundredths
8. Tenths
9. Ones

**B.**

| Number       | Place value |          |      |      |        |            |             |                 |
|--------------|-------------|----------|------|------|--------|------------|-------------|-----------------|
|              | Thousands   | Hundreds | Tens | Ones | Tenths | Hundredths | Thousandths | Ten thousandths |
| 1. 9.9999    |             |          |      | 9    | 9      | 9          | 9           | 9               |
| 2. 187.3841  |             | 1        | 8    | 7    | 3      | 8          | 4           | 1               |
| 3. 124.09    |             | 1        | 2    | 4    | 0      | 9          |             |                 |
| 4. 4153.7854 | 4           | 1        | 5    | 3    | 7      | 8          | 5           | 4               |
| 5. 0.78      |             |          |      | 0    | 7      | 8          |             |                 |
| 6. 1002.0079 | 1           | 0        | 0    | 2    | 0      | 0          | 7           | 9               |
| 7. 7.5180    |             |          |      | 7    | 5      | 1          | 8           | 0               |
| 8. 6910.2431 | 6           | 9        | 1    | 0    | 2      | 4          | 3           | 1               |

C.

1. 0      2. 7      3. 2      4. 1  
5. 7      6. 9      7. 1      8. 0

**Exercise 26**

1.

| Digit | Total value |
|-------|-------------|
| 4     | 40          |
| 0     | 0           |
| 3     | 0.3         |
| 9     | 0.09        |
| 6     | 0.006       |
| 7     | 0.0007      |

2. 0.7      3. 0.003      4. 3  
5. 0      6. 0.005      7. 0.05  
8. 0.005      9. 0.5
10. Six thousand, four hundred and fifty, three hundred, and fifty-one thousandths  
11. One thousandth  
12. Three thousand, six hundred and fifty-four, and sixteen thousandths  
13. Ninety-five and one tenth  
14. Six and three hundred and fifteen thousandths  
15. Seven hundred and eighty-seven and nine hundred and ninety-six thousandths  
16. Four hundred and eighty-one thousandths  
17. Two and sixty-four hundredths  
18. 0.03      19. 0.065  
20. 0.41      21. 0.182  
22. 214.049      23. 99.1052  
24. 304 000.13

**Exercise 27**

A.

1.  $\frac{9}{20}$       2.  $\frac{1}{5}$       3.  $\frac{367}{500}$   
4.  $\frac{69}{200}$       5.  $\frac{81}{2000}$       6.  $\frac{1}{125}$   
7.  $\frac{3}{10}$       8.  $\frac{1}{2}$       9.  $\frac{3}{2000}$   
10.  $\frac{9}{200}$       11.  $\frac{51}{1000}$       12.  $\frac{27}{250}$   
13.  $\frac{1}{2000}$       14.  $\frac{7}{50}$       15.  $\frac{1}{8}$   
16.  $\frac{7}{2000}$       17.  $\frac{8}{25}$       18.  $\frac{9}{400}$   
19.  $\frac{7}{25}$       20.  $\frac{2}{5}$

B.

1.  $\frac{7}{100}$       2.  $\frac{1}{10}$       3.  $\frac{1}{20}$   
4.  $\frac{1}{125}$

**Exercise 28**

A.

1. 0.125      2. 0.4375      3. 0.48  
4. 0.15625      5. 0.3125      6. 0.625  
7. 0.8      8. 0.024      9. 0.35  
10. 0.25      11. 0.0125      12. 0.6  
13. 0.94      14. 0.825      15. 0.15  
16. 0.1      17. 0.28125      18. 0.6  
19. 0.7      20. 0.55

B.

1.  $0.\overset{\cdot\cdot\cdot}{6}\overset{\cdot}{2}\overset{\cdot}{9}$       2. 1.7  
3.  $0.5\overset{\cdot}{3}$       4.  $10.\overset{\cdot\cdot\cdot}{15}\overset{\cdot\cdot\cdot}{47}$

C.

1.  $0.1\overset{\cdot}{6}$       2. 0.8  
3.  $0.08\overset{\cdot}{3}$       4.  $0.1\overset{\cdot}{5}$

- |                              |                       |
|------------------------------|-----------------------|
| 5. $0.9\dot{1}\dot{6}$       | 6. 0.5                |
| 7. 0.6                       | 8. 0.2                |
| 9. $0.7\dot{3}$ (3)          | 10. $0.1\dot{3}$ (3)  |
| 11. $0.\dot{8}\dot{1}$ (all) | 12. $0.19\dot{4}$ (4) |
| 13. 0.1                      | 14. $0.38\dot{3}$ (3) |
| 15. $0.2\dot{2}\dot{7}$ (27) | 16. $0.2\dot{6}$ (6)  |

**Exercise 29** 

- |              |               |
|--------------|---------------|
| 1. 71.515    | 2. 100        |
| 3. 4.73      | 4. 11.679     |
| 5. 33.125    | 6. 21.1259    |
| 7. 175.604   | 8. 471.254    |
| 9. 403.519   | 10. 2779.5782 |
| 11. 2169.374 | 12. 1535.0084 |
| 13. 181.707  | 14. 139.5261  |
| 15. 361.246  | 16. 40.134    |
- B.**
- |                 |                 |
|-----------------|-----------------|
| 1. 1.105        | 2. 0.1813       |
| 3. 1.3613       | 4. 1.3744       |
| 5. 125.0285     | 6. 84.3644      |
| 7. 34.5673      | 8. 251.350      |
| 9. 4458.539     | 10. 1615.7471   |
| 11. 13371.121   | 12. 11583.524   |
| 13. 176273.246  | 14. 29165.514   |
| 15. 499316.0571 | 16. 137563.2814 |
| 17. 12249.197   | 18. 9706.7276   |
| 19. 16304.9245  | 20. 14136.5363  |
| 21. 9469.052    | 22. 459.521     |
| 23. Hundredths  | 24. 4817.69     |

**C.**

- |           |           |
|-----------|-----------|
| 1. 51.17  | 2. 509.08 |
| 3. 17.13  | 4. 102.72 |
| 5. 187.42 | 6. 277.06 |

- |              |               |
|--------------|---------------|
| 7. 2818.2876 | 8. 2868.6487  |
| 9. 1691.4439 | 10. 7928.5409 |
| 11. 361.754  | 12. 125.084   |
| 13. 3607.486 | 14. 25.175    |
| 15. 132.9352 | 16. 30.207    |

**Exercise 30** 

**A.**

- |              |               |
|--------------|---------------|
| 1. 19.9679   | 2. 747.093    |
| 3. 663.654   | 4. 47.8016    |
| 5. 75.772    | 6. 84         |
| 7. 12.2448   | 8. 643.0298   |
| 9. 901.0612  | 10. 5.3739    |
| 11. 454.9774 | 12. 399.965   |
| 13. 307.4779 | 14. 6018.7168 |
| 15. 46.5893  | 16. 88.31     |

**B.**

- |                 |                 |
|-----------------|-----------------|
| 1. 28.4         | 2. 4.4885       |
| 3. 51.275       | 4. 57.735       |
| 5. 508.387      | 6. 261.0976     |
| 7. 601.2033     | 8. 6.444        |
| 9. 32315.181    | 10. 15755.5533  |
| 11. 8503.2158   | 12. 69805.299   |
| 13. 44055.0377  | 14. 372795.8589 |
| 15. 94240.3611  | 16. 0.0767      |
| 17. 2869970.105 | 18. 502598.378  |
| 19. 3693142.52  | 20. 596528.191  |
| 21. 20 758.31   | 22. 35.125 kg   |
| 23. 2044.655    | 24. 2799.543    |
| 25. 11.022      |                 |

**Exercise 31** 

**A**

- |           |           |
|-----------|-----------|
| 1. 270.75 | 2. 315.68 |
| 3. 65.184 | 4. 3.24   |

- |                |                 |
|----------------|-----------------|
| 5. 420.552     | 6. 883.59       |
| 7. 1983.513    | 8. 35142.498    |
| 9. 45757.81    | 10. 194680.1135 |
| 11. 329504.268 | 12. 2281342.47  |

**B.**

- |              |                |
|--------------|----------------|
| 1. 78.75     | 2. 4.147       |
| 3. 4.544     | 4. 0.0024      |
| 5. 606.36    | 6. 321.332     |
| 7. 191.697   | 8. 1.2936      |
| 9. 32.9256   | 10. 3018.708   |
| 11. 0.4032   | 12. 67.9455    |
| 13. 0.441    | 14. 2.8269     |
| 15. 8.846544 | 16. 0.0025529  |
| 17. 4.2125   | 18. 6.237      |
| 19. 635      | 20. 858.7915   |
| 21. 354150   | 22. 63982.0086 |
| 23. 161.2    | 24. 2272.2552  |
| 25. 12476 g  | 26. 561.6 kg   |
| 27. 34.23 kg | 28. 18810 kg   |

**Exercise 32**

- |                               |               |          |
|-------------------------------|---------------|----------|
| 1. 5.14                       | 2. 10.11      | 3. 12.04 |
| 4. 4.697                      | 5. 1.5        | 6. 4.52  |
| 7. 15.65                      | 8. 3.698      | 9. 4     |
| 10. 100                       | 11. 3         | 12. 25.6 |
| 13. 0.017                     | 14. 0.9240506 |          |
| 15. 0.0499852                 | 16. 2.82      |          |
| 17. 0.01                      | 18. 120.3     |          |
| 19. 43                        | 20. 34        |          |
| 21. 129 pieces                |               |          |
| 22. 0.05 tonnes               |               |          |
| 23. 12 pieces                 |               |          |
| 24. 13.50 shillings           |               |          |
| 25. sh 1.515 / sh 1.52 / 1.50 |               |          |

**Exercise 33**

- |             |            |
|-------------|------------|
| 1. 19.545   | 2. 8.948   |
| 3. 0.82     | 4. 3.645   |
| 5. 18.789   | 6. 10.052  |
| 7. 5.3      | 8. 21.35   |
| 9. 3.58     | 10. 4.14   |
| 11. 0.0225  | 12. 3.42   |
| 13. 0.8     | 14. 343.06 |
| 15. 345.168 | 16. 1920   |
| 17. 46.2    | 18. 50     |
| 19. 110     | 20. 7      |
| 21. 61      | 22. 1.67   |

**Exercise 34**

**A.**

- |            |           |            |
|------------|-----------|------------|
| 1. 0.0144  | 2. 0.04   | 3. 0.16    |
| 4. 1.5376  | 5. 12.25  | 6. 2.0164  |
| 7. 4.41    | 8. 3.24   | 9. 1.44    |
| 10. 2.25   | 11. 4.84  | 12. 6.25   |
| 13. 59.29  | 14. 23.04 | 15. 102.01 |
| 16. 132.25 |           |            |

**B.**

- |                           |            |           |
|---------------------------|------------|-----------|
| 1. 0.25                   | 2. 9.3636  | 3. 24.01  |
| 4. 64.1601                | 5. 0.0064  | 6. 0.81   |
| 7. 0.0004                 | 8. 60.84   | 9. 65.61  |
| 10. 27.04                 | 11. 231.04 | 12. 75.69 |
| 13. 0.0625 m <sup>2</sup> | 14. 2.25   | 15. 27.04 |
| 16. 16                    |            |           |

**Exercise 35**

**A**

- |         |          |          |
|---------|----------|----------|
| 1. 0.2  | 2. 2.1   | 3. 0.3   |
| 4. 0.05 | 5. 0.9   | 6. 0.7   |
| 7. 0.6  | 8. 1.5   | 9. 1.3   |
| 10. 1.6 | 11. 0.02 | 12. 0.14 |

**B.**

- |           |         |         |
|-----------|---------|---------|
| 1. 1.1    | 2. 1.2  | 3. 1.4  |
| 4. 1.7    | 5. 0.36 | 6. 0.08 |
| 7. 4.2012 | 8. 3.5  | 9. 4.1  |
| 10. 4.6   | 11. 6.1 | 12. 5.5 |

## Unit 6: Percentage

### Exercise 36

**A.**

- |                     |                      |                      |
|---------------------|----------------------|----------------------|
| 1. $\frac{17}{100}$ | 2. $\frac{27}{100}$  | 3. $\frac{3}{25}$    |
| 4. $\frac{21}{50}$  | 5. $\frac{3}{20}$    | 6. $\frac{11}{20}$   |
| 7. $\frac{49}{50}$  | 8. $\frac{79}{100}$  | 9. $\frac{1}{125}$   |
| 10. $\frac{7}{800}$ | 11. $\frac{1}{400}$  | 12. $\frac{7}{1000}$ |
| 13. $\frac{1}{8}$   | 14. $\frac{28}{125}$ | 15. $\frac{47}{500}$ |
| 16. $\frac{13}{20}$ | 17. $1\frac{1}{10}$  | 18. $1\frac{1}{4}$   |
| 19. $1\frac{2}{5}$  | 20. $1\frac{3}{5}$   |                      |

**B.**

- |            |            |             |
|------------|------------|-------------|
| 1. 25 %    | 2. 37.5 %  | 3. 3 %      |
| 4. 75 %    | 5. 52 %    | 6. 90 %     |
| 7. 68.75 % | 8. 25 %    | 9. 50 %     |
| 10. 28 %   | 11. 42.5 % | 12. 90 %    |
| 13. 240 %  | 14. 60 %   | 15. 112.5 % |
| 16. 97.5 % |            |             |

**C.**

- |         |         |           |
|---------|---------|-----------|
| 1. 40 % | 2. 80 % | 3. 73.3 % |
| 4. 80 % | 5. 72 % | 6. 46 %   |

### Exercise 37

- |               |              |           |
|---------------|--------------|-----------|
| 1. 0.53 %     | 2. 0.24 %    | 3. 0.05 % |
| 4. 0.15 %     | 5. 0.84 %    | 6. 0.5 %  |
| 7. 0.74 %     | 8. 0.38 %    | 9. 0.27 % |
| 10. 0.18 %    | 11. 0.04 %   |           |
| 12. 0.01 %    | 13. 0.035 %  |           |
| 14. 0.0425 %  | 15. 0.015 %  |           |
| 16. 0.455 %   | 17. 1.25 %   |           |
| 18. 1.58 %    | 19. 2 %      |           |
| 20. 2.5 %     | 21. 1.052 %  |           |
| 22. 0.0525 %  | 23. 4.4465 % |           |
| 24. 0.10102 % | 25. 0.1675 % |           |

**B.**

- |            |             |           |
|------------|-------------|-----------|
| 1. 36 %    | 2. 50 %     | 3. 175 %  |
| 4. 44 %    | 5. 1 %      | 6. 75 %   |
| 7. 5 %     | 8. 25 %     | 9. 12.5 % |
| 10. 83 %   | 11. 47.9 %  | 12. 10.2  |
| 13. 115 %  | 14. 354.8 % | 15. 550 % |
| 16. 1010 % | 17. 792 %   | 18. 106 % |
| 19. 1220 % | 20. 2050 %  |           |

**C.**

- |            |           |           |
|------------|-----------|-----------|
| 1. 50 %    | 2. 62.5 % | 3. 87.5 % |
| 4. 20.83 % | 5. 33.3 % | 6. 35 %   |
| 7. 70 %    | 8. 12 %   |           |

### Exercise 38

**A.**

- |          |                           |                  |
|----------|---------------------------|------------------|
| 1. 15    | 2. 48                     | 3. 12            |
| 4. 75    | 5. 150                    | 6. 180           |
| 7. 375   | 8. 105                    | 9. $\frac{3}{4}$ |
| 10. 1500 | 11. $1\frac{1}{2}$ or 1.5 | 12. 27           |

**B.**

- |        |         |        |
|--------|---------|--------|
| 1. 90  | 2. 1800 | 3. 4   |
| 4. 200 | 5. 28   | 6. 150 |

7. 2400      8. 21 000      9. 91 000  
 10.  $\frac{1}{2}$       11. 5      12. 1500

**C.**

1. 184      2. 73.5  
 3. 54.4 m      4. 50 kg  
 5. 3.2 cm      6. 216 km  
 7. 667.08      8. sh 20.16  
 9. 31.25      10.  $5\frac{21}{40}$  / 5.525  
 11. 44      12. 92.8  
 13. 138 479 pupils      14. sh 4320  
 15. sh 116.27      16. 45.87%  
 17. 20.3 m      18. 300%

**Exercise 39** 

1. 15      2. 0.3      3. 75  
 4. 187.5      5. 375      6. 750  
 7. 666      8. 270      9. 9  
 10. 300 000      11. 37 500      12. 9000

**B.**

1. 20      2. 1.6      3. 128  
 4. 96      5. 1600      6. 480  
 7. 24      8. 0.02      9. 2000  
 10. 7.2      11. 0.1      12. 0.05

**C.**

1. 237.25      2. 20.025  
 3.  $1\frac{1}{2}$  or 1.5      4. 150  
 5. 970      6. 292.5  
 7. 295.8      8. 187.5  
 9. 1      10. 28  
 11. 537.92      12. 918  
 13. 6.6 cm      14. 6800 km  
 15. 10.4      16. 14 700 people  
 17. 50 %      18. 33.3 %  
 19. sh 289      20. 20 %  
 21. 204 cm<sup>2</sup>

## Unit 7: Length

**Exercise 40** 

**A.**

1. 6 cm      2. 500 cm  
 3. 25 000 cm      4. 150 000 cm  
 5. 13 000 cm      6. 3658 cm  
 7. 1725 cm      8. 7080 cm  
 9. 900 000 cm      10. 460 cm  
 11. 5 cm      12. 13 000 cm

**B.**

1. 9100 mm      2. 850 mm  
 3. 160 000 mm      4. 2500 mm  
 5. 187 700 mm      6. 200 000 mm  
 7. 10 000 mm      8. 512 000 mm  
 9. 3 154 780 mm      10. 2112.5 mm  
 11. 58745 mm      12. 8750 mm

**C.**

1. 0.4 km      2. 0.7 km  
 3. 0.65 km      4. 7.85 km  
 5. 3.5 km      6. 25.1 km  
 7. 31.651 km      8. 0.00025 km  
 9. 9 km      10. 2.87419 km  
 11. 9.4684 km      12. 1.545 km

**D.**

1. 12 000 m      2. 0.56 m  
 3. 550 m      4. 42.1 m  
 5. 3500 m      6. 540 m  
 7. 1.98 m      8. 110 m  
 9. 1750 m      10. 84.7 m  
 11. 470 m      12. 1.25 m

**E.**

1. 8000 Dm      2. 245 Dm

- |                |               |
|----------------|---------------|
| 3. 210 Dm      | 4. 30.5 Dm    |
| 5. 2.554 Dm    | 6. 1.5042 Dm  |
| 7. 13.7 Dm     | 8. 0.05 Dm    |
| 9. 9.750 Dm    | 10. 1 Dm      |
| 11. 2884.11 Dm | 12. 50.075 Dm |

**F.**

- |              |               |
|--------------|---------------|
| 1. 65 Hm     | 2. 52.4 Hm    |
| 3. 0.003 Hm  | 4. 40.2 Hm    |
| 5. 12.5 Hm   | 6. 15.65 Hm   |
| 7. 0.8 Hm    | 8. 2.15 Hm    |
| 9. 0.3142 Hm | 10. 0.0031 Hm |
| 11. 2 Hm     | 12. 512.65 Hm |

**Exercise 41** 

- |            |              |           |
|------------|--------------|-----------|
| 1. 22 cm   | 2. 692 mm    | 3. 148 m  |
| 4. 348 cm  | 5. 192 m     | 6. 50 m   |
| 7. 608 cm  | 8. 175 m     | 9. 153 m  |
| 10. 35 cm  | 11. 222 cm   | 12. 78 cm |
| 13. 1260 m | 14. 1800 m   |           |
| 15. 2700 m | 16. 240.42 m |           |

**Exercise 42** 

- |             |            |
|-------------|------------|
| 1. 198 mm   | 2. 594 m   |
| 3. 528 m    | 4. 1056 m  |
| 5. 3.08 cm  | 6. 550 m   |
| 7. 352 mm   | 8. 211.2 m |
| 9. 5280 cm  | 10. 44 cm  |
| 11. 13.2 cm | 12. 6.6 m  |

**Exercise 43** 


- |              |              |
|--------------|--------------|
| 1. 31.4 cm   | 2. 81.64 m   |
| 3. 169.56 cm | 4. 439.6 cm  |
| 5. 78.5 m    | 6. 9.8596 cm |
| 7. 125.6 mm  | 8. 785 km    |
| 9. 449.02 cm |              |

**B.**

- |               |                     |
|---------------|---------------------|
| 1. 176 m      | 2. 66 mm            |
| 3. 30.8 km    | 4. 215.6 cm         |
| 5. 44 Dm      | 6. 330 dm           |
| 7. 4488 mm    | 8. 2222 m           |
| 9. 352 mm     | 10. 454 revolutions |
| 11. 6141.84 m |                     |

**C.**

- |           |             |
|-----------|-------------|
| 1. 4 cm   | 2. 154 m    |
| 3. 3.3 m  | 4. 24.5 cm  |
| 5. 441 cm | 6. 63.06 mm |
| 7. 0.70 m | 8. 7.01     |

**Exercise 44** 

**A.**

- |             |             |
|-------------|-------------|
| 1. 81 m     | 2. 972 cm   |
| 3. 178.2 cm | 4. 189 cm   |
| 5. 151.2 cm | 6. 60.48 cm |

**B.**

1. 148 cm
2. 24.2 m
3. 7.2 cm
4. 208 cm

**Exercise 45** 

- |              |           |
|--------------|-----------|
| 1. 127 cm    | 2. 250 cm |
| 3. 37.6 cm   | 4. 454 cm |
| 5. 248 m     | 6. 432 cm |
| 7. 91.516 cm | 8. 26 cm  |
| 9. 1872 m    | 10. 3     |
| 11. 310 m    | 12. 792 m |
| 13. 1848 m   |           |

## Unit 8: Area

### Exercise 46

A.

- |                            |                            |
|----------------------------|----------------------------|
| 1. 1384.74 cm <sup>2</sup> | 2. 19.63 cm <sup>2</sup>   |
| 3. 615.44 cm <sup>2</sup>  | 4. 55.3896 cm <sup>2</sup> |
| 5. 314 cm <sup>2</sup>     | 6. 3846.5 cm <sup>2</sup>  |
| 7. 186.17 cm <sup>2</sup>  | 8. 31 400 mm <sup>2</sup>  |

B.

- |                            |                            |
|----------------------------|----------------------------|
| 1. 280.665 cm <sup>2</sup> | 2. 2245.32 cm <sup>2</sup> |
| 3. 12 474 m <sup>2</sup>   | 4. 27.72 cm <sup>2</sup>   |
| 5. 49 896 m <sup>2</sup>   | 6. 124.74 cm <sup>2</sup>  |

### Exercise 47

- |                         |                         |
|-------------------------|-------------------------|
| 1. 408 cm <sup>2</sup>  | 2. 1080 m <sup>2</sup>  |
| 3. 618 Hm <sup>2</sup>  | 4. 21.76 m <sup>2</sup> |
| 5. 21.76 m <sup>2</sup> | 6. 48 cm <sup>2</sup>   |

### Exercise 48

- |                           |                           |
|---------------------------|---------------------------|
| 1. 45 m                   | 2. 16 m                   |
| 3. 10 m                   | 4. 17 cm                  |
| 5. 6 m                    | 6. 490.5 m <sup>2</sup>   |
| 7. 163 200 m <sup>2</sup> | 8. 167.27 cm <sup>2</sup> |
| 9. 523 m <sup>2</sup>     |                           |

### Exercise 49

A.

- |                                     |                        |
|-------------------------------------|------------------------|
| 1. 336 cm <sup>2</sup>              | 2. 462 cm <sup>2</sup> |
| 3. $18\frac{11}{16}$ m <sup>2</sup> | 4. 168 cm <sup>2</sup> |
| 5. 114.45 m <sup>2</sup>            | 6. 364 cm <sup>2</sup> |

B.

- |         |          |
|---------|----------|
| 1. 12 m | 2. 15 cm |
| 3. 24 m | 4. 26 m  |
| 5. 20 m | 6. 59 m  |

C.

- |             |                          |
|-------------|--------------------------|
| 1. 27.46 ha | 2. 294 cm <sup>2</sup>   |
| 3. 15 cm    | 4. 109.5 cm <sup>2</sup> |
| 5. 3.2 m    |                          |

### Exercise 50

A.

- |                         |                          |
|-------------------------|--------------------------|
| 1. 68 cm <sup>2</sup>   | 2. 231 cm <sup>2</sup>   |
| 3. 42 cm <sup>2</sup>   | 4. 115.5 cm <sup>2</sup> |
| 5. 2310 cm <sup>2</sup> | 6. 80 cm <sup>2</sup>    |

B.

- |                         |                       |
|-------------------------|-----------------------|
| 1. 358.5 m <sup>2</sup> | 2. 371 m <sup>2</sup> |
| 3. 136.5 m <sup>2</sup> |                       |

### Exercise 51

A.

- |                          |                          |
|--------------------------|--------------------------|
| 1. 16.14 cm <sup>2</sup> | 2. 42 m <sup>2</sup>     |
| 3. 34.65 m <sup>2</sup>  | 4. 31.12 cm <sup>2</sup> |
| 5. 476 cm <sup>2</sup>   | 6. 693 m <sup>2</sup>    |

B.

- |                          |                           |
|--------------------------|---------------------------|
| 1. 326 m <sup>2</sup>    | 2. 127.75 cm <sup>2</sup> |
| 3. 250.25 m <sup>2</sup> | 4. 494 cm <sup>2</sup>    |
| 5. 115.5 cm <sup>2</sup> | 6. 152 m <sup>2</sup>     |

### Exercise 52

- |                        |                         |
|------------------------|-------------------------|
| 1. 144 m <sup>2</sup>  | 2. 500.5 m <sup>2</sup> |
| 3. 1200 m <sup>2</sup> | 4. 7 cm                 |
| 5. 864 m <sup>2</sup>  | 6. 12 cm                |
| 7. 0.00703 ha          | 8. 10 m                 |

### Exercise 53

- |                           |                         |
|---------------------------|-------------------------|
| 1. 382 cm <sup>2</sup>    | 2. 522 cm <sup>2</sup>  |
| 3. 168.96 cm <sup>2</sup> | 4. 10.68 m <sup>2</sup> |



**Exercise 59****A.**

- |            |            |
|------------|------------|
| 1. 4000 ml | 2. 5800 ml |
| 3. 750 ml  | 4. 1000 ml |
| 5. 10 ml   | 6. 1500 ml |
| 7. 3200 ml | 8. 10 ml   |

**B.**

- |            |            |            |
|------------|------------|------------|
| 1. 0.5 l   | 2. 25 l    | 3. 0.674 l |
| 4. 165.4 l | 5. 67 l    | 6. 51.6 l  |
| 7. 0.254 l | 8. 546.5 l |            |

**C.**

- |            |            |             |
|------------|------------|-------------|
| 1. 9 dl    | 2. 2.25 dl | 3. 4 dl     |
| 4. 78 dl   | 5. 0.25 dl | 6. 43.25 dl |
| 7. 0.06 dl | 8. 12 dl   |             |

**D.**

- |               |                 |
|---------------|-----------------|
| 1. 425 litres | 2. 800 litres   |
| 3. 360 dl     | 4. 6.245 litres |
| 5. 38 litres  |                 |

**Exercise 60**

- |                         |                         |
|-------------------------|-------------------------|
| 1. 250 cm <sup>3</sup>  | 2. 45 cm <sup>3</sup>   |
| 3. 7245 cm <sup>3</sup> | 4. 625 cm <sup>3</sup>  |
| 5. 4000 cm <sup>3</sup> | 6. 1000 cm <sup>3</sup> |
| 7. 3 cm <sup>3</sup>    | 8. 2 cm <sup>3</sup>    |

**B.**

- |            |             |
|------------|-------------|
| 1. 5.755 l | 2. 0.625 l  |
| 3. 250 l   | 4. 0.0072 l |

- |            |          |
|------------|----------|
| 5. 4000 l  | 6. 372 l |
| 7. 0.425 l | 8. 40 l  |

**C.**

- |                 |           |
|-----------------|-----------|
| 1. 1000 ml      | 2. 8 ml   |
| 3. 525 ml       | 4. 500 ml |
| 5. 1 000 000 ml | 6. 500 ml |
| 7. 4500 ml      | 8. 345 ml |

**D.**

- |              |            |
|--------------|------------|
| 1. 6000 dl   | 2. 0.2 dl  |
| 3. 10 000 dl | 4. 0.1 dl  |
| 5. 3.5 dl    | 6. 4500 dl |
| 7. 0.01 dl   | 8. 3400 dl |

**E.**

- |                               |                           |
|-------------------------------|---------------------------|
| 1. 0.004 m <sup>3</sup>       | 2. 0.01243 m <sup>3</sup> |
| 3. 0.000017625 m <sup>3</sup> | 4. 0.00072 m <sup>3</sup> |
| 5. 0.00001 m <sup>3</sup>     | 6. 0.005 m <sup>3</sup>   |
| 7. 0.0022 m <sup>3</sup>      | 8. 0.01005 m <sup>3</sup> |

**Exercise 61**

- |                                |                        |
|--------------------------------|------------------------|
| 1. 20 000 000 ml               |                        |
| 2. (a) 4800 dl                 | (b) 480 litres         |
| 3. (a) 200 000 cm <sup>3</sup> | (b) 0.2 m <sup>3</sup> |
| 4. 80 min                      | 5. sh 16 800           |
| 6. 1008 litres                 | 7. 6 litres            |
| 8. 86 240 litres               | 9. 1.8 m               |
| 10. 4.6 m                      | 11. 75 litres          |
| 12. 138 600 litres             | 13. 3 234 000 litres   |
| 14. 27 720 litres              | 15. 4 m                |

**Exercise 62**

| Mass in grams (g) | Mass in kilograms (kg) | Mass in tonnes (t) |
|-------------------|------------------------|--------------------|
| 1. 36 500         | 36.5                   | 0.0365             |
| 2. 12 326 000     | 12 326                 | 12.326             |
| 3. 40 000         | 40                     | 0.04               |
| 4. 86 000         | 86                     | 0.086              |
| 5. 500 000        | 500                    | 0.5                |
| 6. 15 780         | 15.78                  | 0.01578            |
| 7. 750 000        | 750                    | 0.75               |
| 8. 6 280 000      | 6280                   | 6.28               |
| 9. 900 000        | 900                    | 0.9                |
| 10. 2 375 000     | 2375                   | $2\frac{3}{8}$     |
| 11. 780 000       | 780                    | 0.78               |
| 12. 250 000       | 250                    | $\frac{1}{4}$      |
| 13. 1 712 800     | 1712.8                 | 1.1728             |
| 14. 20 000        | 20                     | 0.02               |
| 15. 7500          | 7.5                    | 0.0075             |

**Exercise 63**

- 12 t 441 kg 003 g
- 43 t 725 kg 399 g
- 31 t 377 kg 140 g
- 33 t 351 kg 697 g
- 26 t 163 kg 581 g
- 22 t 1 kg 537 g
- 67 t 102 kg 146 g
- 124 t 285 kg 925 g
- 527 t 1 kg 642 g
- 33 t 38 kg 141 g
- 314 t 238 kg 142 g
- 15 t 123 kg 699 g
- 133 t 109 kg 982 g
- 160 t 1 kg 836 g
- 1 t 279 kg 936 g
- 9 t 276.679 kg

17. 16 t 659 kg 540 g
18. 45 t 315 kg 985 g
19. 26 t 222 kg 170 g

**Exercise 64**

1. 6 t 593 kg 950 g
2. 12 t 559 kg 680 g
3. 5 t 23 kg 700 g
4. 981 kg 921 g
5. 1 t 988 kg
6. 1 t 712 kg 280 g
7. 5 t 405 kg 346 g
8. 41 t 188 kg 930 g
9. 4 t 189 kg 1 g
10. 22 t 94 kg 112 g
11. 515 t 31 kg 900 g
12. 203 t 959 kg 899 g

13. 4 t
14. 124 t 897 kg 561 g
15. 3 t 904 kg 916 g
16. 13 t 938 kg 308 g
17. 2 t 899 kg 420 g
18. 5 t 654 kg 757 g
19. 8 t 287 kg 429 g
20. 450 kg 654 g
21. 456 t 356 kg 250 g
22. 139 t 455 kg 419 g

**Exercise 65** 

1. 16 t 530 g
2. 24 t 221 kg 400 g
3. 147 t 529 kg 512 g
4. 404 t 13 kg 360 g
5. 412 t 20 kg 500 g
6. 60 t 5 kg 625 g
7. 1496 t 34 kg 452 g
8. 640 t 164 kg 91 g
9. 625 t 5 kg 625 g
10. 312 t 642 kg 400 g
11. 0.48 t
12. 300 000 g
13. 22 t 141 kg 350 g
14. 1 t
15. 0.003 t
16. 0.68 t

**Exercise 66** 

**A.**

1. 4 t 11 kg 256 g
2. 2 t 63 kg 100 g
3. 105 t 52 kg 754 g
4. 8 t 40 kg 60 g

5. 28 t 967 kg 845 g
6. 16 t 486 kg 829 g
7. 28 t 199 kg 647 g
8. 9 t 816 kg 124 g
9. 16 t 240 kg 162 g
10. 25 t 326 kg 871 g
11. 18 t 164 kg 430 g
12. 28 t 763 kg 953 g

**B.**

1. 4 t 11 kg 505 g
2. 6 t 215 kg 187 g
3. 14 t 605 kg 434 g
4. 12 t 152 kg 425 g
5. 24 t 161 kg 203 g
6. 18 t 496 kg 785 g
7. 31 t 403 kg 195 g
8. 26 t 687 kg 968 g
9. 16 t 486 kg 829 g
10. 21 t 388 kg 52 g
11. 28 t 967 kg 845 g
12. 47 t 821 kg 319 g

**C.**

1. 16 t 80 kg 10 g
2. 705 kg
3. 3200 packets
4. 21 t 1 kg 1 g
5. 21 t 225 kg 785 g
6. 18 t 405 kg 575 g
7. 14 t 140 kg 575 g
8. 8 t 352 kg 216 g
9. 304 bags
10. 6 t 215 kg 187 g

## Unit 10: Money

### Exercise 67

A.

| Item            | Marked price<br>sh | Buying price<br>sh | Discount<br>sh | Percentage<br>discount |
|-----------------|--------------------|--------------------|----------------|------------------------|
| 1. Maths Book   | 350                | 300                | 50             | 14.29%                 |
| 2. Dress        | 1800               | 1500               | 300            | 16.67%                 |
| 3. Sweater      | 450                | 405                | 45             | 10%                    |
| 4. Goat         | 2750               | 2500               | 250            | 9.1%                   |
| 5. School shirt | 750                | 725                | 25             | 3.3%                   |
| 6. Chair        | 800                | 760                | 40             | 5%                     |
| 7. Bicycle      | 4500               | 4100               | 400            | 8.89%                  |
| 8. Trouser      | 780                | 750                | 30             | 3.85%                  |
| 9. Mattress     | 2700               | 2400               | 300            | 11.11%                 |
| 10. Radio       | 8500               | 7650               | 850            | 10%                    |

B.

- |              |            |                 |             |
|--------------|------------|-----------------|-------------|
| 1. sh 446.25 | 2. sh 5100 | 10. (a) sh 1440 | (b) 16.67%  |
| 3. sh 2100   | 4. 5%      | 11. sh 1080     | 12. sh 3500 |
| 5. sh 100    | 6. sh 1920 | 13. sh 55 000   | 14. 20 %    |
| 7. sh 4640   | 8. 20%     | 15. sh 1000     |             |
| 9. sh 1000   |            |                 |             |

### Exercise 68

A.

| Sales<br>sh | Commission paid<br>sh | Percentage<br>commission |
|-------------|-----------------------|--------------------------|
| 1. 10 000   | 500                   | 5 %                      |
| 2. 25 000   | 5000                  | 20%                      |
| 3. 27 000   | 9000                  | 33.33                    |
| 4. 50 000   | 15 000                | 30%                      |
| 5. 23 000   | 2300                  | 10%                      |
| 6. 600 000  | 90 000                | 15%                      |
| 7. 25 000   | 2500                  | 10%                      |
| 8. 30 000   | 4500                  | 15 %                     |
| 9. 10 000   | 2000                  | 20%                      |
| 10. 150 000 | 21 000                | 14%                      |

B.

- sh 380 000
- 11.11%
- sh 16 000
- sh 50 000 000
- 2.5%
- 5%
- sh 270 000
- sh 6250
- 5%
- sh 600 000

**Exercise 69**

A.

| Principal            | Rate       | Time                 | Interest         | Amount            |
|----------------------|------------|----------------------|------------------|-------------------|
| 1. sh 40 000         | 15%        | 3 years              | sh 18 000        | <b>sh 58 000</b>  |
| 2. <b>sh 20 000</b>  | 15%        | <b>3.5 years</b>     | sh 10 500        | sh 30 500         |
| 3. sh 200 000        | <b>12%</b> | $1\frac{1}{2}$ years | <b>sh 36 000</b> | sh 236 000        |
| 4. sh 48 000         | 10%        | 7 months             | <b>sh 2800</b>   | <b>sh 50 800</b>  |
| 5. <b>sh 60 000</b>  | 10%        | <b>9 months</b>      | sh 4500          | sh 64 500         |
| 6. sh 120 000        | <b>9%</b>  | 6 months             | sh 5400          | <b>sh 125 400</b> |
| 7. <b>sh 32 000</b>  | 15%        | 9 months             | sh 3600          | <b>sh 35 600</b>  |
| 8. sh 40 000         | <b>30%</b> | 8 months             | <b>sh 8000</b>   | sh 48 000         |
| 9. sh 100 000        | 4%         | <b>1 year</b>        | <b>sh 4000</b>   | sh 104 000        |
| 10. <b>sh 60 000</b> | 10%        | $1\frac{1}{2}$ year  | sh 3000          | sh 63 000         |

B.

- |                 |                |
|-----------------|----------------|
| 1. sh 4 500 000 | 2. sh 40 000   |
| 3. 15%          | 4. 8 months    |
| 5. sh 508 800   | 6. sh 150 000  |
| 7. 16 months    | 8. 12%         |
| 9. sh 19 125    | 10. sh 225 000 |

**Exercise 70**

A.

- |                 |              |
|-----------------|--------------|
| 1. sh 2000      | 2. sh 8350   |
| 3. sh 20 months | 4. sh 25 000 |
| 5. sh 72 000    |              |

B.

| Hire purchase price sh | Deposit sh    | Monthly installments (period) | Amount per installment sh |
|------------------------|---------------|-------------------------------|---------------------------|
| 1. 10 000              | 4000          | 12                            | <b>500</b>                |
| 2. <b>50 000</b>       | 5000          | 18                            | 2500                      |
| 3. 45 000              | <b>15 000</b> | 20                            | 1500                      |
| 4. 92 000              | 20 000        | <b>24</b>                     | 3000                      |
| 5. <b>6400</b>         | 1000          | 12                            | 450                       |
| 6. 34 850              | <b>4850</b>   | 10                            | 3000                      |
| 7. 11 550              | 3550          | <b>8</b>                      | 1000                      |
| 8. 22 000              | 4000          | 6                             | <b>3000</b>               |
| 9. <b>1 800 000</b>    | 660 000       | 24                            | 47 500                    |
| 10. 60 000             | <b>6000</b>   | 6                             | 9000                      |

**Exercise 71** 

1. sh 14.50      2. Ten 100 g packets  
3. sh 2800      4. sh 283

5. sh 930      6. sh 184  
7. sh 230      8. sh 9630

9.

| Item                                     | Price @<br>sh | Amount<br>sh   |
|--|---------------|----------------|
| $\frac{1}{22}$ kg sugar                  | 52.00         | 130.00         |
| $\frac{1}{32}$ kg maize flour            | 36.00         | 126.00         |
| 3 kg rice                                | 80.00         | 240.00         |
| 2 kg meat                                | 240.00        | 480.00         |
| Three $\frac{1}{2}$ litre packet of milk | 28.00         | 114.00         |
| <b>Total</b>                             |               | <b>1090.00</b> |

10. sh 95.50      11. sh 4928.25

**Unit 11: Postal charges****Exercise 72** 

1. sh 35      2. sh 50  
3. sh 85      4. sh 190  
5. sh 325      6. sh 20  
7. sh 40      8. sh 125  
9. sh 210      10. sh 78  
11. sh 57      12. sh 133  
13. sh 35      14. sh 45  
15. sh 60      16. sh 60  
17. sh 300      18. sh 450  
19. sh 1200      20. sh 1140  
21. sh 15 306      22. sh 1430

3. sh 530

**B.**

1. sh 40      2. sh 80  
3. sh 135      4. sh 400  
5. sh 400      6. sh 650  
7. sh 650      8. sh 400

**C.**

1. sh 20      2. sh 40  
3. sh 20      4. sh 35

**D.**

1. sh 45      2. sh 70  
3. sh 120      4. sh 45

**E.**

1. sh 50      2. sh 50  
3. sh 225      4. sh 300  
5. sh 225      6. sh 750  
7. sh 600      8. sh 450

**Exercise 73** **A.**

1. sh 40      2. sh 160

**Exercise 74**

1. sh 530
2. sh 1185
3. sh 2400
4. sh 1040

**Exercise 75**

1. sh 60
2. sh 65
3. sh 170
4. sh 110
5. sh 180
6. sh 50
7. sh 1090
8. sh 455

**Exercise 76**

1. sh 204
2. sh 84
3. sh 207
4. sh 1385
5. sh 1385
6. sh 1997
7. sh 1997
8. sh 2956
9. sh 2956
10. sh 22
11. sh 53
12. sh 35
13. sh 75
14. sh 45
15. sh 53
16. sh 53
17. sh 60
18. sh 40
19. sh 53
20. sh 39
21. sh 60
22. sh 3005

**Exercise 77****A.**

1. sh 1340
2. sh 1395
3. sh 4445
4. sh 8750
5. sh 10 200
6. sh 945

**B.**

1. sh 890
2. sh 890

3. sh 1020
4. sh 1140
5. sh 1320
6. sh 1380

**C.**

1. sh 5550
2. sh 2245
3. sh 3820

**Exercise 78****A.**

| Amount<br>sh  | Ordinary<br>commission sh |
|---------------|---------------------------|
| 1. 250.00     | 42                        |
| 2. 850.00     | 114                       |
| 3. 1000.00    | 114                       |
| 4. 2500.00    | 174                       |
| 5. 3200.00    | 209                       |
| 6. 5000.00    | 209                       |
| 7. 7500.00    | 295                       |
| 8. 28 000.00  | 617                       |
| 9. 32 000.00  | 657                       |
| 10. 34 999.00 | 657                       |

**B.**

| Amount<br>sh  | Express<br>commission sh |
|---------------|--------------------------|
| 1. 300.00     | 6                        |
| 2. 1000.00    | 157                      |
| 3. 2800.00    | 213                      |
| 4. 3000.00    | 213                      |
| 5. 3400.00    | 247                      |
| 6. 6000.00    | 329                      |
| 7. 12 000.00  | 513                      |
| 8. 21 500.00  | 667                      |
| 9. 28 000.00  | 667                      |
| 10. 31 000.00 | 694                      |

C.

| Amount sent<br>sh | Ordinary<br>commission | Total amount<br>payable at the post<br>office<br>sh |
|-------------------|------------------------|---|
| 1. 658.00         | 114                    | 772   |
| 2. 897.00         | 114                    | 1011  |
| 3. 1915.00        | 174                    | 2089  |
| 4. 6464.00        | 295                    | 6759  |
| 5. 15 515.00      | 441                    | 15 956  |
| 6. 25 445.00      | 617                    | 26 062  |
| 7. 11 204.00      | 441                    | 11 645  |
| 8. 6542.00        | 617                    | 29 786  |
| 9. 29 169.00      | 657                    | 32 757  |
| 10. 32 100.00     | 1098                   | 44 473  |

D.

| Amount sent<br>sh | Ordinary commission<br>sh | Total amount payable at<br>the post office sh |
|-------------------|---------------------------|---|
| 1. 658.00         | 157                       | 815   |
| 2. 897.00         | 157                       | 1054  |
| 3. 1915.00        | 213                       | 2128  |
| 4. 6464.00        | 329                       | 6798  |
| 5. 15 515.00      | 513                       | 16 028  |
| 6. 25 445.00      | 667                       | 26 112  |
| 7. 11 204.00      | 513                       | 11 717  |
| 8. 6542.00        | 667                       | 29 836  |
| 9. 29 169.00      | 694                       | 32 794  |
| 10. 32 100.00     | 1207                      | 46 582  |

E.

1. sh 28 213
2. sh 52 234
3. sh between 5001 and 10 000
4. sh 20 513
5. sh 12 6287

**Exercise 79**

| Value of postal order sh | Commission charged sh | Total amount payable sh |
|--------------------------|-----------------------|-------------------------|
| 1. 85.00                 | 15                    | 100                     |
| 2. 125.00                | 22                    | 147                     |
| 3. 300.00                | 23                    | 323                     |
| 4. 480.00                | 49                    | 529                     |
| 5. 515.00                | 56                    | 571                     |
| 6. 665.00                | 76                    | 741                     |
| 7. 905.00                | 90                    | 995                     |
| 8. 2000.00               | 165                   | 2165                    |
| 9. 3000.00               | 177                   | 3177                    |
| 10. 1900.00              | 257                   | 2157                    |
| 11. 2800.00              | 241                   | 3041                    |
| 12. 5900.00              | 330                   | 6230                    |

**Exercise 80**

A

1. sh 1150                      2. sh 12.65  
3. sh 12.65                      4. sh 26.45

B.

1. sh 14            2. sh 12            3. sh 10  
4. sh 17            5. sh 17

C.

1. sh 24.64                      2. sh 17.64  
3. sh 30.24                      4. sh 17.64  
5. sh 17.64                      6. sh 19.04

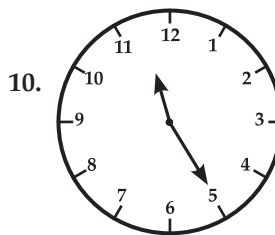
**Unit 12: Time and Speed**

**Exercise 81**

| Time in 12-hr clock system | Time in 24-hr clock system |
|----------------------------|----------------------------|
| 1. 7.18 pm                 | 1918 h                     |
| 2. 11.20 pm                | 2320 h                     |
| 3. 12.11 am                | 0011 h                     |
| 4. 6.54 am                 | 0654 h                     |
| 5. 10.08 pm                | 2208 h                     |
| 6. 3.15 pm                 | 1515 h                     |
| 7. 1.48 pm                 | 1348 h                     |
| 8. 1.01 am                 | 0101 h                     |

**Exercise 82**

1. 1 h 30 min                      2. 1 h 18 min  
3. 1745 h                          4. 2 h 21 min  
5. 0646 h                          6. 5.40 pm / 1740  
7. 7 hr                                8. 12.14 am  
9. 1510 h



11. 8 h 45 min  
12. 4.30 pm / 1630 h  
13. 7 hr 25 min am  
14. 1105 h  
15. 3 hr 50 min

**Exercise 83**

1. 3.00 pm                          2. 4 hr 30 min  
3. 15 min                          4. 9.30 am  
5. 26.67 km/h

6. 60 km/h                      7. 80 km  
 8. 1 hr 5 min                  9. 1430 h  
 10. 0910 h

**Exercise 84**

1. 40 min                      2. Air Kenya  
 3. 1 hr                          4. 1 hr  
 5. 1 hr 15 min              6. 1000 h  
 7. FLY 540 and Prestige air

**Exercise 85**

1. sh 80                      2. sh 90                      3. sh 160  
 4. sh 130                    5. sh 210                    6. sh 150  
 7. sh 280                    8. sh 100                    9. sh 310  
 10. sh 330

**Exercise 86**

1. sh 370                      2. sh 250  
 3. sh 1760                    4. sh 480  
 5. sh 210                      6. sh 1640  
 7. sh 490                      8. sh 670  
 9. sh 760                      10. sh 800  
 11. sh 19 040                12. sh 8330  
 13. sh 3570                    14. sh 1575  
 15. sh 2350

**Exercise 87**

A.

| From     | To       | Fare  |
|----------|----------|-------|
| Nairobi  | Githurai | sh 25 |
| Nairobi  | Kahawa   | sh 35 |
| Dandora  | Kahawa   | sh 25 |
| Githurai | Kahawa   | sh 20 |
| Ruiru    | Nairobi  | sh 40 |
| Kahawa   | Ruiru    | sh 35 |

B.

| From     | To       | Fare     |
|----------|----------|----------|
| Ruiru    | Kahawa   | sh 26.25 |
| Nairobi  | Ruiru    | sh 30    |
| Kahawa   | Githurai | sh 15    |
| Kahawa   | Dandora  | sh 18.75 |
| Nairobi  | Kahawa   | sh 26.25 |
| Githurai | Nairobi  | sh 18.75 |

**Exercise 88**

A.

1. 16.67 m/s                      2. 22.22 m/s  
 3. 33.33 m/s                      4. 25 m/s  
 5. 50 m/s                          6. 38.89 m/s  
 7. 41.67 m/s                      8. 27.22 m/s  
 9. 30 m/s                          10. 55.56 m/s  
 11. 69.44 m/s                      12. 111.11 m/s

B.

1. 36 km/h                      2. 90 km/h  
 3. 180 km/h                      4. 360 km/h  
 5. 540 km/h                      6. 216 km/h  
 7. 18 km/h                          8. 54 km/h  
 9. 126 km/h                      10. 374.4 km/h  
 11. 288 km/h                      12. 259.2 km/h

**Exercise 89**

A.

| Distance     | Time       | Speed    |
|--------------|------------|----------|
| 1. 150 km    | 2.5 hr     | 60 m/s   |
| 2. 400 km    | 5 hr       | 80 km/h  |
| 3. 50 km     | 5 hr       | 10 km/h  |
| 4. 100 m     | 10 sec     | 10 m/s   |
| 5. 56 000 m  | 25 200 sec | 2.22 m/s |
| 6. 90 000    | 60 min     | 25 m/s   |
| 7. 210 km    | 3 hr       | 70 km/h  |
| 8. 180 000 m | 2.5 hr     | 72 km/h  |
| 9. 735 km    | 420 min    | 105 km/h |
| 10. 180 m    | 20 sec     | 9 m/s    |
| 11. 340 km   | 4 hr       | 85 km/h  |
| 12. 360 m    | 3 sec      | 120 m/s  |

B.

- 20 m/s
- 28.8 km/h
- 2.76 m/s
- 1800 km/h
- 22.22 m/s
- 30 m/s
- 7.5 hr or  $7\frac{1}{2}$  hr
- 0.69 m/s
- 84 km
- 120 km/h

## Unit 13: Temperature

### Exercise 90

- warmer than
- cooler than
- cooler than
- same temperature as
- same temperature as
- warmer than
- same temperature as
- warmer than

### Exercise 91

1.

| Day       | Temperature (°C) |
|-----------|------------------|
| Monday    | 15               |
| Wednesday | 20               |
| Friday    | 30               |
| Saturday  | 25               |
| Sunday    | 35               |

- Tuesday and Wednesday
- Saturday and Sunday
- Saturday
- Monday and Tuesday /  
Wednesday and Thursday /  
Thursday and Friday

### Exercise 92

- 90°C
- 2.8°C
- 4.8°C
- 40°C
- 11°C
- 11°C
- 99°C
- 9°C
- 3°C
- 30°C

## Unit 14: Geometry

### Exercise 93

- (a) QP and RS (b) UT
- (a) AJ and GH (b) EF
- (a) MP and NO (b) MO
- (a) UX and VW (b) XW
- (a) HE, ID, JC and KB  
(b) GL and FM
- (a) UW and ZX (b) VY
- (a) AB & DC  
(b) DA & CB AD & BC  
AB & DC
- (a) WX & ZY (b) OP & QR
- (a) EH & FG (b) EF
- Teacher check
- Teacher check

### Exercise 94

- (a) 50° (b) 130° (c) 130°  
(d) 50° (e) 50° (f) 130°  
(g) 130° (h) 50° (i) 50°  
(j) 130° (k) 130° (l) 50°
- True
- True
- False
- False
- True
- True
- True
- True
- True
- True
- True
- True
- True
- True
- False
- True

### Exercise 95

- $g$  and  $c$ ,  $f$  and  $b$ ,  $h$  and  $d$ ,  $a$  and  $c$
- $j$  and  $l$ ,  $i$  and  $k$ ,  $l$  and  $n$ ,  $k$  and  $m$

3.  $r$  and  $v$ ,  $q$  and  $u$
4.  $q$  and  $s$ ,  $s$  and  $z$ ,  $p$  and  $t$ ,  $r$  and  $y$
5. Teacher check

**Exercise 96** 

**A.**

1.  $a = 150^\circ$ ,  $b = 30^\circ$ ,  $c = 30^\circ$ ,  $d = 150^\circ$
2.  $f = 80^\circ$ ,  $g = 50^\circ$
3.  $w = 55^\circ$ ,  $t = 35^\circ$ ,  $u = 90^\circ$
4.  $y = 95^\circ$                       5.  $z = 85^\circ$
6.  $x = 85^\circ$

**B.**

1.  $a = 60^\circ$ ,  $b = 50^\circ$
2.  $z = 140^\circ$
3.  $q = 110^\circ$ ,  $r = 70^\circ$
4.  $l = 120^\circ$ ,  $n = 60^\circ$ ,  $k = 60^\circ$
5.  $s = 40^\circ$ ,  $z = 140^\circ$ ,  $t = 40^\circ$
6.  $s = 115^\circ$ ,  $u = 65^\circ$

**Exercise 97** 

Teacher check

**Exercise 98** 

Teacher check

**Exercise 99** 

**A.**

1. Trapezium
2. Parallelogram
3. Parallelogram (rectangle)
4. Parallelogram (square)
5. Rhombus
6. none
7. Trapezium

8. Parallelogram (square)
9. Rhombus

**B.**

Parallelograms: PRSO, PROW, WVTO, OVTS

Rhombuses: RSTO, PWVO

Trapezia: QROS, QOWP, WOUV, OSTU, PRSW, WVTS

**Exercise 100** 

1.  $a = 35^\circ$ ,  $b = 55^\circ$ ,  $c = 90^\circ$
2.  $y = 50^\circ$ ,  $x = 80^\circ$
3.  $a = 70^\circ$ ,  $c = 70^\circ$ ,  $b = 40^\circ$ ,  $d = 40^\circ$
4.  $d = 130^\circ$ ,  $f = 50^\circ$ ,  $f = 50^\circ$
5.  $q = 45^\circ$ ,  $s = 45^\circ$
6.  $c = 70^\circ$ ,  $f = 65^\circ$ ,  $d = 70^\circ$ ,  $e = 65^\circ$

**Exercise 101** 

Teacher check

**Exercise 102** 

**A.**

1. Equilateral triangle
2. Right angle
3. Isosceles triangle
4. Scalene triangle
5. Scalene triangle
6. Isosceles triangle
7. Right angle
8. Equilateral triangle
9. Scalene triangle

**B.**

1.  $a = 45$
2.  $b = 55^\circ$ ,  $c = 55^\circ$

3.  $d = 60^\circ, e = 60^\circ, f = 60^\circ$
4.  $g = 50^\circ, h = 65^\circ$
5.  $i = 30^\circ$
6.  $j = 20^\circ, k = 80^\circ$

**Exercise 103** 

1. 6.6 cm                      2. 6 cm
3. 7 cm                        4. 4.1 cm

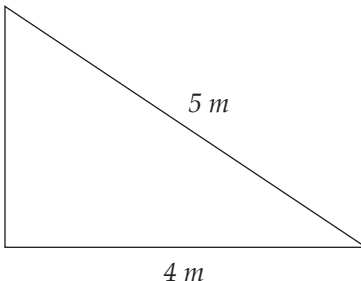
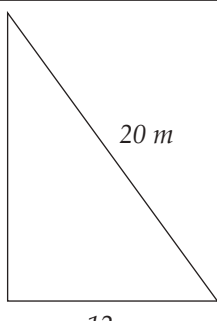
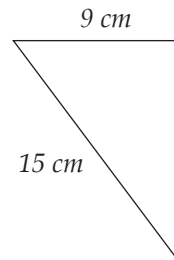
5. (a) 3.4 cm                (b) 4.5 cm
6. 4.1 cm
7. (a) 7.8 cm                (b) 49 cm

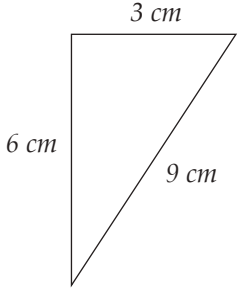
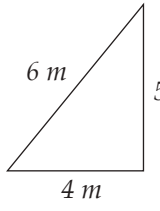
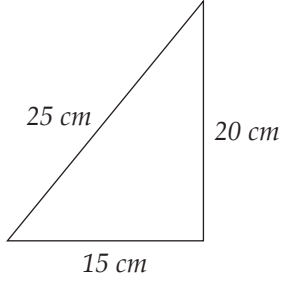
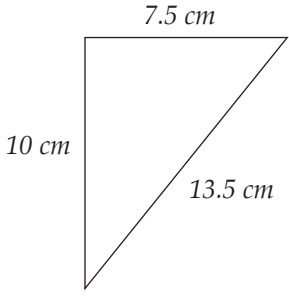
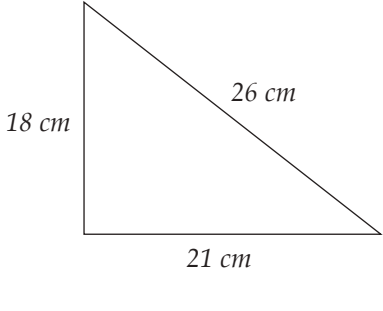
**Exercise 104** 

A.

1. AL                          2. DE                          3. HI
4. JK                          5. MN                          6. QS

B.

| Triangle  | Right angle |
|---|-------------|
| <p>1. </p>  | ✓           |
| <p>2. </p> | ✓           |
| <p>3. </p> | ✓           |

|   |          |
|---|----------|
| <p>4.</p>    | <p>×</p> |
| <p>5.</p>    | <p>×</p> |
| <p>6.</p>   | <p>✓</p> |
| <p>7.</p>  | <p>×</p> |
| <p>8.</p>  | <p>×</p> |

**Exercise 105**

1. 6.5 m
2. 8 cm
3. 120 m<sup>2</sup>
4. 13 cm
5. 5 cm
6. 20 m
7. 7.5 m
8. 6 cm

**Exercise 106**

Teacher to check

**Exercise 107**

Teacher to check

**Unit 15: Algebra****Exercise 108**

1.  $2 \frac{1}{30x}$
2.  $23y + 53$
3.  $14w + 26$
4.  $4y + 1$
5.  $\frac{8x + 49}{7}$  or  $1\frac{1}{7}x + 7$
6.  $16y + 4$
7.  $6m + 3$
8.  $1\frac{1}{2}n + 6$
9.  $4\frac{1}{3}y - 5\frac{1}{6}$
10.  $3b + 27$
11.  $4x + 10$
12.  $3y + 1$
13.  $f + 2f + 8f$       Total =  $11f$
14.  $2m + m + 10m$       Total =  $13m$

**Exercise 109**

1.  $3\frac{1}{2}$
2.  $1\frac{3}{4}$
3. 135
4.  $1\frac{11}{15}$
5.  $5\frac{8}{11}$
6.  $\frac{1}{3}$

7.  $\frac{1}{2}$
8.  $7\frac{1}{3}$
9.  $\frac{7}{10}$
10.  $\frac{3}{5}$
11. 6
12.  $2\frac{1}{2}$
13. 25
14.  $6\frac{1}{9}$
15.  $13\frac{1}{2}$

**Exercise 110**

1.  $y = 4$
2.  $p = 28$
3.  $x = 5$
4.  $x = 5$
5.  $x = 9\frac{1}{4}$
6.  $m = 5\frac{3}{8}$
7.  $y = 7\frac{2}{3}$
8.  $x = 4$
9.  $x = 3$
10.  $x = 5$
11. 52 cm
12. (a)  $2y + 500 = 1500$ (b)  $y = \text{sh } 500$
13. sh 50 million
14. sh 700
15. sh 20

**Exercise 111**

1.  $a > 4$
2.  $y < 3$
3.  $x > 120$
4.  $p > 3\frac{2}{5}$
5.  $g < 3$
6.  $r \leq 3$
7.  $q \leq 8$
8.  $1\frac{2}{3} < w$
9.  $s > 3\frac{1}{2}$
10.  $h > 32$
11.  $d > \frac{1}{2}$
12.  $n > 16$
13.  $f < 54$
14.  $k > 35$
15.  $6s + 10 < 60$

## Unit 16: Table and graphs

### Exercise 112

- (a) Teacher to check  
(b) 16 marks (c) 20 marks  
(c) 40 pupils
- (a) Teacher to check  
(b) 8 types (c) 85 teachers
- (a) Teacher to check  
(b) 3 days (c) 9 days  
(d) 45 patients
- (a) 16 patients (b) 180 patients
- 50 kg
- (a) 3 times (b) Route 14
- 88 cardigans

### Exercise 113

#### A.

- Teacher to check
- 17.14 litres (c) 15 litres

#### B.

- (a) 1 cm rep 10 reported cases  
(b) 1 cm rep one month
- (a) 20 cases (b) 22 cases  
(c) 40 cases
- November (c) December
- February and March
- 25.33 or 25 (c) 20 and 30

#### C.

- Teacher to check
- 95 patients
- 193 patients
- 32.167 or 32
- June

#### D.

- (a) 1 cm rep 100 deaths  
(b) 1 cm rep 1 country
- (a) 300 (b) 300 (c) 250
- South Africa (c) Burundi
- 580 (c) 500

#### E.

- Teachers to check
- 60 pairs (c) size 6
- size 11 (c) 6.67 or 7
- 6

### Exercise 114

#### A.

- 1 cm rep 100 litres
- 1 cm rep 1 minute
- 80 litres (c) 370 litres
- (a)  $\frac{1}{2}$  minutes  
(b) 5.5 minutes  
(c) 9.5 minutes

#### B.

- (a) 1 cm rep sh 60 (b) 1 cm 1 kg
- (a) sh 90 (b) sh 60  
(c) sh 240 (d) sh 450  
(e) sh 720 (f) sh 540
- (a) sh 60 (b) sh 105
- 3.33 kg /  $3\frac{1}{3}$  kg
- 7 kg

#### C.

- Teacher to check
- 50 litres (c) 20 minutes

#### D.

- Teacher check

2. 85 ha
3. 320 litres
4. 660 litres

2. sh 1200
3. sh 900
4. sh 1500
5. sh 2400

## Travel graphs

### Exercise 115

1. 1 cm rep 1 hour
2. 1 cm rep 20 km
3. 7 am
4. 8 am
5. 2 hours
6. 0
7. 20 km/h
8. 20 km/h
9. Twice: at 11.30 am and 3 pm
10. 200 km
11. 12 noon

#### B.

1. Teacher to check
2. 56 km/h
3. 5 hr

#### C.

1. 9.00 am
2. 16.67 km/h
3. 1 cm rep 10 km
4. 2 cm rep 1 hour

#### D.

1. Teacher to check
2. 75 km/h
3. 100 km/h
4. 1 hour

## Pie charts

### Exercise 116

#### A.

1. 20 ha
2. 8 ha
3. 16 ha
4. 4 ha

#### B.

1. Teacher check

#### C.

1. 10 years – 15° 11 years – 45°  
12 years – 105° 13 years – 120°
2. Teacher to check

#### D.

1. 100°
2. (a) 12 000 (b) 6000  
(c) 8000 (d) 10 000

### Exercise 117

- A. (a) 8 ha  
(b) Teacher to check

#### B.

1. Teacher to check
2. 54°

#### C.

1. Blouse – 40% Skirts – 20% Trousers  
– 30% Shoes – 10%
2. (a) sh 12 000 (b) sh 28 800  
(c) sh 4000

## Unit 17: Arithmetic mean and mode

### Exercise 118

1. (a) 20 ribbons (b) 18 ribbons
2. 38 marks
3. 5 patients
4. (a) 80 years (b) 69 years
5. 8 million
6. Mode = 7 Mean = 8.12 Product = 56.875
7. (a) 228.12 or 228 (b) 236
8. 89

9. (a) 9 (b) 8  
10. sh 600

## Unit 18: Scale drawing

### Exercise 119

A.

1. 1 : 4000                      2. 1 : 100 000  
3. 1 : 50 000                    4. 1:30 000  
5. 1:100                          6. 1:200 000  
7. 1:1000                        8. 1:77 000  
9. 1:1 400 000                10. 1:1 120 000

B.

1. 1 cm represents 1500 cm / 1 cm represents 15 m  
2. 1 cm represents 15 000 cm / 1 cm represents 150 m  
3. 1 cm represents 200 000 cm / 1 cm represents 2000 m / 1 cm represents 2 km

4. 1 cm represents 500 000 cm / 1 cm represents 5000 m / 1 cm represents 5 km  
5. 1 cm represents 750 000 cm / 1 cm represents 7500 m / 1 cm represents 7.5 km  
6. 1 cm represents 2502 000 cm / 1 cm represents 2500 m / 1 cm represents 2.5 km  
7. 1 cm represents 1 000 000 cm / 1 cm represents 10 100 m / 1 cm represents 10 km  
8. 1 cm represents 50 000 cm / 1 cm represents 500 m / 1 cm represents 0.5 km  
9. 1 cm represents 25 000 000 cm / 1 cm represents 250 000 m / 1 cm represents 250 km  
10. 1 cm represents 1 4000 000 cm / 1 cm represents 14 000 m / 1 cm represents 14 km

### Exercise 120

| Scale            | Drawing length | Actual or real length |
|------------------|----------------|-----------------------|
| 1. 1 : 10        | 2 cm           | <b>20 cm</b>          |
| 2. 1 : 10        | 6 cm           | 60 cm                 |
| 3. 1 : 200       | 0.5 cm         | <b>100 cm</b>         |
| 4. 1 : 2000      | <b>1 cm</b>    | 20 m                  |
| 5. 1 : 1000      | 1.5 cm         | 15 m                  |
| 6. 1 : 50 000    | <b>10 cm</b>   | 5 km                  |
| 7. 1 : 1 000 000 | 0.04 cm        | 400 m                 |
| 8. 1 : 500 000   | <b>20 cm</b>   | 100 km                |
| 9. 1 : 1000      | 5 cm           | 50 m                  |
| 10. 1 : 125 000  | 3 cm           | <b>3.75 km</b>        |
| 11. 1 : 25 000   | 8.5 cm         | 2.125 km              |
| 12. 1 : 250 000  | <b>7.5 cm</b>  | 18 3/4 km             |
| 13. 1 : 1000     | 2 cm           | 20 m                  |
| 14. 1 : 5000     | 10 cm          | <b>0.5 km / 500 m</b> |
| 15. 1 : 5000     | 8.1 cm         | 405 m                 |

**Exercise 121****A.**

1. 4.4 km
2. 1:50 000 / 1 cm rep 50 000 cm
3. 150 ha
4. 112.5 km
5. 280 m
6. 1:30 000
7. ill
8. 6.875 cm
9. 1.6 km
10. ill

**B.**

1. 7 km or 7000 m
2. 7.5 km or 7500 m
3. 2.57 km or 2570 m

**C.**

1. 875 m<sup>2</sup>
2. 1050 m<sup>2</sup>
3. 900 m<sup>2</sup>

**Unit 19: Ratio and proportion****Exercise 122**

1. 1:4
2. 7:8
3. 7:8
4. 3:5
5. 1:2
6. 7:4
7. 13:20
8. 3:4
9. 2:3
10. 1:3
11. 1:3
12. 19:80

**B.**

1. 2:3
2. 1:2
3. 1:3
4. 1:3
5. 1:4
6. 1:3
7. 2:1
8. 5:4
9. 3:7
10. 3:1
11. 3:1000
12. 4:1

**C.**

1. (a) 1:3 (b) 1:2
2. (a)  $\frac{28}{24} = \frac{14}{12} = 1\frac{1}{6}$   
(b) 6:13

3. (a) 20:100 (b) 1:5

4.  $\frac{4}{16} = \frac{1}{4}$

5. (a) 240:600 = 2:5 (b)  $\frac{240}{600} = \frac{2}{5}$

6. 40:2000 = 1:50

**Exercise 123****A.**

1. 13.5, 22.5
2. 22.5, 37.5
3. 70, 50
4. 55, 66
5. 210, 490
6. 18, 24, 30
7. 210, 280
8. 65, 10
9. 148.5, 99, 346.5
10. 108, 48
11. 144, 504
12. 200, 120, 80

**B.**

1. Juma = 30 Kiptoo = 60 Amina = 90
2. 40 packets
3. Eastern = 180 North Eastern = 240
4. 48 cm
5. 255 goats
6. 6 balls
7. sh 91.10
8. 15 boys
9. Peter = 2255 kg Paul = 375 kg
10. 11:14

**Exercise 124**

1. 1:1  $\frac{7}{8}$
2. 1:1  $\frac{2}{5}$
3. 1:5
4. 1:1  $\frac{3}{5}$
5. 1:6
6. 1:7  $\frac{1}{2}$
7. 1:2  $\frac{1}{2}$
8. 1:5
9. 1:1  $\frac{1}{8}$
10. 1:1  $\frac{3}{4}$
11. 1:33  $\frac{1}{3}$
12. 1:2

**Exercise 125****A.**

- |              |              |
|--------------|--------------|
| 1. Decrease  | 2. Increase  |
| 3. Increase  | 4. Decrease  |
| 5. Increase  | 6. Decrease  |
| 7. Increase  | 8. Decrease  |
| 9. Decrease  | 10. Decrease |
| 11. Increase | 12. Increase |

**B.**

- |         |        |         |
|---------|--------|---------|
| 1. 28   | 2. 480 | 3. 117  |
| 4. 60   | 5. 108 | 6. 40   |
| 7. 1200 | 8. 60  | 9. 1000 |
| 10. 72  | 11. 88 | 12. 480 |

**C.**

- |         |        |         |
|---------|--------|---------|
| 1. 36   | 2. 60  | 3. 100  |
| 4. 180  | 5. 30  | 6. 15   |
| 7. 360  | 8. 135 | 9. 120  |
| 10. 1.5 | 11. 95 | 12. 147 |

**D.**

- |                                       |               |
|---------------------------------------|---------------|
| 1. 180 tonnes                         | 2. sh 72      |
| 3. 120:100 = 6:5                      | 4. 19.2 km    |
| 5. 8 deaths                           | 6. 8:5        |
| 7. 38.57 kg                           | 8. 800 pupils |
| 9. sh 1500                            | 10. 3:4       |
| 11. $5\frac{1}{2}:7 = 11/2:7 = 11:14$ |               |
| 12. 11:9                              |               |

**Exercise 126**

- |               |                |
|---------------|----------------|
| 1. sh 175     | 2. 54 pupils   |
| 3. 640 kg     | 4. sh 46800    |
| 5. 160 pupils | 6. 7 trousers  |
| 7. 36 km      | 8. sh 600      |
| 9. 1.5 litres | 10. 0.3 tonnes |
| 11. 80 km     | 12. 2.4 tonnes |
| 13. 21 books  |                |

**Exercise 127**

- |                                    |             |
|------------------------------------|-------------|
| 1. 3 days                          | 2. 60 days  |
| 3. $5\frac{1}{3}$ hr = 5 hr 20 min |             |
| 4. 12 patients                     | 5. 15 min   |
| 6. 12 hr                           | 7. sh 112.5 |
| 8. 5 teachers                      | 9. 6 days   |
| 10. 9 min                          | 11. 3 min   |
| 12. 3 farmers                      |             |

**Breakthrough Test Paper 1**

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

**Breakthrough Test Paper 2**

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

— *Breakthrough Test Paper 3* —

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

— *Breakthrough Test Paper 4* —

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

— *Breakthrough Test Paper 5* —

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

— *Breakthrough Test Paper 6* —

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

— *Breakthrough Test Paper 7* —

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

— *Breakthrough Test Paper 8* —

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

# Breakthrough Workbook Kiswahili 7

## Sura ya Kwanza ①

### 1. Kusikiliza na kuongea

#### Zoezi 1

##### A. Neno bora la kukamilisha tashbihi

- |             |               |
|-------------|---------------|
| 1. ngarange | 11. fugo      |
| 2. kibete   | 12. kunguru   |
| 3. gundi    | 13. ngwenje   |
| 4. tausi    | 14. ibada     |
| 5. unju     | 15. jongoo    |
| 6. shubiri  | 16. pakashume |
| 7. samaki   | 17. habta     |
| 8. pamba    | 18. mbwakoko  |
| 9. mauti    | 19. kigaga    |
| 10. kaburi  | 20. basbasi   |

##### B. Tashbihi za -a unganifu

- |                   |              |
|-------------------|--------------|
| 1. kifuu cha nazi | 6. kasiba    |
| 2. mchele         | 7. mfumbati  |
| 3. kitara         | 8. cherehani |
| 4. gololi         | 9. upanga    |
| 5. mbinu          | 10. nyigu    |

### 2. Kusoma

#### Barua

#### Zoezi 2

- |      |      |      |      |       |
|------|------|------|------|-------|
| 1. C | 2. D | 3. B | 4. D | 5. A  |
| 6. A | 7. B | 8. C | 9. D | 10. C |

### 3. Sarufi

#### Zoezi 3

1. Yohana aliambiwa, 'Nenda darasani ukasome.'
2. Mama alikwenda shambani; akapalilia mihindi, akavuna machungwa na akarudi nyumbani.
3. Mhadhiri (mwalimu katika chuo kikuu) huheshimiwa sana katika jamii.
4. Wafanyakazi waliofika ni pamoja na: makuli, maseremala, madereva, matopasi, walimu na wengine wengi.
5. 'Lala chali mara moja!' Jambazi alifoka kwa ghadhabu.
6. Walipofika mjini, walipata basi limeondoka.
7. Maskini alikuwa taabani, si hayati si mamati.
8. 'Je, mtahitaji mazoezi zaidi?' Mwalimu aliwauliza wanafunzi.
9. 'Baadhi ya watu,' alieleza, 'hawajabahatika maishani.'
10. Hadithi aliyoiandika, yenye kichwa, 'Haki ya Ruto' ni ya kuisisimua.
11. Mwanafunzi aliungama kuwa hajawahi kuisoma riwaya ya 'Siku Njema'.
12. Mwandishi Sheikh Shaaban Robert alikuwa maarufu.
13. Licha ya mshahara mkubwa na hadhi, Juma hana raha maishani.
14. Viokote (mayatima) wanafaa kusaidiwa kwa hali na mali.

15. La hasha! Elimu si ya vitabuni tu bali pia hupatikana maishani kwa jumla.

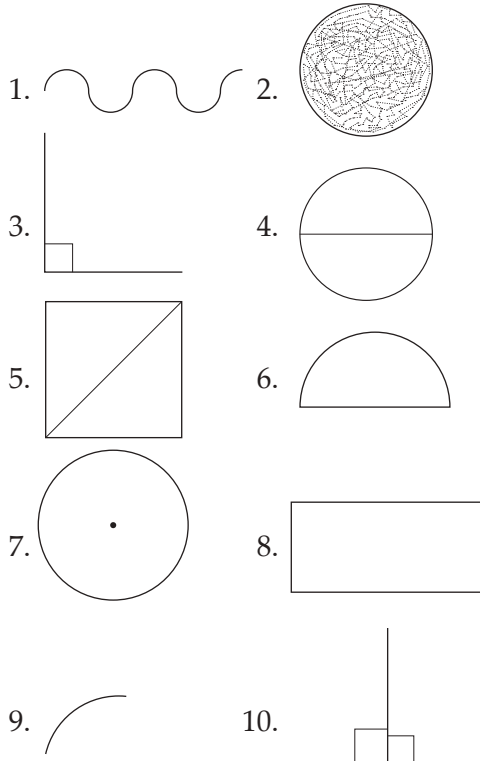
#### 4. Msamiati

#### Zoezi 4

##### A. Majina ya maumbo

1. mcheduara
2. pembemraba
3. pembetatu
4. zongomo
5. mistari sambamba
6. kitovu
7. mchemstatili
8. zigizaga
9. kopa
10. mchemraba

##### B. Chora maumbo



##### C.

- |              |            |
|--------------|------------|
| 1. kopa      | 2. mche    |
| 3. tufe      | 4. tufe    |
| 5. kizio     | 6. haragwe |
| 7. pia       | 8. kishada |
| 9. pembetatu | 10. pia    |

#### 5. Kuandika

##### Mtungo

#### Zoezi 5

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

##### Mizani ya maarifa

- |       |           |            |
|-------|-----------|------------|
| 1. C  | 2. A      | 3. A       |
| 4. D  | 5. B      | 6. B       |
| 7. A  | 8. C      | 9. D       |
| 10. D | 11. ugaga | 12. kiweto |
| 13. D | 14. D     | 15. C      |

## Sura ya Pili

2

### 1. Kusikiliza na kuongea

#### Methali

#### Zoezi 6

##### A.

|              |                |
|--------------|----------------|
| 1. kula      | 6. mwulize     |
| 2. aijuaye   | 7. hajikwai    |
| 3. Hakuna    | 8. changu      |
| 4. kutakucha | 9. hakuthamini |
| 5. mkavu     | 10. hulia      |

## B. Methali

|                         |              |
|-------------------------|--------------|
| 1. wajihi               | 6. pia       |
| 2. huvukuta             | 7. kusudi    |
| 3. udhurike             | 8. chandarua |
| 4. huchunua             | 9. ukubwani  |
| 5. utumwani/<br>ugenini | 10. ndoo     |

## C. Methali

1. Paka hawekewi kitoweo (maziwa) kulinda
2. Chui hakumbatiwi.
3. Meno ya mbwa hayaumani.
4. Njia mbili zilimshinda fisi.
5. Asante ya punda ni mateke.
6. Kilichompata ngwena/mamba na kiboko ni chicho.
7. Ng'ombe na mbuzi ni wamoja mtu kando ni kondoo.
8. Polepole ya kobe humfikisha mbali.
9. Ukimwiga ndovu kunya utapasuka mwaranda.
10. Mbega nafa na uzuri wangu.

## 2. Kusoma

### Ufahamu

### Zoezi 7

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

## 3. Sarufi

### A. Ngeli

### Zoezi 8

|         |           |
|---------|-----------|
| 1. A-Wa | 11. I-Zi  |
| 2. U-I  | 12. Li-Ya |

|            |           |
|------------|-----------|
| 3. I-Zi    | 13. Ya-Ya |
| 4. Ki-Vi   | 14. Ki-Vi |
| 5. U-Ya    | 15. U-U   |
| 6. Ku-Ku   | 16. Ya-Ya |
| 7. Li-Ya   | 17. Ki-Vi |
| 8. Ki-Vi   | 18. A-Wa  |
| 9. U-Zi    | 19. U-Zi  |
| 10. Li -Ya | 20. Ki-Vi |

## B. Chambua majibu na majina yote yaambatane na ngeli husika kwa usahihi.

1. Ki-Vi - kiti, kisu, kita
2. Li-Ya - gari, tunda, jiko
3. U-Zi - uzi, uta, ufa
4. Mahali - sokoni, uwanjani, darasani
5. U-Ya - ukelele, ugonjwa, ubua
6. U-U - ugavi, ujanja, ukubwa
7. I-I - chai, chumvi, hewa
8. U-I - mti, mkebe, mswaki
9. I-Zi - saa, sakafu, karatasi
10. Ya-Ya - maji, maziwa, mahitaji

## 4. Msamiati

### A. Visawe

### Zoezi 9

|              |                |
|--------------|----------------|
| 1. gashi     | 11. shufaka    |
| 2. hayati    | 12. kaski      |
| 3. pesa      | 13. maradhi    |
| 4. ng'amua   | 14. mwajificho |
| 5. rushwa    | 15. mchoyo     |
| 6. mastakimu | 16. asilani    |
| 7. staftahi  | 17. mavazi     |
| 8. chambacho | 18. macheo     |
| 9. amali     | 19. mafutu     |
| 10. komba    | 20. lakini     |

## B. Visawe vya vyombo vya teknolojia

|                |                 |
|----------------|-----------------|
| 1. rukono      | 6. vibonyezo    |
| 2. mwengoya    | 7. wavuti       |
| 3. televisheni | 8. kitenzambali |
| 4. tarakilishi | 9. kimemeshi    |
| 5. kidubwasha  | 10. ufuru       |

## C. Sinonimu

|              |                   |
|--------------|-------------------|
| 1. mashariki | 6. mlo            |
| 2. wakaa     | 7. kizalizali     |
| 3. visa      | 8. viwanja        |
| 4. maabara   | 9. wanyama timamu |
| 5. mwalimu   | 10. mtima, rafiki |

## 5. Kuandika

### Uandishi wa insha

### Zoezi 10

Msahihishaji ahakikishe kuwa mwanafunzi:

(i) ameeleza kwa kina kuhusu harusi

hiyo na sehemu ambapo sherehe hiyo ilifanyika,

(ii) amefafanua uhusiano uliopo kati yake na maharusi hao na

(iii) ameeleza mambo yaliyoifanya harusi hiyo iwe ya kukata na shoka.

### Mizani ya maarifa

1. (a) C (b) A
2. machela
3. B
4. D
5. C
6. B
7. A
8. A
9. C
10. B
11. mwanamwali
12. nyuzi
13. shadidi
14. A
15. C

## Sura ya Tatu

3

### 1. Kusikiliza na kuongea

#### A. Tanakali za sauti

### Zoezi 11

|                                |                    |              |
|--------------------------------|--------------------|--------------|
| 1. tiki                        | 2. furifuri        | 3. zubezube  |
| 4. tikitiki                    | 5. papatu          | 6. totoro    |
| 7. mwaa                        | 8. kikiki          | 9. tititi/pi |
| 10. mwa                        | 11. ndi            | 12. pepepe   |
| 13. twa                        | 14. kukutu         | 15. nhh!     |
| 16. chopi/ ndi/ chakari/chordo | 17. bingiribingiri | 18. pomoni   |
| 19. chapachapa/chepechepe      | 20. tiriri         | 21. chwa     |

|            |                         |               |
|------------|-------------------------|---------------|
| 22. dididi | 23. mff! / fee!         | 24. ndondondo |
| 25. demdem | 26. kwakwakwa/kwekwekwe | 27. dududu    |
| 28. kaukau | 29. bwebwebwe           | 30. tafutafu  |

## B. Kukamilisha milio

|              |             |              |
|--------------|-------------|--------------|
| 1. huroroma  | 6. hukoroma | 11. huvuma   |
| 2. hunyau    | 7. huluza   | 12. hutetea  |
| 3. hubweka   | 8. hukiriza | 13. huvuma   |
| 4. hunguruma | 9. hukiliza | 14. hukereza |
| 5. huwika    | 10. hudunda | 15. hupwita  |

### 2. Kusoma

#### Ushairi

#### Zoezi 12

1. tarbia
2. ra, na
3. kila ubeti una mishororo minne, kila ubeti una mizani 64, shairi zima lina beti tano
4. wazazi/walezi
5. malezi bora
6. bure

### 3. Sarufi

#### Ukubwa na udogo

#### Zoezi 13

##### A. Kamilisha jedwali

1. goma – magoma (Li-Ya), kigoma – vigoma (Ki-Vi)
2. jitu – majitu (Li-Ya), kijitu – vijitu (Ki-Vi)
3. jikombe – majikombe (Li-Ya), kijikombe – vijikombe (Ki-Vi)
4. joto – majoto (Li-Ya), kijoto – vijoto (Ki-Vi)

5. jumba – majumba (Li-Ya), kijumba – vijumba (Ki-Vi)
6. jiti – majiti (Li-Ya), kijiti – vijiti (Ki-Vi)
7. jidole – majidole (Li-Ya), kijidole – vijidole (Ki-Vi)

##### B. Sentensi katika ukubwa na wingi; udogo na wingi

1. a) Matoto haya ni yetu.  
b) Vitoto hivi ni vyetu.
2. a) Mabuzi yale yana maguu makubwa.  
b) Vibuzi vile vina viguu vikubwa.
3. a) Majito yale ni mapana.  
b) Vijito vile ni vipana.
4. a) Majanajike yale ni majizi.  
b) Vijanajike vile ni vijizi.
5. a) Majitabu ya majitu yale ni makubwa.  
b) Vijitabu vya vijitu vile ni vikubwa.

### 4. Msamiati

#### Zoezi 14

##### A. Viwanda

1. Fuawe
2. Cherehani

- |             |                |
|-------------|----------------|
| 3. Spana    | 4. Tarakilishi |
| 5. Jenereta | 6. Vipuri      |

### B. Maelezo kuhusu vifaa

1. Injini - mtambo wa kuendesha mashine kama vile gari
2. Speapati - viambajengo vya kukarabatia chombo/vipuri
3. Spanaboi - msaidizi wa mekanika
4. Karakana - sehemu ya kufanyia ufundi
5. Jiriwa - hushikilia mbao pamoja
6. Timazi - hutumika kupimia usawa wa ukuta
7. Pimamaji - hupima usawa wa sakafu
8. Mizani - hupima uzito wa bidhaa
9. Utepe - hutumika kupimia urefu wa vitu
10. Kikokotezi/kikokotoo - hutumika katika kupiga hesabu

### C. Kazi za vifaa mbalimbali

#### Vifaa kwenye karakana

1. Tezo - jembe dogo la kuchongea mbao
2. Msumeno - hukereza mbao
3. Koleo - hutumika katika kushika vyuma moto
4. Bisibisi - hukazia au hutolea parafulu
5. Patasi - hutengeneza mashimo kwenye mbao
6. Parafulu - msumari wa hesi wa kushikilia mbao pamoja
7. Nyundo - hugomelea misumari kwenye mbao
8. Fuawe - huwekelewa vyuma vinapofuliwa
9. Jiriwa - hushikilia mbao

zinapofanyiwa kazi

#### Vifaa vya shambani

1. Mundu – hutumika kufyeka nyasi shambani
2. Mtaimbo - kuchimbia mashimo ya vizingiti
3. Jembe – hutumika kulima
4. Reki - hutengenezea weu
5. Katapila - trekta ya kulimia shamba
6. Nira - hulimia kwenye jembe la plau
7. Kifyekeeo - kufyeka
8. Upanga - kukatia miti/kupogoa
9. Kiserema - kulimia

#### Vifaa vya nyumbani

1. Karo - beseni la kuoshea vyombo/sinki
2. Mchi - kutwangia vyakula au dawa
3. Jokofu/jirafu - huhifadhi vyakula
4. Ungo - kupepetea nafaka
5. Chekeche – hutumika katika kuchunga unga
6. Kawa - kufunikia sahani
7. Sinia – hutumika kutia vyakula
8. Kipachai - hutilia chai ili ibaki ikiwa moto/flaski/kibuyu
9. Buli – hutumika kutia chai

### 5. Kuandika

#### Mtungo

#### Zoezi 15

- |              |                |
|--------------|----------------|
| 1. moja      | 2. wote        |
| 3. kujumuika | 4. kuwakabidhi |
| 5. duniani   | 6. ukingoni    |
| 7. watu      | 8. mikaka      |

9. umegonga                      10. alimteua  
11. hatibu                        12. busara  
13. halafu                        14. mwongozo  
15. maisha

### Mizani ya maarifa

1. A                      2. C                      3. A  
4. D                      5. C                      6. B  
7. B                      8. B                      9. A  
10. C                      11. B                      12. C  
13. sambamba      14. magego  
15. maziwa na tui

## Sura ya Nne

4

### 1. Kusikiliza na kuongea

#### A. Usafidi

Utungaji wa sentensi sahihi kisarufi na kimantiki uzingatiwe.

#### Zoezi 16

- Kunradhi sikuweza kufika mapema.
- 'Naomba kalamu,' Mulwa alinisihia.
- Tafadhali Chonde nikopeshe pesa.
- Samahani mwalimu umesahau herufi moja.
- Asante kwa kunipa zawadi.
- Hongera kwa kujifungua mtoto wa kike.
- Hewala, kazi yako bora.
- Niazime nakala ya stadi za uandishi wa insha.
- Nashukuru kwa wema wako.

- Ashakum si matusi Akinyi ni hawara.
- Simile nipishe.
- Mungu akuzidishie amina.
- Alhasili, dunia msufi mkavu.
- Nakusihi uje kwangu.
- Starehe nimeshiba.

#### B. Nemsi

Utungaji wa sentensi sahihi kisarufi uzingatiwe.

- Chambilecho, hayati Mwalimu Julius Nyerere, ana wivu wa maendeleo.
- Sitamsahau marehemu mamangu.
- Hakika, Mungu ni mtukufu.
- Nana Fatuma ni mgeni wa sherehe.
- Mwinyi Hatibu ni mwalimu mzuri.
- Ustadh Said ni malenga stadi.
- Marehemu mwalimu Mbega alikuwa guru wa Kiswahili.
- Sheikh Juma Balo ni mkereketwa wa lugha.
- Muadhama rais atafungua jimbo jipya.
- Siti Saad ana kipaji cha uimbaji.

### 2. Kusoma

#### Ufahamu

#### Zoezi 17

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

### 3. Sarufi

#### A. Kamilisha jedwali kwa usahihi

#### Zoezi 18

| Kitenzi    | Kitendo (sifa)  |
|------------|-----------------|
| 1. gawa    | mgao/ugavi      |
| 2. aka     | uashi           |
| 3. swali   | uswalihina      |
| 4. fitini  | ufitini         |
| 5. saliti  | usaliti         |
| 6. songa   | usonzi          |
| 7. unda    | muundo/uundaji  |
| 8. pumbaa  | pumbao/upumbavu |
| 9. iba     | wizi            |
| 10. chokoa | uchokozi        |

#### B. Andika vitenzi kutokana na maneno

|             |            |
|-------------|------------|
| 1. iba      | 6. kula    |
| 2. cheka    | 7. kua     |
| 3. kufa(fa) | 8. lia     |
| 4. chagua   | 9. andama  |
| 5. kua      | 10. adhiri |

### 4. Msamiati

#### Zoezi 19

| A. Majira na misimu | B. Upepo wa mashariki      |
|---------------------|----------------------------|
| 1. masika           | 1. pepo za mashariki       |
| 2. mchoo            | 2. mwezi mpevu             |
| 3. kipupwe          | 3. mvua nyepesi ya asubuhi |
| 4. gharika          | 4. mvua nyepesi ya jioni   |
| 5. kusi             | 5. mngurumo na radi        |
| 6. kiangazi         | 6. mkauko wa mimea         |

|             |                                  |
|-------------|----------------------------------|
| 7. kabobo   | 7. mawingu ya gizagiza angani    |
| 8. zilizala | 8. hali ya kizakiza              |
| 9. bamvua   | 9. maji ya mvua yaliyoganda      |
| 10. kaskazi | 10. ardhi kuonekana kuwa na maji |
|             | 11. maji kwenye nyasi asubuhi    |

### 5. Kuandika

#### Barua Rasmi

#### Zoezi 20

Barua hiyo ifuate kanuni zote za uandishi wa barua rasmi.

#### Mizani ya maarifa

1. B 2. A 3. A 4. B 5. D 6. C  
7. A 8. A 9. C  
10. maradhi 11. jinamizi  
12. jingine 13. D 14. C  
15. majibu sahihi yazingatiwe

### Sura ya Tano

5

#### 1. Kusikiliza na kuongea

#### A. Vitendawili

#### Zoezi 21

#### Kiteguzi bora

1. ngamia 2. shimo  
3. papa 4. giza  
5. muwa 6. konokono  
7. jani 8. nungunungu  
9. usingizi 10. kope

## B. Vitendawili

### Uundaji wa vitendawili

1. popo mbili zavuka mto
2. ananifuata kila niendapo
3. saa yangu haijawahi kusimama tangu ilipotiwa ufunguo
4. mzee kipara ameingia/ njoo tumfinye mshenzi
5. katagia mibani
6. bibi mdogo anajua kupika
7. babu anakojoa akilia
8. wanafuatana lakini hawashikani
9. nyoka pangoni
10. mwanangu analia mwituni

## 2. Kusoma

### Ukimwi

#### Zoezi 22

- |       |      |      |
|-------|------|------|
| 1. C  | 2. D | 3. C |
| 4. C  | 5. B | 6. D |
| 7. A  | 8. D | 9. B |
| 10. C |      |      |

## 3. Sarufi

### A. Ndi-

#### Zoezi 23

### Kamilisha sentensi

1. ndimo alimpigia panya
2. ndio uliomwua
3. ndio uliokatwa
4. ndiyo iliyoandaliwa
5. ndilo lililoanikwa
6. ndiyo iliyojengwa
7. ndio uliomwagwa
8. ndiko kutaka kotusaidia

9. ndio uliouguzwa
10. ndizo zilizoumia

## B. Utunzi wa sentensi

1. Sisi ndisi wazalendo.
2. Yeye ndiye mtoto.
3. Nyanya hizi ndizo zetu.
4. Humo ndimo alimozaliwa.
5. Hapo ndipo penye unyevu.
6. Kiti hiki ndicho cheupe.
7. Hivi ndivyo alivyosema.
8. Uzi huo ndio wangu.
9. Gari hilo ndilo la Rihana.
10. Nguo hii ndiyo yangu.

Sentensi ziwe sahihi.

## 4. Msamiati

### Makao

#### Zoezi 24

- |              |            |
|--------------|------------|
| 1. kitala    | 2. kilinge |
| 3. kichunguu | 4. tundu   |
| 5. sasa      | 6. bahari  |
| 7 majilisi   | 8. mzinga  |
| 9. fukofuko  | 10. ikulu  |
| 11. kasri    | 12. mnada  |
| 13. msikiti  | 14. wadini |
| 15. bwenini  | 16. dungu  |
| 17. ukumbi   | 18. shamba |
| 19. masjala  | 20. sebule |

## 5. Kuandika

#### Zoezi 25

Sahihisha insha hii kwa kuzingatia hoja wanazotoa wanafunzi. Mwanafuzi anapaswa kutetea hoja zake kikamilifu.

## Mizani ya maarifa

- |      |               |          |
|------|---------------|----------|
| 1. B | 2. B          | 3. C     |
| 4. B | 5. B          | 6. A     |
| 7. D | 8. A          | 9. C     |
| 10.A | 11. B         | 12. C    |
| 13.B | 14. kizimbani | 15. safi |

## Sura ya Sita

6

### 1. Kusikiliza na kuongea

#### Zoezi 26

##### A. Kamilisha methali

- |            |          |
|------------|----------|
| 1. Jifya   | 2. ukoko |
| 3. kitoweo | 4. moto  |
| 5. Ukuni   | 6. ndume |
| 7. kukoka  | 8. moshi |
| 9. shombo  | 10. nazi |

##### B. methali

- |                         |                |
|-------------------------|----------------|
| 1. hujui                | 2. ubani       |
| 3. hafikii mbingu       | 4. mweupe      |
| 5. macho                | 6. wape        |
| 7. hauozi               | 8. hakuthamini |
| 9. wajihi               | 10. gaeni      |
| 11. hayanuki            | 12. ngao       |
| 13. haurambwi/haulambwi |                |
| 14. mawingu             | 15. njia       |
| 16. gogo                | 17. joshi      |
| 18. mvuvi               |                |

### 2. Kusoma

#### Zoezi 27

- |      |      |      |
|------|------|------|
| 1. A | 2. D | 3. D |
| 4. C | 5. B | 6. B |
| 7. A | 8. B | 9. A |

10.B

### 3. Sarufi

#### Mnyambuliko wa vitenzi

#### Zoezi 28

##### A. Kamilisha jedwali

- |             |            |            |
|-------------|------------|------------|
| 1. tiana    | tiliana    | tiatia     |
| 2. somana   | somesha    | someana    |
| 3. pimana   | pimisha    | pimapima   |
| 4. chezesh  | chezeana   | chezacheza |
| 5. pambana  | pambisha   | pambapamba |
| 6. finyisha | finyiana   | finyafinya |
| 7. pangana  | pangiana   | pangapanga |
| 8. ogopana  | ogofyiana  | ogopaogopa |
| 9. kufana   | kufishiana | kufakufa   |
| 10. kulana  | kulisha    | kulishana  |

##### B. Kamilisha sentensi

- |               |               |
|---------------|---------------|
| 1. kula       | 2. alimfisha  |
| 3. pangisha   | 4. pigana     |
| 5. husemasema | 6. husaidiana |
| 7. tozwa      | 8. kuitana    |
| 9. ibaiba     | 10. chia      |

##### C. Matumizi ya 'kwa' katika sentensi

- |              |                |
|--------------|----------------|
| 1. akisami   | 2. kitumizi    |
| 3. pamoja    | 4. kimilikishi |
| 5. pamoja    | 6. nia         |
| 7. kihusishi | 8. jinsi       |
| 9. unganifu  | 10. kiulizi    |

##### D. Jaza nafazi zilizo wazi

- |        |            |        |
|--------|------------|--------|
| 1. kwa | 2. kwa, na |        |
| 3. kwa | 4. na      | 5. kwa |
| 6. na  | 7. kwa     | 8. na  |
| 9. kwa | 10. kwa    |        |

#### 4. Msamiati

##### Zoezi 29

###### Vinyume - jinsia

- |                   |                  |
|-------------------|------------------|
| 1. dume           | 2. kaka          |
| 3. babu           | 4. bin/wadi      |
| 5. shaibu/buda    | 6. mjomba/hau    |
| 7. amu/ami        | 8. mwamu         |
| 9. mume           | 10. mvulana      |
| 11. bwanaharusi   | 12. bwamkubwa    |
| 13. mtanashati    | 14. malki/mfalme |
| 15. bavyaa/bevyaa | 16. binamu       |
| 17. sultan        | 18. Adamu        |
| 19. mfalme        | 20. kapera       |
| 21. mtwana        | 22. mjane        |
| 23. bwanamdogo    | 24. bwana        |
| 25. kibwana       | 26. vyaa         |
| 27. bamkwe        | 28. gumba        |
| 29. babakambo     | 30. kijulanga    |

###### B. vinyume - wanyama

- |            |                 |
|------------|-----------------|
| 1. mbarika | 2. beberu/denge |
| 3. njeku   | 4. jogoo        |
| 5. kikwaru |                 |

#### 5. Kuandika

##### Zoezi 30

- Msichana mrembo atatunukiwa taji.
- Siku njema huonekana asubuhi.
- Vita dhidi ya Ukimwi vimechacha.
- Mama alinunua zulia jekundu.
- Maradhi ya ukimwi yanatisha.
- Mwambie daktari akupe msaada.
- Heri kujikwaa kidole kuliko ulimi.
- Mchezo wa soka unavutia watu

wengi.

- Sikukuu ya Krismasi ni muhimu.
- Janga la mafuriko linahofisha.

##### Mizani ya maarifa

- |             |       |       |
|-------------|-------|-------|
| 1. C        | 2. A  | 3. B  |
| 4. B        | 5. C  | 6. B  |
| 7. pango    |       |       |
| 8. bustani  |       |       |
| 9. shingoni |       |       |
| 10. mchoyo  | 11. A | 12. C |
| 13. A       | 14. B | 15. B |

## Sura ya Saba

7

### 1. Kusikiliza na kuongea

#### Ushairi

##### Zoezi 31

- |                |               |
|----------------|---------------|
| 1. beti        | 2. mshororo   |
| 3. diwani      | 4. tathlitha  |
| 5. Arudhi      | 6. malenga    |
| 7. manju       | 8. ustadh     |
| 9. mwanzo      | 10. mloto     |
| 11. mleo       | 12. kituo     |
| 13. ukwapi     | 14. utao      |
| 15. mwandamizi | 16. kibwagizo |
| 17. tarbia     | 18. vina      |
| 19. tathmina   | 20. usaba     |

### 2. Kusoma

#### Wasifu wa Mshenga

##### Zoezi 32

- kijana chipukizi ambaye ametambaa katika usanii
- Mshairi, Mtangazaji, Kongowea-

Mswahili

3. kipaji hupaliliwa
4. Mwalimu Kamani
5. Chuo kikuu
6. kutuzwa katika viwango mbalimbali
7. aya ijumulishe: Kakamega, Darisalama na Nairobi
8. alijulikana kutokana na ulumbi wake
9. njenje
10. cheti, astashahada, shahada, uzamili, uzamifu.

### 3. Sarufi

#### Zoezi 33

##### A. Uhakiki

1. Wanafunzi walinyamaza kimya darasani.
2. 'Tupo pamoja?' mwalimu aliuliza.
3. Si vizuri kukoroma/kukorota/kuforota usingizini.
4. Nyumbani humu mna uchafu.
5. Ulikuwa usiku wa manane tulipoanza safari.
6. Marehemu atazikwa kesho.
7. Garini alimosafiria ni humu/gari alilosafiria ni hili.
8. Umati wa watu umefika.
9. Toka utotoni nimemjua kuwa mtu karimu.
10. Mimi sijawahi kumwona mchawi.

##### B. Sahihisha maneno

1. muda si muda
2. kwa sababu
3. kiamshakinywa
4. dhahiri shahiri

5. shaghalabaghala
6. ziwa Viktoria
7. asteaste
8. kwa nini
9. ama kweli
10. sherehekea

##### C. Chagua jibu sahihi

1. miwili
2. yetu
3. kuna
4. kwenye
5. kula
6. zomea
7. pangusa
8. gusa
9. maakuli
10. hauawi

### 4. Msamiati

#### Zoezi 34

##### A. Vitawe

1. ndugu wa kiume
2. kinywaji
3. gimba la mwangaza
4. sawasawa
5. mwanamke anayezalisha
6. ndege
7. upembe wa kifaru
8. chombo cha kukunia nazi
9. kambi ya wagonjwa wa ukoma
10. ugwe

##### B. Vitawe

1. (a) kiulizi (b) ukucha wa jogoo
2. (a) rucha (b) chombo cha kunoa makali
3. (a) vunjika (b) ndani ya
4. (a) shamba (b) ngumi
5. (a) mdogo (b) mawe madogo
6. (a) kua (b) tunda 7. (a) pita (b) kifaa cha kulainishia nguo

8. (a) urafiki (b) mwiba wa nyuki
9. (a) mtaa (b) pasua kwa vipande
10. (a) ndege (b) lesa

## 5. Kuandika

### Zoezi 35

Insha ieleze namna ya kupata Ukimwi, ishara na madhara yanayotokana na ugonjwa wa Ukimwi.

#### Mizani ya maarifa

1. B      2. B      3. C
4. B      5. A      6. B
7. D      8. C      9. B
10. kupakua      11. katani
12. D      13. zito
14. majwele      15. matbaa

## Sura ya Nane

8

### 1. Kusikiliza na kuongea

#### Zoezi 36

##### A. Kamilisha vifungu

1. mzalendo      2. mgeni
3. mzalia      4. Jasusi
5. mkazi      6. mkimbizi
7. Mwanzilishi      8. bepari
9. Mtoro      10. Mlowezi

##### B. Maelezo ya majina

1. anawakilisha nchi yake katika nchi nyingine
2. aliyekimbia nchi yake
3. anayetumiwa na watu au nchi nyingine kwa manufaa yao
4. tajiri kupindukia

5. aishiye / anayekaa karibu yako
6. anayetumia cheo kujinufaisha yeye pekee
7. mkoloni
8. anayewasaliti wenzake
9. anayeishi mahali fulani
10. anayekienzi kitu fulani
11. anayekomboa watu kutoka kwenye minyororo ya shida
12. anayekitetea kitu fulani
13. shabiki
14. anayeweka pesa / mali kwenye biashara
15. mshiriki mkuu kibiashara

### 2. Kusoma

#### Zoezi 37

##### Mchuma janga hula na wa kwao

1. (a) nasaba – ukoo  
(b) mtu wa kwanza kuzaliwa  
(c) wazazi, watu waliokuzaa  
(d) msichana, banati  
(e) bila sababu
2. Dunia hadaa, ulimwengu shujaa.
3. msimulizi ana uadilifu na Rosa alikuwa na uozo au (tabia mbaya)
4. dunia iliwashinda akina babu sembuse sisi wajukuu
5. mtu anayetenda maovu hutendea aila ama jamaa yake vilevile. Ubaya wa Rosa uliiathiri familia yake yote.

### 3. Sarufi

#### Zoezi 38

- A. 1. sembuse      2. Fauka ya      3. mradi
4. licha ya      5. maadamu

6. Fauka ya 7. Aghalabu  
8. Maadamu 9. fauka ya  
10. Pindi

### B. -a unganifu

1. za 2. la 3. cha  
4. vya 5. pa 6. kwa  
7. mwa 8. ya 9. wa  
10. wa

### 4. Msamiati

### Zoezi 39

#### A. malipo

1. nauli 2. ushuru  
3. ada 4. pamba/masurufu  
5. kivuko 6. arbuni  
7. ujira 8. kibarua  
9. kiokozi 10. mahari

#### B. Malipo

1. malipo baada ya kustaafu  
2. malipo ya kupangisha nyumba  
3. pesa za ziada  
4. faida inayotozwa na mkopeshaji  
5. malipo kwa ajili ya hasara  
6. malipo ya mtu kuwa huru  
7. malipo anayotozwa mhalifu kortini  
8. malipo ya kuingilia katika vyumba vya starehe  
9. pesa unazokopa mtu na kuzilipa baadaye  
10. malipo ya kwanza shuleni  
11. malipo ya pesa za muda uliopita  
12. malipo ya jandoni  
13. malipo kinyume na maadili ya kijamii, hongo  
14. zawadi ya kumfurahisha mtu

15. mkopo bila riba  
16. malipo ya kumtoa mtu damu  
17. malipo kwa mganga  
18. malipo ya hiari kwa ujenzi wa taifa  
19. malipo ya ugunduzi wa kitu  
20. malipo ya kwanza kwa mganga

### 5. Kuandika

#### Zoezi 40

Insha iwe na mtiririko bora na mwanafunzi azingatie mwanzo wa insha uliotolewa na kuiandika insha yake kwa makini.

#### Mizani ya maarifa

1. neno 2. ugali  
3. kiinuamgongo  
4. utepe 5. A 6. D  
7. A 8. A 9. A  
10. B 11. A 12. D  
13. B 14. B 15. B

### Sura ya Tisa

9

#### 1. Kusikiliza na kuongea

##### A. Fani

#### Zoezi 41

1. nikupe 2. nitoke  
3. mikaka 4. bazi  
5. mali 6. kupona  
7. kuzikana 8. marefu  
9. ima 10. mvua

##### B.

Matumizi ya maneno hayo yatoe maana zifuatazo:

1. kinyangarika/maskini
  2. mahututi
  3. kila mahali
  4. mahututi
  5. ana huzuni
  6. hajulikani asili yake
  7. maskini
  8. maskini kupindukia
  9. hauna tiba
  10. hana furaha
- C. Mwanafunzi atoe mifano katika kila fani. Sahihisha fani hizi kwa makini.

## 2. Kusoma

### Zoezi 42

- |      |      |      |
|------|------|------|
| 1. C | 2. A | 3. A |
| 4. C | 5. A | 6. C |
| 7. B | 8. D | 9. D |
10. B

## 3. Sarufi

### Nyakati siku

### Zoezi 43

A. majogoo, mafungulianyama, macheo, aduhuri, alasiri, jioni, mafunganyama, usiku mpevu, usiku, usiku mkuu

### B. Teua nyakati mwafaka

- |               |              |
|---------------|--------------|
| 1. majuzi     | 2. juzi      |
| 3. jana       | 4. kesho     |
| 5. keshokutwa | 6. mtondogoo |

### C. Majibu

- |             |            |
|-------------|------------|
| 1. Alhamisi | 2. Jumanne |
|-------------|------------|

- |                      |           |
|----------------------|-----------|
| 3. Jumatano          | 4. Ijumaa |
| 5. Jumapili/Dominika |           |

## 4. Msamiati

### A. Tarakimu

### Zoezi 44

1. milioni moja na moja
2. milion moja, mia moja kumi na moja elfu, mia moja na kumi na moja
3. milioni mbili, mia mbili na ishirini na mbili elfu, mia mbili, ishirini na mbili
4. milioni tatu, mia tisa thelathini na sita elfu, mia saba sabini na sita
5. milioni tano, laki tano, mia tano na tano
6. milioni sita, mia sita sitini na sita elfu, mia sita sitini na sita
7. milioni saba, mia tatu sabini na tano elfu, mia sita ishirini na tisa
8. milioni nane, mia nane na nane elfu, mia nne na nne
9. milioni tisa, mia tisa tisini na tisa elfu, mia tisa tisini na tisa
10. milioni kumi

### B. Andika tarakimu katika herufi

- |              |               |
|--------------|---------------|
| 1. 1,000,001 | 2. 10,001     |
| 3. 11,000    | 4. 10,010,040 |
| 5. 5,526,402 |               |

### C. Mifano ya nambari

1. 2, 4, 6, na 8 n.k.
2. 1, 3, 5 na 9
3. 1, 3, 5 na 7 n.k.
4. 4, 9, 16 na 25 n.k.
5. +1, +2, +3 na +4 n.k.
6. -1, -2, -3 na -4 n.k.

#### D. Majina ya alama

- |              |             |
|--------------|-------------|
| 1. chanya    | 2. hasi     |
| 3. mkwaju    | 4. nyota    |
| 5. ni sawa   | 6. si sawa  |
| 7. takribani | 8. asilimia |

#### 5. Kuandika

##### Zoezi 45

##### Mtungo

|                 |                    |
|-----------------|--------------------|
| 1. uele         | 9. huu             |
| 2. zinaa        | 10. kama vile      |
| 3. chembechembe | 11. mapenzi        |
| 4. hukabiliana  | 12. mjamzito       |
| 5. mbalimbali   | 13. kiholelaholela |
| 6. kafara       | 14. waadilifu      |
| 7. upungufu     | 15. ubikira        |
| 8. kuenea       |                    |

##### Mizani ya maarifa

- |       |               |       |
|-------|---------------|-------|
| 1. A  | 2. B          | 3. B  |
| 4. A  | 5. A          | 6. C  |
| 7. A  | 8. B          | 9. C  |
| 10. D | 11. C         | 12. C |
| 13. B | 14. tambarare |       |
| 15. B |               |       |

### Sura ya Kumi (10)

#### 1. Kusikiliza na kuongea

##### Zoezi 46

##### a) Methali – majina ya wadudu

1. Ukistajaabu ya viroboto utayaona ya chawa.
2. Fuata nyuki ule asali / fuata nyuki ukafe mzingani.
3. Nzi kufia kidondani si hasara.
4. Kiburi cha mende huishia motoni.

##### b) Methali – wanyama

1. Angurumapo simba mcheza ni nani?
2. Njia mbili zilimshinda fisi.
3. Asante ya punda ni mateke.
4. Ng'ombe wa maskini hazai pacha.

##### c) Methali – mwili

1. Kichwa ni dira.
2. Ng'ombe akivunjika mguu malishoni hukimbilia zizini.
3. Ngoja ngoja huumiza matumbo.
4. Macho hayana pazia.

#### 2. Kusoma

##### Zoezi 47

##### Ushairi

- |       |      |      |
|-------|------|------|
| 1. C  | 2. A | 3. A |
| 4. B  | 5. D | 6. D |
| 7. A  | 8. C | 9. D |
| 10. D |      |      |

#### 3. Sarufi

##### Zoezi 48

##### A. Umoja

1. Ua limemea kwenye ua.
2. Cherehani kitauzwa kesho.
3. Usicheze na maji safi.
4. Ukorofi wako utakutia pabaya.
5. Msichana aliyetuzwa ameingia.
6. Mungu ameniumba vyema.
7. Kikosi cha mwanajeshi kitaimarika.
8. Joto lake linawasha.
9. Mkono wa mtoto unapendeza.
10. Shamba langu litalimwa.

## B. Kuteua kiulizi sahihi

1. gani      2. gani      3. gani
4. nini      5. lini      6. lini
7. kwa nini      8. nani      9. gani
10. mangapi      11. gani      12. ipi
13. lini      14. upi      15. nini

## 4. Msamiati

### Zoezi 49

#### A. Ukoo

##### Kamilisha nasaba

1. hale/halati      2. amu/ami
4. mpwa
5. mkazahau/mkazamjomba
6. mama/hale      7. mpwa
8. mwanambee/kifunguadimba/  
kifunguamimba
9. kilembwekeza      10. mbiomba

#### B. Ukoo

##### Maelezo mwafaka

1. mtoto wa shangazi/mjomba/hale au amu
2. mtoto wa mjukuu pia huitwa kitukuu
3. mtoto wa mwisho kuzaliwa
4. mdogo wangu
5. mume au mke aliyefiwa na mume au mke
6. mwanamke aliyefiwa na mume na bado hajatoka eda
7. babu wa babu
8. wanaume waliooa kutoka kwenye mlango mmoja
9. mume wa mama yangu asiye baba aliyenizaa
10. mtoto asiye na wazazi

## 5. Kuandika

### Zoezi 50

Hati nadhifu idhihirike katika uandishi wa mwanafunzi.

#### Mizani ya maarifa

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

## Sura ya Kumi na Moja (11)

### 1. Kusikiliza na kuongea

#### Zoezi 51

##### a) Semi

1. kuzeeka      2. kuwa mchoyo
3. taabika      4. kosa kabisa
5. kula      6. kuwa na busara
7. kasirika      8. oa
9. kuondoka
10. jitahidi

| B. Semi                  | C. Semi          |
|--------------------------|------------------|
| 1. lewa                  | 1. piga marufuku |
| 2. chemua                | 2. fanya ajizi   |
| 3. kufa                  | 3. tia mbaroni   |
| 4. kuwa tajiri           | 4. chemsha bongo |
| 5. sahou kabisa          | 5. lia ngoa      |
| 6. ingiza mtu matatani   | 6. funga ndoa    |
| 7. danganya              | 7. enda mrama    |
| 8. bahatika              | 8. weka ahadi    |
| 9. potea njia            | 9. andika meza   |
| 10. pendeza/shinda/faulu | 10. kufa moyo    |

|                       |  |
|-----------------------|--|
| 11. mwisho            |  |
| 12. nusurika          |  |
| 13. fanya kazi        |  |
| 14. mjinga            |  |
| 15. ungali<br>mchanga |  |

## 2. Kusoma

### Zoezi 52

#### Ufahamu

1. C    2. B    3. A    4. B
5. Mama hana mfano wake humu duniani.
6. Jamii ishiriki katika maendeleo.
7. B

## 3. Sarufi

### Zoezi 53

#### Vimilikishi

1. zetu                      2. yangu
3. wao                      4. kwetu
5. wenu                      6. lako
7. yao                      8. pangu
9. zangu                      10. wenu

## 4. Msamiati

### Zoezi 54

#### A. Mapambo

|                           |               |
|---------------------------|---------------|
| 1. sikioni                | 2. kidoleni   |
| 3. sikioni                | 4. shingoni   |
| 5. shingoni               | 6. uti wa pua |
| 7. mkononi/mguuni         | 8. uti wa pua |
| 9. uti wa pua             | 10. machoni   |
| 11. ndani ya pua          | 12. sikioni   |
| 13. shingoni/<br>nyweleni | 14. nyweleni  |
| 15. viganjani             | 16. kopeni    |

|              |             |
|--------------|-------------|
| 17. mguuni   | 18. mguuni  |
| 19. kidevuni | 20. mdomoni |

## B. Mavazi

1. vazi la wanaume lifikalo kwenye vidole vya miguu
2. kanzu ya kike
3. ni kirinda cha wanawake
4. vazi ambalo huvaliwa ndani ya rinda kuanzia kiunoni
5. vazi linalovaliwa juu ya nguo ya kawaida kuinga uchafu, msurupwenye, ovaroli
6. kitambaa cha mfukoni
7. kofia yenye kishada
8. vazi refu livaliwalo ndani ya rinda, kamisi
9. suruali iliyoshonwa kwa kitambaa kigumu, jinzi
10. vazi jeusi la wanawake wa Kiislamu
11. viatu vya misumari vya kuchezea soka
12. mavazi ya mtindo mmoja/yunifomu
13. vazi dogo la ndani, chupi
14. koti lisilo na mikono
15. vazi la wanaume lifikalo magotini, kaptura

## 5. Kuandika

### Zoezi 55

Hoja za madhara ya dawa za kulevya na jinsi ya kuzuia zijitokeze waziwazi.

#### Mizani ya maarifa

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

7. C            8. A            9. A  
 10.A           11. A           12. D  
 13. D           14. B  
 15. a) Mafuta yote yamemwagika.  
 b) Kule nyumbani kuna duma.

## Sura ya Kumi na Mbili 12

### 1. Kusikiliza na kuongea

#### Zoezi 56

##### Mazungumzo

Mazungumzo ya Jamila na Pambo yatiririke vyema.

### 2. Kusoma

#### Zoezi 57

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

### 3. Sarufi

#### A. Viunganishi

#### Zoezi 58

1. minghairi ya            2. wala  
 3. Licha ya                4. sembuse  
 5. na                        6. maadam  
 7. angaa                    8. Aghalabu  
 9. Mradi                    10. Fauka ya

#### B. Viunganishi

**Sentensi ziweze kudhihirisha maana ya viunganishi.**

1. Sote tutaenda isipokuwa mama.  
 2. Wanafunzi wote walienda ila Ondiebo.

3. Nilikula kisha nikanawa.  
 4. Unatembea kana kwamba u mfalme.  
 5. Ni mfupi mithili ya nyundo.  
 6. Laiti ningalijua nisingalienda.  
 7. Ingawa una pesa huwezi kununua uzima.  
 8. Lau ungechelewa ungeadhibiwa vikali.  
 9. Nisaidie angalau peni moja.  
 10. Ninasoma kwa minajili ya kupata kazi.

### 4. Msamiati

#### Zoezi 59

##### Nominoambata

1. hewa                    2. koko  
 3. kambo                 4. kanga  
 5. dodo                    6. hoho  
 7. kafiri                   8. mlo  
 9. hazina                 10. bukini  
 11. sindano               12. rangi  
 13. tonge                 14. maji  
 15. dhahabu             16. sinema  
 17. ngoma                18. ramli  
 19. mizi                    20. maji

### 5. Kuandika

#### Zoezi 60

##### Mtungo

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

### Mizani ya maarifa

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

## Sura ya Kumi na Tatu (13)

### 1. Kusikiliza na kuongea

#### Zoezi 61

##### Maamkizi

1. Binuri.
2. Sina la utu.
3. Ni dawa.
4. Sina la kuamba/naamba uambalo.
5. Nawe pia.
6. Marahaba.
7. Inshala/majaliwa/jaala.
8. Karibu.
9. Ya kuonana.
10. Asante nishapoa.
11. Asante tunayo/asante yamepita.
12. Hata wewe/nawe pia
13. Aleikum salaam.
14. Sabalkheri/akheri.
15. Salimini.

### 2. Kusoma

#### Zoezi 62

1. Kifungu atakachoandika mwanafunzi kizungumzie umuhimu wa miti. Mwanafunzi azungumzie hoja zote kikamilifu.

2. a) Mandhari – sura ya mahali au ardhi kama panavyoonekana.  
b) Malighafi – Mali ambayo hutumika kutengeneza kitu kingine.  
c) Samani – vyombo vya nyumbani kama vile, meza, viti, makochi n.k.
3. Mwalimu asahihishe matatizo aliyoorodhesha mwanafunzi.
4. Mwalimu asahihishe majibu ya wanafunzi.

### 3. Sarufi

#### Zoezi 63

##### A. Ngali

1. Asingalikuwa na uwezo asingalienda Lesutu.
2. Kitabu kisingalikuwa kikubwa kisingaliuzika vyema.
3. Tusingalifika mapema tusingalifanya mazoezi.
4. Vita visingaliisha tusingaliishi kwa amani.
5. Usingalinipenda nisingalikuwa rafiki yako.

##### B. Nge

1. Usingekuja usingenipata.
2. Wageni wasingekuja wasingetupata.
3. Mvua isingenyeshwa tusingepanda miche.
4. Ukimwi usingezuiliwa tusingeishi kwa furaha.
5. Vita dhidi ya ufisadi visingetangazwa taifa letu lisingepanuka.

## B. Tunga sentensi ukitumia nyakati

Mwalimu asahihishe sentensi za mwanafunzi. Sentensi hizi ziwe na mantiki na zifuatake kanuni za utunzi wa sentensi.

### 4. Msamiati

#### Zoezi 64

Wanafunzi watatoa majibu tofautitofauti, mwalimu anahimizwa kuwa makini anaposahihisha ili kuzingatia hoja wanazotoa wanafunzi. Kila mmoja atatoa jibu tofauti na mwenzake.

### 5. Kuandika

#### Zoezi 65

##### Mtungo

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

##### Mizani ya maarifa

1. Mwanafunzi atoe jibu kwa kila swali.
2. Sahihisha majibu yaliyo sahihi.
3. (a) Kitoto kilichopotea kimepatikana leo.

- (b) Jiko ambalo lina nishati limenunuliwa sokoni.
- (c) Saa nyingine imepotea.
- (d) Mtu mwenye huruma ametoa msaada.
- (e) Kiwete mwenyewe anatembea.

4. Sahihisha maelezo kamili yanayotolewa na mwanafunzi.
5. Sahihisha maelezo kamili yanayotolewa kuhusu wafanyakazi.
6. (a) bawabu, bawaba  
(b) chombo, shombo  
(c) mchuuzi, mchuzi  
(d) mjuzi, mjusi  
(e) shahiri, shairi
7. (a) ngeli (b) vitenzi  
(c) vimilikishi  
(d) vivumishi vya -a unganifu  
(e) viingizi
8. (a) duni (b) mto  
(c) cheza (d) shangwe  
(e) helikopta
9. (a) wajihi (b) mkalimani  
(c) king'ong'o  
(d) kifungamimba/  
kitindamimba/ kichinjamimba/  
mziwanda/ kifungadimba/  
mwana wa mifupani

# Majibu ya majaribio ya mitihani

## Majaribio

|    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|----|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| 1  | A | B | B | B | C | B | B | B | C | D  | B  | A  | D  | A  | B  |
| 2  | B | A | C | A | A | C | A | A | A | C  | A  | D  | C  | A  | A  |
| 3  | C | B | A | A | B | A | B | A | D | A  | C  | B  | B  | D  | A  |
| 4  | D | D | D | D | D | A | A | A | C | B  | B  | A  | B  | D  | A  |
| 5  | A | A | C | D | B | A | C | A | B | C  | A  | A  | A  | B  | B  |
| 6  | C | D | A | A | D | B | B | B | B | D  | D  | A  | A  | A  | C  |
| 7  | B | D | A | C | A | A | A | B | A | A  | A  | C  | A  | C  | D  |
| 8  | B | B | D | A | C | B | B | C | C | A  | B  | C  | A  | B  | C  |
| 9  | D | C | A | A | B | C | C | A | B | C  | D  | C  | C  | D  | C  |
| 10 | C | C | B | A | B | B | A | C | A | B  | C  | B  | D  | D  | A  |
| 11 | B | C | A | C | A | A | B | C | B | C  | A  | A  | B  | C  | B  |
| 12 | C | A | B | A | D | A | C | B | C | A  | B  | B  | B  | A  | C  |
| 13 | A | B | B | B | C | A | D | C | A | C  | C  | B  | A  | D  | B  |
| 14 | A | C | C | A | B | B | B | A | B | C  | B  | B  | A  | C  | A  |
| 15 | D | B | B | C | A | B | A | D | C | B  | C  | B  | C  | B  | A  |
| 16 | A | C | B | A | C | A | B | B | D | B  | C  | B  | A  | A  | C  |
| 17 | D | B | A | D | D | B | B | C | C | A  | B  | D  | A  | C  | A  |
| 18 | C | B | C | C | C | A | D | B | B | B  | A  | D  | B  | C  | C  |
| 19 | D | A | B | A | B | C | D | C | C | D  | B  | A  | B  | A  | C  |
| 20 | A | D | A | C | C | C | C | C | D | A  | B  | B  | A  | C  | B  |
| 21 | B | D | C | C | B | B | C | B | B | B  | D  | C  | C  | B  | D  |
| 22 | B | C | D | C | C | A | C | D | C | A  | B  | A  | A  | B  | C  |
| 23 | C | B | D | C | B | D | B | D | B | D  | A  | C  | C  | A  | D  |
| 24 | B | B | B | C | C | B | A | A | A | A  | D  | D  | D  | A  | C  |
| 25 | A | A | A | C | D | C | D | B | C | B  | C  | C  | C  | A  | B  |
| 26 | A | A | B | C | C | D | C | C | A | D  | D  | B  | D  | A  | B  |
| 27 | D | D | C | D | A | B | C | C | B | A  | A  | D  | A  | A  | A  |
| 28 | C | C | C | B | C | C | C | B | B | A  | B  | C  | C  | D  | C  |
| 29 | D | D | D | B | C | B | B | C | B | D  | A  | A  | D  | C  | B  |
| 30 | D | C | C | C | C | A | B | C | D | C  | B  | A  | D  | D  | B  |
| 31 | B | C | A | A | B | B | A | C | D | B  | A  | A  | C  | A  | A  |
| 32 | B | A | C | C | B | C | A | B | D | D  | B  | A  | D  | A  | B  |
| 33 | C | D | B | A | B | C | D | A | A | B  | A  | B  | B  | D  | A  |
| 34 | D | C | C | D | B | D | A | C | C | C  | A  | B  | B  | B  | A  |

|    |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|----|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 35 | C | B | A | B | C | A | C | C | A | D | C | A | A | C | D |
| 36 | D | C | B | D | A | B | B | D | C | B | D | C | B | B | B |
| 37 | B | B | A | A | C | C | B | B | C | D | C | C | C | A | D |
| 38 | C | D | A | B | C | A | D | B | B | A | A | D | B | A | C |
| 39 | B | D | C | B | C | B | D | A | B | D | D | D | A | B | A |
| 40 | A | A | A | B | B | B | C | C | A | D | D | A | B | B | A |
| 41 | D | C | A | D | A | B | B | C | D | A | B | D | D | A | B |
| 42 | B | C | C | C | B | C | A | B | B | A | C | A | A | A | C |
| 43 | A | B | A | A | C | C | B | B | B | B | B | A | B | B | C |
| 44 | D | C | D | C | A | B | B | D | D | B | C | D | B | B | C |
| 45 | B | D | B | D | A | B | B | D | C | A | C | A | C | A | C |
| 46 | D | B | D | D | D | B | C | C | C | C | B | B | B | A | D |
| 47 | B | D | B | B | B | A | A | A | A | D | D | C | B | D | B |
| 48 | B | B | D | C | B | B | B | A | A | C | A | B | B | A | B |
| 49 | C | C | B | C | C | A | B | D | C | D | A | B | C | D | B |
| 50 | B | A | B | D | C | A | D | B | C | B | B | B | B | A | A |

# Breakthrough Workbook Science 7

## Unit 1: Human body

### B. Unit review

#### Part 1: Self-check quiz

#### Parts of circulatory system and structure of heart

- Blood vessels
  - Heart
  - Blood
- |             |                 |
|-------------|-----------------|
| <i>Part</i> | <i>Name</i>     |
| <b>K</b>    | Left auricle    |
| <b>L</b>    | Left ventricle  |
| <b>M</b>    | Right ventricle |
| <b>N</b>    | Right auricle   |
  - Letter X should be placed on the vena cava and pulmonary artery.
  - Prevent backflow of blood.
- D
- Left auricle
    - Right auricle
    - Left ventricle
    - Right ventricle
  - Lung → Pulmonary vein → left auricle → left ventricle → aorta → rest of body → vena cava → right auricle → right ventricle → pulmonary artery → lungs
  - Auricles receive blood, ventricles pump blood.
    - The walls of ventricles are thicker than those of auricles.

#### Blood components and their functions

- Plasma
    - Platelets
    - Blood cells (red or white)
  - Plasma - transports substances
    - Platelets - help in clotting of blood
    - White blood cells - provide defense against disease causing organisms.  
Red blood cells - transportation of oxygen and carbon dioxide.
- Water
    - Proteins
    - Waste products
    - Digested food/nutrients
  - Haemoglobin

#### Types of blood vessels and their functions

- Artery
    - Capillaries
    - Vein
  - Artery - Transports blood away from the heart.
    - Capillaries - allows exchange of materials (digested food, wastes, gases such as oxygen and carbondioxide).
    - Vein - Transports blood back to the heart.
- A                      9. A                      10. D
- B                      12. C

**Part 2: True or false?**

1. False 2. True 3. False  
 4. True 5. True 6. True  
 7. False 8. False 9. False  
 10. False 11. True 12. False  
 13. True 14. False 15. False

16. False 17. True

**Part 3: Jog your mind**

1. (a) Plasma  
 (b) White blood cell  
 (c) Carbon dioxide  
 (d) Red blood cell

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

2. i) M - Right ventricle  
 N - Left auricle  
 P - Right auricle  
 Q - Left ventricle  
 ii) I - Vena cava  
 II - Pulmonary vein  
 III - Pulmonary artery  
 IV - Aorta

- Q - Uterus/womb  
 R - Ovary  
 S - Cervix  
 T - Vagina

- (b) i) P - Site for fertilisation.  
 ii) Q - Development of foetus takes place here.  
 iii) R - Production of female reproductive cells (ova).

**C. Flashback**

1. (a) P - Oviduct/fallopian tube

2. iii & iv

3. (a) K - Lung M - Trachea  
N - Air sacs ( alveoli)  
L - Diaphragm  
(b) L - Moves up and down to aid in breathing process.  
N - Site for gaseous exchange in the lungs.
4. C
5. I – Oesophagus (gullet)  
II – Gall bladder  
III - Small intestine  
IV- Stomach  
V – Large intestine  
VI - Rectum
6. i) - Absorption of water and mineral salts  
ii) - Small intestine  
iii) - Site where digestion of proteins begins  
iv) - Teeth  
v) - Passage of food  
vi) – Digestion of carbohydrates

7. a) i) Premolar  
ii) Canine  
iii) Molar  
iv) Incisor  
b) i) Grinding food  
ii) Tearing and grasping of flesh  
iii) Crushing and chewing  
iv) Cutting and biting
8. i) Use of gestures  
ii) Sign language
9. i) After waking up in the morning  
ii) Before going to bed at night

## Unit 2: Health education

### B. Unit review

#### Part 1: Self-check quiz

1. (a) Any substance that causes a change in the functioning of the body.

(b)

| Class                        | Effect in the body   |
|------------------------------|--|
| i) Curative medicine         | They treat or cure known diseases.                                   |
| ii) Pain relievers           | Taken to reduce pain/relieve pain.                                   |
| iii) Preventive medicine     | Protect the body against diseases/infections. Examples are vaccines. |
| iv) Stimulants               | Speed up mental activity.  |
| v) Sedatives / tranquilisers | Slow down the brain/have calming effect.                             |
| vi) Hallucinogens            | Make people see and or hear things that do not exist.                |
| vii) Depressants             | Reduce activity of nervous system of the body.                       |

2. i) Taking drugs in the wrong way without following instructions or for a wrong purpose.  
 ii) Using drugs for a purpose other than the intended one, taking the drug too much such that you depend on it or use of outlawed drugs.  
 iii) Total dependence on a drug such that the body cannot do without it.
3. B
4. i) Taking more than the recommended dose.  
 ii) Taking an under dose.  
 iii) Buying prescription medicine over the counter without doctors prescription.  
 iv) Sharing medicines.  
 v) Taking medicines without doctor's prescription.  
 vi) Taking medicine when not sick.  
 vii) Taking medicine meant to treat one disease for another sickness.
- viii) Taking expired drugs.
5. i) A person sniffing glue.  
 ii) taking of too much alcohol.  
 iii) Injecting oneself with cocaine.  
 iv) Too much smoking.  
 v) Taking medicine when not sick.  
 vi) Taking illegal drugs like bhang and heroine.
6. K - Illegal drugs  
 L - Tobacco  
 M - Khat/miraa  
 N- Depressants  
 P - Nicotine/ecstasy/ amphetamines, etc.  
 Q - Hallucinogens
7. D
8. i) Khat/miraa      ii) Tobacco  
 iii) Alcohol
9. Mark as right the correct answer given. Some answers are provided in the following table.

| Name of drug | Health effects | Social effects   |
|--------------|----------------|--|
| (a) Bhang    | -              | i) Users become irresponsible. Neglect families and themselves.<br>ii) Talking excessively, irritating other people, breaking the law.<br>iii) Truancy and school drop outs. |

|             |  |  |
|-------------|--|--|
| (b) Cocaine | i) Headaches.<br>ii) Respiratory problems.<br>iii) Heart problems.<br>iv) Restlessness or over excitement.<br>v) Loss of appetite.<br>vi) Convulsions.             | i) Easily irritate other people<br>ii) Quarrelsome or increased aggression<br>iii) Loss of concentration<br>iv) Negligence   |
| (c) Mandrax | -  | -  |
| (d) Miraa   | i) Mouth cancer, malnutrition, stained teeth and mouth loss of appetite.   | i) Wastage of productive time.<br>ii) Lack of sleep leading to fatigue and accidents.<br>iii) Divorce  |
| (e) Alcohol | i) Heavy continuous use leads to liver cirrhosis<br>ii) Weakened body immunity<br>iii) Brain damage<br>iv) Loss of memory<br>v) Heart diseases                     | i) Accidents.<br>ii) Low productivity.<br>iii) Domestic violence, rape, prosecution.<br>iv) Loss of family income.   |
| (f) Tobacco | i) Cancer of the mouth throat, larynx, lungs.<br>ii) Breathing difficulties.<br>iii) Heart attack.<br>iv) Underweight babies.<br>v) Discoloured teeth, bad breath. | i) Spitting which is offensive and unhygienic.<br>ii) Danger of passive smoking.<br>iii) Loss of family income.<br>iv) Smoking is addictive.<br>v) Risk causing fires. |

10. D

11. i) Cocaine  
ii) Bhang or marijuana  
iii) Mandrax

iv) Opium

v) Heroin

12. C

13.

| Class of drugs   | Examples  |
|------------------|---|
| a) Sedatives     | Alcohol, tranquilisers, sleeping pills, glue, petrol. |
| b) Depressants   | Sleeping pills, heroin, mandrax, alcohol.             |
| c) Stimulants    | Amphetamines, caffeine, cocaine, nicotine             |
| d) Hallucinogens | Bhang.  |

14. (a) i) Glue            ii) Petrol  
           iii) Thinners    iv) Nail polish
- (b) - Destroy nervous system.  
 - Loss of memory.  
 - Blurred vision.  
 - Stammering.  
 - Damages body organs.  
 - Dizziness/ drowsiness.
15. C
16. i) - Irritability  
       ii) - Lack of concentration  
       iii) - fatigue- nervousness  
           - sweating/ shivering/  
           headache  
           - Confusion - depression/  
           stress - trembling, vomiting
17. - Youth programme awareness.  
 - Counselling.  
 - Vocational training.  
 - Formation of anti-narcotics  
 unit to monitor sale of drugs.  
 - Engaging them in productive  
 community activities to avoid  
 idling.
18. i) Boredom  
       ii) Peer pressure  
       iii) Excess money  
       iv) Curiosity  
       v) Lack of drugs effects awareness  
       vi) Family breakdown  
       vii) Forced to take drugs
19. (a) A false story or idea that many  
 people believe is true.  
 (b) An untrue or wrong idea  
 which people believe because  
 they do not have the correct  
 fact.
20. (a) i) Myth

- ii) Misconception  
 iii) Myth  
 iv) Misconception  
 v) Myth  
 vi) Misconception  
 vii) Misconception  
 viii) Misconception  
 ix) Misconception  
 x) Misconception
- (b) i) AIDS is real and exists.  
 ii) HIV and AIDS is spread  
 through exchange body fluids  
 such as blood, semen and  
 virginal fluid with infected  
 persons.  
 iii) AIDS is as a result of reduced  
 body immunity.  
 iv) AIDS is caused by HIV.  
 v) Becoming thin does not  
 necessarily mean that one has  
 HIV/AIDS or being fat does  
 not necessarily mean that one  
 is not infected with HIV.  
 vi) Anyone can be infected with  
 HIV and AIDS.  
 HIV infection is transmitted  
 through sexual intercourse,  
 blood transfusion, using  
 infected piercing instruments,  
 etc.  
 vii) Shaking of hand cannot  
 transmit HIV and AIDS. It is  
 only spread through exchange  
 of contaminated body fluids,  
 via open body wounds or  
 sexual intercourse  
 viii) HIV / AIDS has no cure.  
 ix) Anybody can get AIDS.  
 x) HIV and AIDS has no cure.

- ARVs only boost body immunity.
21. i) Love him or her.  
ii) Maintaining proper hygiene.  
iii) Provide proper and adequate diet.  
iv) Provide proper medical care.
  22. C
  23. i) Advise them to wash hands with soap and hot water after visiting the toilet.  
ii) Cook clean food for them  
iii) Keep their surroundings clean.  
iv) Wash their clothes, beddings, utensils regularly.  
v) Encourage them to drink boiled or properly treated water.

24. D

**Part 2: True or false?**

- |           |          |          |
|-----------|----------|----------|
| 1. True   | 2. True  | 3. False |
| 4. False  | 5. False | 6. False |
| 7. True   | 8. True  | 9. True  |
| 10. False | 11. True | 12. True |
| 13. False |          |          |

**Part 3: Jog your mind**

1. *Square 5:* Truancy  
*Square 11:* Health  
*Square 19:* Addiction  
*Square 26:* Hallucination  
*Square 31:* Cirrhosis  
*Square 36:* Inhalants  
*Square 47:* Bhang  
*Square 48:* Tar  
*Square 53:* Marital conflicts  
*Square 57:* Peer

2. i) Q - Withdrawal  
ii) S - Illegal drugs      Y - Truant  
iii) T - Tobacco          Z - Tar  
iv) S - Illegal drug  
    X - Addiction  
v) P - AIDS  
    R - Hygiene

**Flashback**

1. i) Bad smell      ii) Cavities  
    iii) Bleeding gums iv) Tooth decay
2. i) Malaria      ii) Cholera  
    iii) Tuberculosis iv) Typhoid
3. B
4. i) Acquired Immune Deficiency Syndrome  
    ii) Human Immunodeficiency Virus  
    iii) National Authority for the Campaign Against Alcohol and Drug Abuse
5. i) Avoid eating sugary foods like sweets and cakes.  
    ii) Brush your teeth after every meal.  
    iii) Go for regular dental check-ups replace tooth brush after every 3 months.  
    iv) Exercise teeth by chewing things like bones, carrots sugarcane etc.  
    v) Do not use teeth to open bottles (avoid misusing teeth).
6. W - DPT, measles.  
    X - Polio, vitamin A.  
    Y - BCG/tuberculosis

7.

| Social effects   | Economic effects   |
|--|--|
| i) Loss of professionals/productive work force<br>ii) Low standards of living.<br>iii) Increased orphans and school dropouts.<br>iv) Overburdening in medical care by family members | i) Poor economy.<br>ii) Low agricultural production.<br>iii) Increase in medical bills.<br>iv) Rise in poverty levels.<br>v) Reduced productivity. |

8. (a) (i) Pre-test counselling  
 (ii) Post-test counselling  
 (b) - Pre-test counselling – to enable one to take the test without much fear.  
 - Post test counselling – to enable one accept the results and his or her HIV status. If positive, to live positively and if negative, to stay free from HIV. 9. D

10. a) i) Window stage  
 ii) Incubation/asymptomatic  
 iii) Symptomatic  
 iv) Full-blown  
 b) Window stage

11.

| Part of the body | Protective devise to use |
|------------------|--------------------------|
| Hand             | Gloves                   |
| Mouth            | Gas mask/ mouth mask     |
| Eyes             | Protective goggles       |
| Feet             | Gumboots                 |
| Whole body       | Overall                  |

12. i) Tablets      ii) Capsules  
 iii) Syrup      iv) Suspension
13. A
14. i) Visit a dentist at least once every six months.  
 ii) Brush teeth after every meal.  
 iii) Avoid eating sugary foods.  
 iv) Chew sugar cane, bones and carrots to exercise teeth.  
 v) Eat plenty of fruits.
- 15 - Take medicines as instructed by a doctor.  
 - Do not take medicine for any other purpose other than the recommended one.  
 - Do not share medicines with someone else.  
 - If medicines are not helping you stop taking them and seek medical help.  
 - Complete dosage.  
 - Do not take expired drugs.  
 - Read instructions carefully before using medicine.  
 - Store medicine properly out of reach of children.

## Unit 3: Environment

### B. Unit review

#### Part 1: Self-check quiz

1.

| Living things   | Non – living things                     |
|---|---|
| i) Domestic animals e.g. cow /goat/ dog                         | i) Water, soil, air.                    |
| ii) Human beings  | ii) Rocks, buildings, etc.              |
| iii) Insects  | iii) Bicycle, vehicles, carts, etc.     |
| iv) Snakes/ cats  | iv) Bottles, plastics, polythenes, etc. |
| v) Wild animals like gazelle, zebra, snake, lion, lizards, etc. | v) Books, pens, desks, tables, etc.     |

2. biotic, abiotic

3. habitat

4. i) Water

ii) Soil

iii) Air

iv) Plants

v) Animals

5. C

6.

| Component of the environment | Importance  |
|------------------------------|---|
| (a) Water                    | i) Forms part of living tissues.<br>ii) Habitat to many aquatic organisms.<br>iii) Source of food to aquatic living things.<br>iv) Plants need water for photosynthesis.<br>v) Human beings depend on water in their daily lives.   |
| (b) Soil                     | i) Home to various animals e.g moles, earthworms<br>ii) Supports plant growth.<br>iii) Source of building materials; for moulding.<br>iv) Source of minerals.   |
| (c) Plants                   | i) Provision of food, shelter.<br>ii) Source of building materials.<br>iii) Purifying air.<br>iv) Provides shade.<br>v) Holds soil particles together.<br>vi) Leaves decompose to form organic matter.<br>vii) Form rain catchment areas eg forest.<br>viii) Windbreakers.<br>ix) Balancing of carbon dioxide and oxygen in the atmosphere. |

|             |   |
|-------------|---|
| (d) Animals | <ul style="list-style-type: none"> <li>i) Dead animals decompose to form soil nutrients.</li> <li>ii) Help in pollination and seed dispersal.</li> <li>iii) Food for carnivores.</li> <li>iv) Source of carbon dioxide required by plants for photosynthesis (breathe out carbon dioxide).</li> </ul>   |
| (e) Air     | <ul style="list-style-type: none"> <li>i) Atmospheric carbon dioxide is important for photosynthesis.</li> <li>ii) Oxygen is necessary for burning, rusting and respiration.</li> <li>iii) Oxygen is necessary for germination.</li> <li>iv) Carbon dioxide is used in fire extinguishers.</li> <li>v) Carbon dioxide is used in food preservation e.g in soft drinks.</li> </ul> |

7. B
8. C
9.
  - i) Nitrogen fixing bacteria on root nodules.
  - ii) Nitrogen from the air (atmospheric nitrogen).
10.
  - i) Improve soil aeration.
  - ii) Improve soil texture.
  - iii) Burrow into the soil allowing decomposition to occur.
  - iv) Improve soil drainage.
11.
  - i) Important in proper functioning of body systems.
  - ii) Forms 70% of animals body.
  - iii) For transport of nutrients in the body.
  - iv) Supports plant life thereby making food available to animals.
  - v) Habitat for aquatic organisms e.g. fish.
  - vi) For drinking / cooking.
12. Taking good care and preserving the components of environment for present and

future generations.

13. C
14. Parasites, hosts
15. A
16. A

### ***Part 2: True or false?***

- |          |           |
|----------|-----------|
| 1. False | 2. False  |
| 3. True  | 4. False  |
| 5. False | 6. True   |
| 7. True  | 8. True   |
| 9. False | 10. False |

### ***Part 3: Jog your mind***

| Name           | Code                           |
|----------------|--------------------------------|
| a) Air         | 8,9,24                         |
| b) Environment | 16,14,4,9,24,13,14,21,16,14,15 |
| c) Water       | 11,8,15,16,24                  |
| d) Component   | 10,13,21,1,13,14,16,14,15      |
| e) Animals     | 8,14,9,21,8,7,17               |
| f) Plants      | 1,7,8,14,15,17                 |

|                   |   |
|-------------------|---|
| g) Soil           | 17,13,9,7                               |
| h) Non living     | 14,13,14,7,9, 4, 9, 14, 6               |
| i) Living         | 7,9,4,9,14,6                            |
| j) Carbon dioxide | 10,8,24,23,13,14,26,9,13, 19, 9, 26, 16 |
| k) Surrounding    | 17,25,24,24,13,25,14,26,9, 14, 6        |
| l) Oxygen         | 13,19,3,6,16,14                         |
| m) Habitat        | 22,8,23,9,15,8,15                       |
| n) Conservation   | 10,13,14,17,16,24,4,8,15,9, 13,14       |
| o) Aquatic        | 8,18,25,8,15,9,10                       |

## Unit 4 : Plants

### B. Unit review

#### Part 1: Self-check quiz

- A situation whereby two organisms rely on each other in one way or another for survival.
    - Shade
    - Source of food
    - Support
  - Support
    - Source of food/habitat
    - Protection from direct sunlight or shade.
  - Tendrils
    - Hooks
  - Source of food
    - Pollination
    - Shelter
  - Plants use carbon dioxide breathed out by animals during photosynthesis. Animals use oxygen given out by plants during the day.
      - Animals decompose to add nutrients into the soil which plants use. Also, animal wastes like urine and excreta contain minerals.
      - Human beings use plants as fences to provide security. Some plants like roses are used for beautification purposes.
      - Certain plants are used as medicine.
      - Insectivorous plants feed on insects, etc.
- C
  - C
  - Cloth (cotton and sisal)
    - Shelter
    - Beautification
    - Food
    - Oxygen (respiration)
    - Medicine
    - Security (in fencing)
  - Decay of dead animals and essential nutrients into the soil needed by plants for healthy growth.
      - Animals exhale carbon dioxide which, plants take in during photosynthesis to manufacture their own food.
      - Pollinating insects (e.g bees) facilitate in transfer of pollen grains to the stigma of flowers as they collect nectar in flowers/ help in cross pollination in plants.
  - D
  - A relationship of organisms showing who feeds on what in the environment.
  - The eater

13. i) Cabbage → rabbit → hyena → vulture  
 ii) Carrots → hen → man  
 iii) Cabbage → rabbit → eagle → vulture
14. (a) Organisms that make food from simple substances, mostly green plants.  
 (b) Organisms responsible for breaking down matter into simpler substances which then get incorporated into soil as nutrients. Examples are bacteria and fungi.
15. i) Grasshopper  
 ii) Frog      iii) Hawk
16. producers, decomposers
17. B      18. C
19. a) Nectar – butterfly – chameleon – hawk  
 b) Maize – earthworm – owl – Hyena  
 c) Weeds – rabbit – eagle – vulture
20. Responsible for the breaking down of dead organic matter into simpler substances which get into soil to form plant nutrients.
21. An organism that feeds on and destroys crops or crop products.
22. i) Weevil      ii) Bird
23. i) Storage pests  
 ii) Field pests
24. B

25.

| Pest          | Type of pest | Part of crop attacked | Crops attacked                                |
|---------------|--------------|-----------------------|---|
| (a) Weevils   | Storage      | Seeds                 | Cereals, legumes.                             |
| (b) Moles     | Field        | Roots                 | Tuber crop.                                   |
| (c) Armyworms | Field        | Leaves                | Cereals, tubers, vegetables, fruits, legumes. |
| (d) Rat       | Storage      | Seeds                 | Cereals, tubers.                              |
| (e) Aphids    | Field        | Stem and leaves       | Tubers, vegetables, cereals, legumes.         |

26. i) Reduced yields  
 ii) Transmit diseases to crops  
 iii) Stunted growth  
 iv) Poor quality yields
27. Transmitting diseases
28. i) Use of pesticides / spraying  
 ii) Pruning affected, parts of crop  
 iii) Use of scarecrows / scaring away
- iv) Biological control  
 v) Crop rotation  
 vi) Trapping
- Part 2: True or false?**
1. True      2. False      3. False  
 4. False      5. False      6. False  
 7. True      8. True      9. False  
 10. False      11. False

### Part 3: Jog your mind

Across

Down

- |                |                   |
|----------------|-------------------|
| 1. Pollination | 6. Pesticide      |
| 2. Dependence  | 7. Locust         |
| 3. Nutrients   | 8. Stunted growth |
| 4. Army worms  | 9. Tendrils       |
| 5. Shade       | 10. Trapping      |

### C. Flashback

- Beverage crops
  - Fibre crops
  - oil crops
- feathery
  - light
  - stigma
  - pollen tube
  - ovules
  - pollinated
  - grass
- Cereals
  - Fruit
  - Tuber
  - Oil
  - Cereals
  - Vegetables
  - Legumes
  - Beverage
- (a) - (iii)
  - (b) - (v)
  - (c) - (iv)
  - (d) - (ii)
  - (e) - (i)
- B
- Sunflower, palm, coconut, groundnuts.
- Sisal
  - Cotton or any fibre crop given pupil
- D
- 

| Food crops                          | Cash crops                              |
|-------------------------------------|---|
| i. Maize                            | i. Coffee                               |
| ii. Beans                           | ii. Tea                                 |
| iii. Cassava or any food crop given | iii. Cocoa or any other cash crop given |

- C
- Pulling/ uprooting
  - Spraying/ digging/ mulching
- Black jack
  - Oxalis
  - Pig weed
  - Mexican marigold
  - Sodom apple
  - Wandering jew

- Tea
  - Cocoa
  - Coffee

- Desert
  - Wet land

- C

- Black jack
  - Oxalis
  - Mexican marigold
  - Wandering jew
  - Sodom apple

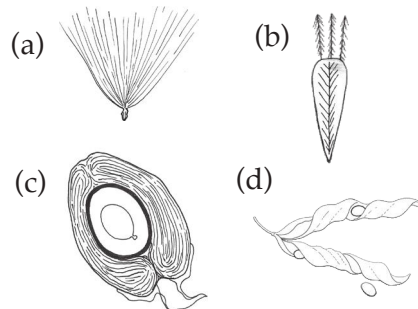
- Weeding/ digging out
  - Uprooting/ pulling

- (i) Wind pollination
  - (ii) Insect pollination

- (i) - Petals are less conspicuous.
  - Anthers and stigma hung loosely outside the flower.
  - Stigma is feathery.

- (ii) - Petals are conspicuous.
  - Anthers, stigma are enclosed within the flower.
  - Stigma not feathery.

20.



- (21. A - Plumule  
B - Radicle  
C - Cotyledon
22. (a) i) Fibrous root  
ii) Tap root  
(b) i) Maize ( or any monocot)  
ii) Bean plant (or any dicot)
23. i) Baskets ii) Ropes  
iii) Cloth or any other appropriate product provided by pupil
24. (a) K- Anther P- Stigma  
L - Petal Q - Style  
M - Filament R - Ovary  
N - Sepal  
(b) L (c) R (d) N

## Unit 5: Animals

### B. Unit review

#### Part 1: Self-check quiz

- (i) Internal parasites (ii) External parasites
- (a) Tick (b) Flea  
(c) Tape worm
- i) Liverfluke ii) Roundworm  
iii) Tapeworm iv) Hookworm
- C
- (b) i) Internal  
ii) Small intestine  
iii) Cows, sheep, pigs, goats, etc.  
(c) i) External ii) Skin/fur/feathers  
iii) Cows, chicken, dog, goats, etc.
- (d) i) External ii) Skin  
iii) Cow, goat, sheep, donkey, etc.
- (e) i) Internal ii) Liver  
iii) Pig, cow, goat, sheep, etc.
- Lowering quality of products/by products.
- (i) Poor yields  
(ii) Restlessness  
(iii) Reduced quality products  
(iv) Dullness (v) Irritation  
(vi) Anaemia
- D
- i) Skin ii) Eggs iii) Milk  
iv) Meat v) Hide
- (a) Spraying (b) Dusting with chemicals  
(c) Dipping
- i) Spraying ii) Dipping  
iii) Picking  
iv) Dusting with chemicals
- i) Dosing ii) Drenching
- Rotational grazing
- i) Liverfluke ii) Tapeworm  
iii) Roundworm
- Liverfluke
- i) Wash hands with soap and clean water after visiting the toilet.  
ii) Boil any water before consumption.  
iii) Eat properly cooked foodstuffs.  
iv) Use clean utensils for cooking.
- i) Proper sanitation  
ii) Deworming  
iii) Use of toilets
- D 19. C 20. C

### **Part 2: True or false?**

1. False      2. False      3. True
4. False      5. False      6. False
7. False      8. False      9. True
10. True      11. False      12. True
13. True      14. True      15. True

### **Part 3: Jog your mind**

- A – Internal parasites  
B – External parasites
- 1 – Tapeworm 2 – Fluke, 3 – Roundworm (in any order or any other internal parasite given)
- 4 – Tick, 5 – Tsetsefly 6 – Mite (in any order) or any other external parasite given)
- 1a – muscle/intestine, 2a – Liver, 3a – Intestines (or any correct internal parasite with the part it attacks).
- 4b – Skin udder, 5b – Skin, 6b – fur or skin (or any other correct external parasite with the part it attacks).
- 7 – Poor health, 8 – Anaemia, 9 – Irritation, 10 – Poor quality products (in any order)
- A. i) – Meat      ii) Liver  
B. iii) Skin/hide      iv) Wool

### **C. Flashback**

1. i) Provide shelter  
ii) Treating diseases

- iii) Providing food
- iv) Providing drinking water
2. D
3. a) Biting      b) Hiding in shell  
c) Coiling
4. a) Hopping/leaping  
b) Slithering  
c) Walking/running
5. i) Snail      ii) Tortoise
6. C
7. a) Food i.e. meat and eggs  
b) Transportation  
c) Food (meat & milk), ploughing (Oxen)  
d) Security  
e) Control of pests (rodents)
8. i) Tourist attraction  
ii) Employment in tourism sector  
iii) National heritage for present and future generation.
9. D
10. i) Tethering      ii) Paddock  
iii) Strip grazing
11. i) Move      ii) Feed/eat  
iii) Remove wastes  
iv) Gaseous exchange  
v) Reproduce  
vi) Grow      vii) Die
12. i) Animals with backbone.  
ii) Animals without backbone.

13.

| Method of grazing | Advantages   | Disadvantages   |
|-------------------|--|---|
| Tethering         | <ul style="list-style-type: none"> <li>i) No fencing required hence cheap.</li> <li>ii) Small piece of land is enough.</li> </ul>  | <ul style="list-style-type: none"> <li>i) The rope can strangle the animal.</li> <li>ii) Not suitable for a large herds.</li> </ul>         |
| Strip grazing     | <ul style="list-style-type: none"> <li>i) Maximises use of pasture.</li> <li>ii) Possible to harvest excess pasture.</li> </ul>  | <ul style="list-style-type: none"> <li>i) Expensive to maintain pasture.</li> <li>ii) Expensive to erect fences.</li> </ul>                 |
| Herding           | <ul style="list-style-type: none"> <li>i) Affordable</li> <li>ii) Free movement hence plenty of pasture can be accessed.</li> <li>iii) Animals exercise as they move.</li> </ul> | <ul style="list-style-type: none"> <li>i) Diseases and parasites are easily spread.</li> <li>ii) Difficult to control livestock.</li> </ul> |

14. C

15. (a) - ii) (b) - i) (c) - iv)  
(d) - iii)

16. Herding

17.

| Class   | Main characteristics   |
|---------|--|
| Mammals | <ul style="list-style-type: none"> <li>i) Breathe through lungs.</li> <li>ii) Have mammary glands (suckle young).</li> <li>iii) Body covered with fur.</li> <li>iv) Most give birth to live young ones.</li> <li>v) Are warm-blooded.</li> </ul> |
| Fish    | <ul style="list-style-type: none"> <li>i) Breath through gills.</li> <li>ii) Have fins</li> <li>iii) Body covered with scales.</li> <li>iv) Cold – blooded.</li> <li>v) Lay eggs.</li> </ul>   |

18. B

19. B

20. Spider, grasshopper, snail,  
millipede, centipede, beetle, tick,

etc.

21. A – Carbohydrates B - Vitamins  
C - Mineral salts (in any order)

22. D

## Unit 6 : Water

### B. Unit review

#### Part 1: Self-check quiz

1. Introduction of harmful substances into water making it unfit for use by animals and plants.
2. Water contamination
3. Water pollutants
4.
  - i) Human and animal waste.
  - ii) Industrial wastes.
  - iii) Farm chemicals.
  - iv) Oil spills.
  - v) Plastics, polythenes and cans.
5.
 

A - Farm chemicals, agricultural activities near river banks.

B - Oil spills from ships

C - Animal wastes.

D - Wastes from industries/ industrial effluence
6. C
7.
  - i) Carbon dioxide
  - ii) Sulphur dioxide
8. A
9.
  - i) Excessive use of chemicals in farms.
  - ii) Construction of industries.
  - iii) Water transport (oil spills).
  - iv) Drinking animals directly from the river.
10.
  - (a) When it rains heavily, floods carry solid wastes into water sources.
  - (b) The excess chemicals are washed into water sources when it rains
  - (c) Oil covers the water surface interfering with availability of oxygen and light to aquatic organisms.
11.
  - i) Cholera      ii) Typhoid
  - iii) Bilharzia
12.
  - i) Stunted growth/poor growth.
  - ii) Reduced yield.
  - iii) Toxicate the crop causing death of the plant.
  - iv) Poor quality products.
  - v) Block root hairs preventing water absorption.

13.

| Effects of water pollution on animals   | Effects of water pollution on soil   |
|---|--|
| <ul style="list-style-type: none"> <li>• Cause waterborne diseases, skin infections.</li> <li>• Aquatic plants are destroyed reducing available food to animals.</li> <li>• Destruction of aquatic habitat.</li> <li>• Causes migration or abadonment of habitat by animals e.g birds.</li> </ul> | <ul style="list-style-type: none"> <li>• Destruction of living organism in soil.</li> <li>• Chemical pollutants make soil barren, reducing soil fertility.</li> <li>• Acid rain makes soil acidic making it unsuitable for crop production.</li> </ul> |

14. i, ii, iii, viii, ix, x, xi, xiv.
15. i) Harvesting rain water.  
 ii) Re-using water.  
 iii) Storing excess water in dams.  
 iv) Recycling water.  
 v) Using water sparingly.  
 vi) Mulching to reduce amount of irrigation water used.  
 vii) Use of proper farming methods e.g contour ploughing/cropping.  
 viii) Educate all on water conservation.  
 ix) Repair and maintenance of water taps, pipes water pumps.  
 Any other valid point.
16. D
17. B
18. Sieving/ Filtration
19. re-use
20. i) Reduce control evaporation of moisture thereby retaining soil moisture for longer.  
 ii) Water that would have been wasted is harvested and stored for future use.  
 iii) Treating used water to make it suitable for use again/ another reducing wastage of water.
21. C
22. B

**Part 2: True or false?**

1. False      2. False      3. True  
 4. False      5. True      6. False

7. True      8. True      9. False  
 10. True      11. True      12. False  
 13. True      14. False      15. True

**Part 3: Jog your mind**

*Across*

1. Aquatic  
 2. Mulching  
 3. Contaminate  
 4. Infertile  
 5. Sewage  
 6. Spillage  
 7. Recycling

*Down*

8. Waterborne  
 9. Reusing  
 10. Dams  
 11. Acid rain  
 12. Pollutant  
 13. Effluents  
 14. Conserve

**C. Flashback**

1. i) Lakes      ii) Boreholes  
 iii) Rivers      iv) Wells  
 v) Rain  
 vi) Sea and ocean      vii) Springs
2. C
3. i) Tanks      ii) Jerry cans  
 iii) Drums  
 iv) Bottles      v) Buckets  
 vi) Dams, etc.
4. i) Swimming  
 ii) Water surfing  
 iii) Sport fishing

- iv) Constructing water fountain in parks
  - vi) Boat racing
5. D
  6. i) Cholera  
ii) Typhoid  
iii) Bilharzia
  7. i) Disposing of urine and faeces properly (using latrines or toilets).  
ii) Washing of fruits and vegetables thoroughly before eating them raw.  
iii) Boiling or chemical treatment of drinking water.  
iv) Keeping latrines and toilets clean to keep off flies.  
v) Washing hands with soap and clean water before handling food and after visiting toilet.  
vi) Seeking medical help for all those persons infected.  
vii) Using clean utensils to serve and cook food.
  8. D
  9. B
  10. Sieve, filter, boil, cool, store in a container with tightly fit lid.  
Treating water using the appropriate chemical (chlorine) in the right quantity as recommended by the manufacturer.
  11. i) Transport  
ii) Recreation  
iii) Industries uses

## Unit 7: Soil

### B. Unit review

#### Part 1: Self-check quiz

1. (a) Inorganic fertilisers  
(b) i) Macronutrients  
ii) Micronutrients
2. Inorganic fertilisers
3. Organic
4. i) Nitrogenous  
(ii) Phosphatic  
iii) Potassic
5. i) DAP ii) NPK or any other correct answer.
6. i) Urea, sulphate of ammonia, etc.  
ii) SSP, DSP, TSP, etc.  
iii) Muriate of potash, potassium sulphate, etc.
7. i) Expensive to buy.  
ii) Lasts a short time.  
iii) Application requires literate people.  
iv) Excess use pollutes soil water.
8. i) High crop yields.  
ii) Less bulky.  
iii) Little amounts required.  
iv) One buys according to particular need.  
v) Contain high quantities of plant nutrients.
9. A - Green manure; B - farmyard manure (F.Y.M) or in any order.
10. i) Manure - Are made in the farm.  
- Are more bulky.  
- Contain more than one nutrient.

- ii) Artificial fertilisers
  - Are made in factory.
  - Contains specific nutrients.
  - Are less bulky.

11. FYM (farmyard manure)

12. i) Measurement of suitable amounts.
- ii) Telling whether it is ready for use or not is difficult.
  - iii) May carry foreign materials e.g. seeds of weeds.
  - iv) May harbour pests.
  - v) High transportation costs.
  - vi) Labour intensiveness.
  - vii) Not nutrient specific.

13. A

14. (a) i) Plant materials      ii) Water  
       iii) Soil                      iv) Ash  
       v) Grass

- (b) - Dig two compost pits measuring 1.2 m x 1.2 m x 1.2 m.
- Pile the wastes in the first pit.
  - Add ash on top of each layer.
  - Add some FYM into the pile. This introduces the bacteria that will decompose the materials.
  - Sprinkle the heap with some water, leave for three weeks.
  - After 3 weeks, empty the compost into the second pit. This helps to aerate compost thereby encouraging faster decomposition.
  - After the material is well rotten, take it to the farm and use as manure.

**Note:** There are different methods of making compost manure. Evaluate the methods described and mark accordingly. Refer to course books or any other text book.

15.

| Fertilisers         | Straight | Compound |
|---------------------|----------|----------|
| SSP, DSP or TSP     | √        |          |
| Urea                | √        |          |
| DAP                 |          | √        |
| Sulphate of ammonia | √        |          |
| NPK                 |          | √        |

16. D      17. D      18. D

19. A

20. (i) Sodium nitrate  
 (ii) CAN  
 (iii) Urea

21. A      22. B

23. i) Adds potassium and phosphate ions to the manure.  
 ii) Introduce micro-organisms to help in decomposition.

**Part 2: True or false?**

- |           |           |           |
|-----------|-----------|-----------|
| 1. True   | 2. True   | 3. True   |
| 4. False  | 5. True   | 6. True   |
| 7. False  | 8. False  | 9. False  |
| 10. True  | 11. True  | 12. False |
| 13. False | 14. False | 15. False |

**Part 3: Jog your mind**

*Question 1*

1. Two
2. Compound fertilisers
3. Calcium ammonium nitrate
4. Compost manure

5. Green manure
6. Straight fertilisers
7. Farmyard manure
8. Urea or any other nitrogenous fertiliser.

### Question 2

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

### C. Flashback

1. Joyce - clay soil; Fred - loam soil
2. A - Humus/ organic matter  
B - Water  
C - Sand  
D - Large stones
3. C
4. (a) i) Sheet      ii) Rill  
(b) i) Splash      ii) Gully
5. D      6. Gully erosion
7. (a) X - Loam    Y - Sand    Z - Clay  
(b) Water-retention capacity / drainage
8. Nutrients being moved down into the deeper soil layers out of reach of most crops as water sips to the underground water.
9. (a) P - Loam Q - Sand R - Clay  
(b) Prevent soil from getting into the trough of water.  
(c) Clay (soil R)
10. (a) - Ability of soil to hold water.  
(b) - Ability of soil to allow water to pass down it.
11. A      12. Loam
13. i) Best drainage  
ii) Largest particles  
iii) Rough

- iv) Has large airspaces
- v) Lowest water-retention capacity
14. i) Air      ii) Water  
iii) Mineral particles  
iv) Living things
15. i) Deforestation  
ii) Overgrazing/ overstocking  
iii) Burning bushes  
iv) Farming along river banks  
v) Quarrying
16. C
17. i) Planting cover crops  
ii) Mulching    iii) Afforestation  
iv) Keep proper stock levels  
v) Build gabions  
vi) Contour farming  
vii) Terracing, etc.

## Unit 8: Energy

### B. Unit review

### B. Unit review

#### Part 1: Self-check quiz

1. i) Static      ii) Current
2. (a) i) Windmill  
ii) Car battery  
iii) Solar panels  
(b) i) Generator  
ii) Hydro-electric power station  
iii) Dry cells    iv) Dynamo
3. Hydro electric power
4. - A car battery is recharged, a dry cell cannot be recharged once it is discharged.

- A car battery produces more current than a dry cell.

5. A - Open      B - Closed  
6. Path, flows  
7. (a) A- Bulb      B - Dry cells  
    C - Switch  
(b) (i) The bulb will light  
    (ii) The bulb will not light  
8. (a) will not light  
    (b) will not light  
    (c) will light  
    (d) will not light  
9. Allow electric current to pass through them; do not allow electric current to pass through.  
10. poor conductors or insulators  
11.

| Good conductors                                    | Bad conductors   |
|--|--|
| Metal bar, copper coin, aluminium foil, iron nails | Air, pencil, piece of thread, piece of glass, paper, plastic, timber |

12. (a) i) - Electric iron - For straightening clothes  
    ii) - Bulbs - for lighting house  
    iii) - Computer - for typing work, browsing the internet, etc.  
(b) i) Electric heater  
    ii) Electric kettle  
    iii) Electric cooker  
    iv) Television  
    v) Radio  
13. i) Lighting      ii) Cooking  
    iii) Warming

- iv) Straightening clothes  
v) Running devices like radio and television, etc.  
14. (a) A - Inserting objects into electric sockets  
    B - Handling electricity with wet hands  
    C - overloading sockets  
(b) A- Do not insert objects into electric sockets.  
    B - Do not handle electricity with wet hands.  
    C - Avoid overloading sockets.  
15. D  
16. When positively charged clouds meet with negatively charged clouds in the atmosphere.  
17. All  
18. Electricity produced when two surfaces are rubbed against each other.

19. Lightning arrestor

### **Part 2: True or false?**

1. False    2. False    3. True  
4. False    5. True    6. True  
7. False    8. False    9. True  
10. True    11. False    12. True  
13. False    14. False

### **Part 3: Jog your mind**

- a) i) Plastic      ii) Timber  
    iii) Refrigerator    iv) Paper  
    v) Batteries      vi) Generator  
    vii) Iron box      viii) Computers  
    ix) Air          x) Metal  
    xi) Copper wire  
    xii) Wind turbine

(b)

| Electrical appliances | Sources of electricity | Insulators | Good conductors of electricity |
|-----------------------|------------------------|------------|--------------------------------|
| iii)                  | v)                     | i)         | x)                             |
| vii)                  | vi)                    | ii)        | xi)                            |
| viii)                 | xii)                   | iv)        |                                |
|                       |                        | ix)        |                                |

### C. Flashback

- Sun
  - Electric bulb
  - Glow worm
  - Fire
  - Candle
  - Stars
  - Torch

2. It is unpleasant to the ears.

3. A - Bell      B - Drum

4. (i) Blowing (ii) Plucking

5. (a) Highest sound - D  
Lowest sound - B

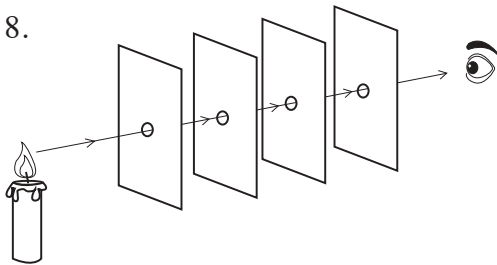
(b) Yes - A

6. A - smooth  
B - rough

7.

| Luminous objects  | Non-luminous objects   |
|---|--|
| Sun, glow worm, stars, fire (anything that produces its own light). | Moon, chair, pen, book( anything that does not produce its own light). |

8.



9. B

- Seeing
  - Lighting homes
  - Reading
  - Plants use light to make food
  - When taking photographs

- Opaque - do not allow light to pass through.
  - Transparent - allows light to pass through.
  - Translucent - partly allows light to pass through.

12. C

13. i) Ironing/ straightening clothes  
ii) Cooking

14. i) Irritation  
ii) Damage to ear drum  
iii) Nuisance/ reduced proper hearing

15. A - Conduction      B - Convection

16.

| Good conductors             | Poor conductors                        |
|-----------------------------|--|
| (i) Making cooking utensils | (i) Making handles of cooking utensils |
| ii) Making electric wires   | (ii) Insulating electrical wires       |

17. D

18. (a) Formation of rainbow  
(b) Violet, Indigo, Blue, Green, Yellow, Orange, Red.

## Unit 9: Properties of matter

### B. Unit review

### B. Unit review

#### Part 1: Self-check quiz

- Substances that dissolve in water: *sugar, salt, coffee powder.*  
- Substances that do *not* dissolve in water: *flour, pieces of glass, soil, sand, iron.*
- i) dissolved    ii) solute  
iii) solvent    iv) solution
- miscible liquids, immiscible liquids.
- i) Do not mix    ii) Do not mix  
iii) Mix    iv) Mix  
v) Mix    vi) Do not mix
- A - Kerosene + water or Kerosene + fresh milk  
B - Water + fresh milk
- Two
- magnetic, non magnetic
- 

| Material            | Magnetic | Non magnetic   |
|---------------------|----------|----------------|
| i) Copper           |          | Non - magnetic |
| ii) Iron            | magnetic |                |
| iii) Glass          |          | Non-magnetic   |
| vi) Plastic         |          | Non-magnetic   |
| v) Silver           |          | Non-magnetic   |
| vi) Steel           | magnetic |                |
| vii) Cobalt         | magnetic |                |
| viii) Nickel        | magnetic |                |
| ix) Piece of timber |          | Non-magnetic   |

- D                      10. C
- Two things put together in a certain ratio.
- a) Winnowing  
b) Filtration or sieving  
c) Decantation
- Remove iron filling using magnet, dissolve X the remain mixture in water, filtrate to remove rice then evaporate to dryness in order to recover salt from the filtrate.
- C                      15. C
- i) - (f)    ii) - (d)    iii) - (c)  
iv) - (b)    v) - (g)    vi) - (a)  
vii) - (e)
- Solute, solvent

#### Part 2: True or false?

- False    2. False    3. True
- True    5. False    6. False
- True    8. True    9. True
- True    11. True    12. True
- True    14. True    15. False

#### Part 3: Jog your mind

- i) Solvent (a)    ii) Miscible (c)  
iii) Cobalt (e)    iv) Solution (b)  
v) Decantation (d)  
vi) Winnowing (f)

### C. Flashback

- C                      2. C
- i) Blowing away roofs.  
ii) Bringing down trees.  
iii) Interferes with sailing of boats and canoes.
- (a) Winnowing    (b) Sailing  
(c) Generation of electricity
- (a) air was present in the timber

- (b) create a hole at the bottom of the timber  
 (c) air occupies space
6. Sink- five shilling coin, stone, iron nail.  
 Float – biro pen, plastic bottle.
7. Wood is less denser than water, while iron nail is denser than water.
8. B                      9. A
10. 1 - Z   2-Y   3 - X   4 - W
11. i) Ice soil state  
 ii) Water (liquid state)  
 iii) Steam (water vapour)-gaseous state
12. anything that occupies space and has mass
13. W- Freezing X- melting   Y- evaporation Z- condensation
14. A
15. (a) Photosynthesis, in fire extinguishers.  
 (b) Nitrogen                      (c) H

## Unit 10: Making work easier

### B. Unit review

### B. Unit review

#### Part 1: Self-check quiz

1. There was more friction created on soil surface than in the smooth tile floor.
2. resists
3. A- Braking                      B- In walking

4.

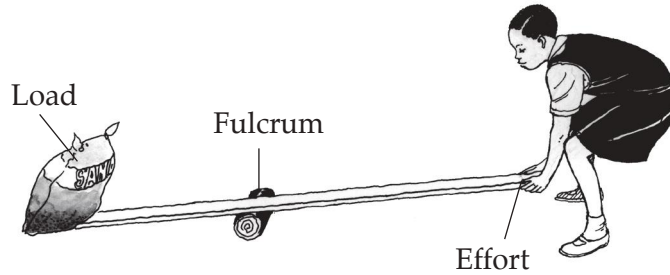
| Advantages                        | Disadvantages                                    |
|-----------------------------------|--|
| i) Causes car to stop.            | i) Causes wearing out.                           |
| ii) Generates static electricity. | ii) Reduces speed of vehicles.                   |
| iii) Enables us to walk.          | iii) Makes one apply more force when doing work. |

5. Scrubbing sufurias to remove dirt, sharpening objects like knife, lighting of match stick etc.
6. (a) (i) Use of rollers  
 (ii) Streamlined body  
 (b) (i) Makes surface slippery  
 (ii) Makes surface smooth
7. D
8. (a) A - The treads are still present hence increased friction.  
 (b) (i) Spread sand on it  
 (ii) Dry it up or mop
9. i) Enables the nib of a pen to release ink on paper.  
 ii) Causes static electricity which is responsible for magnetism.  
 iii) Ensures firm grip as one opens the bottle.  
 iv) Ensures firm contact between the foot and the ground.  
 v) Prevents skidding/ensure the car tyres firmly grip on the road.  
 vi) Brings about scratching effect.
10. (a) i) Effort ii) Fulcrum iii) Load  
 (b) i) First class    ii) Second class  
 iii) Third class

11.

| First class lever                                      | Second class lever           | Third class lever                  |
|--|------------------------------|------------------------------------|
| Crow bar, pair of scissors, beam balance, claw hammer. | Wheel barrow, bottle opener. | Spade, pair of tongs, fishing rod. |

12.



13. A    14. A    15. ii) & iv)

16. C    17. i), ii), iii), v)

4. True    5. True    6. True

7. False    8. True    9. False

10. True    11. False    12. False

**Part 2: True or false?**

1. True    2. True    3. False

**Part 3: Jog your mind**

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

### C. Flashback

1. i) Old slippers    ii) Wire  
    iii) Maize cobs    iv) Wood, etc.
2. i) Jembe - digging  
    ii) Knife - cutting vegetables and fruits, etc.  
    iii) Wheelbarrow – transporting light loads.  
    Any other simple tool and its correct use.
3. A
4. i) Wheelbarrow  
    ii) Handcart    iii) Panga  
    iv) Scissors    v) Hammer, etc
5. i) Use for correct purpose  
    ii) Clean after use  
    iii) Grease movable parts  
    iv) Store properly in tool rack  
    v) Sharpening cutting tools
6. vi) Do not keep in contact with water to avoid rusting.  
    (a) i) - Sharpening    ii) - Store tools in tool rack after use.  
    (b) i) Clean after use  
        ii) Use for correct purpose  
        ii) Grease movable parts
7. Laila should sit twice the distance Kurgat is sitting from the pivot.
8. Kilograms or grams or tonnes
9. (i) Pivot should be at the ninth hole from either end of the beam balance.  
    (ii) 2 kg load should be placed 4 times nearer pivot than the half kg load.
10. (a) They balanced  
    (b) Cotton occupied more space than sand.

## KCPE to model test papers

### Test Paper 1

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

### Test Paper 2

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

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 25. A | 26. C | 27. C | 28. B | 29. B | 30. D |
| 31. D | 32. A | 33. C | 34. C | 35. D | 36. A |
| 37. A | 38. C | 39. B | 40. D | 41. C | 42. B |
| 43. B | 44. D | 45. C | 46. D | 47. B | 48. A |
| 49. A | 50. D |       |       |       |       |

### Test Paper 3

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

### Test Paper 4

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

### Test Paper 5

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

### Test Paper 6

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

- |       |       |       |       |       |       |
|-------|-------|-------|-------|-------|-------|
| 13. C | 14. B | 15. B | 16. C | 17. D | 18. B |
| 19. B | 20. A | 21. D | 22. D | 23. D | 24. D |
| 25. B | 26. C | 27. D | 28. C | 29. D | 30. B |
| 31. A | 32. A | 33. C | 34. C | 35. A | 36. A |
| 37. A | 38. A | 39. D | 40. C | 41. C | 42. C |
| 43. C | 44. C | 45. B | 46. B | 47. B | 48. A |
| 49. A | 50. A |       |       |       |       |

### Test Paper 7

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

### Test Paper 8

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

### Test Paper 9

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

## Test Paper 10

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

# Breakthrough Workbook Social Studies 7

## Living together in Africa

### Do you remember?

1. a) Chalbi Desert  
b) Taru Desert
2. Cushites
3. (a) Temperature (b) Wind  
(c) Clouds (d) Air pressure  
(e) Rainfall
4. **Weather** is the daily condition of atmosphere while **climate** is the weather conditions recorded for a long period of time between, 30 – 35 years
5. (a) Bantus (b) Nilotes  
(c) Cushites

6. Animal products
7. 5°N, 5°S, 34°E, 42°C
8. 22°N, 12°S, 22°E, 51°E
9. Ras Dashan
10. Danakil depression
11. Ruwenzori mountain
12. Altitude
13. Mwea, Perkerra, Ahero, Bura  
(Any two)
14. Tea, Coffee, Pyrethrum
15. Manyatta, Enkang
16. Diseases
17. Sugarcane

18.

| Mineral   | Country where mined | Method of mining    | Uses            |
|-----------|---------------------|---------------------|-----------------|
| Limestone | Kenya               | Open cast           | Cement          |
| Copper    | Uganda              | Adit                | Electric cables |
| Oil       | Nigeria             | Shaft (underground) | Petrol          |
| Gold      | South Africa        | Underground         | Jewellery       |

## UNIT 1: PHYSICAL ENVIRONMENT

### Know more

1. continent
2. 7 (Seven)
3. Peninsula
4. (a) Tropic of Cancer  
(b) Equator  
(c) Tropic of Capricorn
5. First line, Prime Meridian,  
Greenwich Meridian
6. Ghana, Burkina Faso, Algeria,  
Mali

7. Cape Blanc, Cape Ras Hafun,  
Cape Verde, Cape Agulhas (Any  
three)
8. 23 ½°
9. At the poles
10. (a) Uganda (b) South Africa  
(c) South Africa (d) Uganda  
(e) Nigeria (f) Angola  
(g) Botswana (h) Ethiopia
11. Wind direction - Wind vane  
Wind (Speed) - Anemometer  
Temperature - Thermometer  
Rainfall - Rain gauge  
Air pressure - Barometer

12. Mau ranges

**a. Location**

**Position, Shape, and size of Africa**

*Position of Africa*

1. (a) South (b) South west, (c) South east (d) North East (e) South (f) East (g) West (h) North West
2. Island                      3. 37°, 35°
4. 17°, 52°
5. Hinterland
- 6.

| Ocean          | Sea               |
|----------------|-------------------|
| Indian Ocean   | Mediterranean Sea |
| Atlantic Ocean | Red Sea           |

7. **A** Cape Verde  
**B** Sao Tome & Principe  
**C** Comoros  
**D** Seychelles  
**E** Mauritius  
**F** Madagascar
8. **X** – Red Sea  
**Y** – Atlantic Ocean  
**Z** – Mediterranean Sea

*Shape of Africa*

1. Cape

2. a) Cape Verde  
b) Cape Ras hafun / Guardafui  
c) Cape Blanc  
d) Cape Agulhas
3. wide, narrow
4. **A** Cape Verde  
**B** Cape Bon/Blanc  
**C** Cape Agulhas  
**D** Cape Guardafui / Ras hafun
5. **E** Strait of Gibraltar
6. **G** Suez Canal

*Size of Africa*

1. 2<sup>nd</sup>
2. 30 335 000
3. Asia, 43 608 000
4. Australia, 7 682 000

**Countries of Africa and their location**

1. 55
2. Algeria
3. Sudan
4. South Africa & Somalia
5. Somalia
6. Seychelles
7. (a) Angola, (b) DRC, (c) Tanzania, (d) Zimbabwe, (e) Mozambique
8. Egypt, Djibouti, Eritrea and Sudan

9.

| Indian Ocean | Red Sea  | Mediterranean Sea | Atlantic Ocean |
|--------------|----------|-------------------|----------------|
| Somalia      | Sudan    | Morocco           | Nigeria        |
| Kenya        | Egypt    | Algeria           | Cameroon       |
| Tanzania     | Djibouti | Tunisia           | Gabon          |
| Mozambique   | Eritrea  | Libya             | Congo          |
| South Africa |          | Egypt             | DRC            |
| Madagascar   |          |                   | Angola         |
|              |          |                   | Namibia        |
|              |          |                   | South Africa   |

10. Uganda                      Lesotho                      Rwanda    South Sudan  
 Burkina Faso                  Zambia                      Niger  
 Zimbabwe                      Central Africa              Mali  
 Chad                              Swaziland                  Botswana  
 Ethiopia                          Malawi                      Burundi

11. **A** Mauritania    **B** Eritrea  
**C** Angola            **D** Egypt  
**E** Morocco        **F** Mozambique  
**G** Botswana        **H** Cote d'Ivoire  
**I** Ghana             **J** Namibia

**Major latitudes and longitudes**

- Imaginary lines that run from North to South
- Prime Meridian or Greenwich Meridian
- Imaginary lines that run from West to East
- Northern Hemisphere
- (a) Tropic of Cancer - 23 ½°N  
 (b) Equator - 0°  
 (c) Tropic of Capricorn - 23 ½°S  
 (d) Arctic Circle - 66 ½°N  
 (e) Antarctic Circle - 66 ½°S
- A** Tropic of cancer - 23 ½°N  
**B** Equator - 0°  
**C** Tropic of Capricorn - 23 ½°S
- X** – Prime meridian - 0°

**Rotation and revolution of the earth**

*Rotation*

- It is the anti-clockwise movement of the earth on its axis from west to east
- West, East    3. Axis
- 24                      5. Day and night
- 23 ½°                  7. 4

*Revolution*

- It is the movement of the earth around the sun
- Revolves
- 365 ¼
- Leap
- February
- West to East
- Perihelion, aphelion
- Equator
- Equinox

### Effects of rotation of the earth on time

- (a) Places to the West of Prime Meridian are behind on time than places to the east  
(b) Causes day and night
- 2.24 PM

### Effects of revolution of the earth

- (a) Influences the position of the midday sun  
(b) It affects the length of the day and night  
(c) It causes seasons
2. Spring, Summer, Autumn and Winter

### Map reading and interpretation

- It is a representation of the earth's surface or part of the earth's surface drawn on a piece of paper.
- Title, scale, frame, compass, key
- Compass - give direction
  - Key - give the meaning of symbols used on the map
  - Scale - assist in measuring distance. It gives a relationship between the area on the map and the actual ground
- Linear scale
  - Representative scale
  - Statement scale
- Crops grown, animals reared, presence of a forest
  - Source of rivers / type of crops grown like tea and coffee, type of cattle reared

- Mouth of the river / Crops grown
  - Sources of water
  - Church or mosque
  - Market (g) Crops / animals kept
  - Road / Railway, Post office, telephone line
  - Chief's camp, D.Os office (Administration boundary)
- Ruler, Divider
    - String, Piece of paper

### b. Physical features

#### Main physical features of Africa

- Features found on earth surface that we can see and touch i.e  
(b) Forests Rivers Plateaus  
Mountains Lakes Plains
- Plateaus
- T Adamawa  
Q Fouta Djallon  
V Drankensburg  
S Cape ranges X Tibesti  
Y Ahaggar Z Atlas
  - L. Tana
    - L. Victoria
    - L. Tanganyika
    - L. Malawi

#### Mountains

- Kilimanjaro (b) Volcanic
- Volcanic mountains, block mountains, fold mountains, residual mountains
- Ruwenzori

4.

| Mountain type     | Examples in Africa  | Country where it is found                           |
|-------------------|---|---|
| Block Mountains   | a) Ruwenzori<br>b) Usambara<br>c) Pare                              | Uganda<br>Tanzania<br>Tanzania                      |
| Volcanic Mountain | a) Mt Kenya<br>b) Mt Kilimanjaro<br>c) Mt.Nyiragongo<br>d) Mt Elgon | Kenya<br>Tanzania<br>D. R. C<br>Kenya/Uganda border |
| Fold Mountains    | a) Atlas<br>c) Cape ranges  | Morocco<br>South Africa                             |
| Residual Mountain | a) Ahaggar<br>b) Tibesti<br>c) Fischer's Tower                      | Algeria<br>Chad<br>Kenya                            |

### Rivers

- a) Nile
  - b) Niger
  - c) Congo
  - d) Orange
  - e) Zambezi
  - f) Limpopo
  - g) Volta
  - h) Senegal
- a) Nile                      b) 6 700 Km
- 3.

| Major river   | Countries it passes through        |
|---------------|------------------------------------|
| River Nile    | Uganda, Egypt, S.Sudan             |
| River Congo   | Congo                              |
| River Zambezi | Zambia, Mozambique                 |
| River Niger   | Guinea, Mali, Niger, Nigeria       |
| River Limpopo | Mozambique, South Africa, Botswana |

- a) Lake Baikal
  - (b)23 000 cubic kilometres
- a) L. Victoria - Mediterranean Sea
- b) Congo basin - Atlantic

- c) Mt Kenya - Indian Ocean
  - d) Ngong Hills - Indian Ocean
  - e) Fouta Djalon - Atlantic Ocean
  - f) South Africa - Indian Ocean
6. River Congo
7. Distributaries
- 8.

| Rivers with Delta | Rivers with Estuaries |
|-------------------|-----------------------|
| a) River Tana     | River Gambia          |
| b) River Niger    | River Congo           |
| c) River Nile     | River Athi            |
| d) River Omo      | River Volta           |
| e) River Rufiji   | River Ruvuma          |

- a) Low volumes of water
  - b) Presence of water falls and cataracts
  - c) Presence of dangerous animals
  - d) Some pass through low populated regions

10. River Shari
11. Confluence
12. **A** River Senegal  
**B** River Niger  
**C** River Benue  
**D** River Nile

- E** River Atbara
- F** Blue Nile
- G** River Congo
- H** River Zambezi
- I** River Limpopo
- J** River Orange

**13. Indian Ocean**

- Juba
- Shibelli
- Tana
- Zambezi
- Ruvuma
- Limpopo

**Atlantic Ocean**

- Orange
- Volta
- Niger
- Cunene
- Senegal
- Congo

**Mediterranean Sea**

- River Nile

**Swamps**

1. A wet marshy area
2. In the coastal region
3. Okavango and Sudd
4. (a) Lorian swamp  
(b) Okavango swamp  
(c) Amboseli swamp  
(d) Yala swamp
5. (a) Papyrus (b) Reeds  
(c) Sudd
6. a) Draining  
b) Putting a lot of soil in the area
7. a) Growing crops  
b) They are sources of fish  
c) Source of building materials  
e.g. reeds

**Basins and depressions**

1. Broad, plate like lowland and separated by mountains and plateaus
2. (a) El-Djoug (b) Niger  
(c) Congo (d) Chad (e) Orange  
(f) Nile (g) Benue

**The Rift Valley**

1. Grabbon
2. Faulting and sinking
3. 7 200 Km
4. Escarpment
5. Pastoralism
6. Escarpments
7. Jordan to Beira in Mozambique
8. Eastern Rift Valley and Western Rift Valley
9. Tanzania and Uganda, Ethiopia, Kenya, Tanzania.
10. Hills, mountains, lakes

**Formation of mountains**

1. (a) Fold mountains (b) Residual mountains (c) Volcanic mountains (d) Block/Horst mountains
2. Inselbergs

**Volcanic Mountains**

1. a) **A** Crater  
**B** Lava flow

- C Conelet, Subsidiary cone, Parastic Cone
  - D Dyke
  - E Vent (Main pipe)
  - F Magma
- b) Volcanicity
  2. Active, extinct, dormant
  3. a) Mt Kenya  
b) Mt Elgon  
c) Mt Kilimanjaro  
d) Mt Nyiragongo  
e) Mt Cameroon  
f) Mt Longonot  
g) Mt Meru

#### ***Fold Mountains***

1. Fold
2. **U** - Syncline **P** - Anticline
3. Compressional forces
4. Atlas, Cape ranges

#### ***Block Mountains***

1. a) Block/Horst mountain  
b) (x) Fault line (w) Block mountain  
c) (y) Compressional forces
2. Ruwenzori Mountain  
Pare  
Great Karas  
Virunga  
Usambara

#### ***Residual Mountains***

1. Inselberg
2. Residual Mountain are formed as a result of erosion when the soft materials are eroded leaving behind the hard rock which resists erosion.

3. Tibesti, Ahaggar and Fisher's tower

#### **Formation of lakes**

1. a) A lake is a depression on the earth's surface filled with water.  
b) Volcanicity, faulting, down warping, man-made (human activities), erosion
2. Formed
3. Complete table

| Crater lakes     | Country  |
|------------------|----------|
| a) Lake Paradise | Kenya    |
| b) Lake Ngozi    | Tanzania |
| c) Lake Shala    | Ethiopia |
| d) Lake Chala    | Kenya    |
| e) Lake Katwe    | Uganda   |

4. down warping
5. a) High temperatures  
b) They have inlets but no outlets  
c) The rivers feeding them washes rocks and deposits the mineral salts in the lake
6. Lake Victoria    Lake Tanganyika  
Lake Kyoga        Lake Volta  
Lake Masinga     Lake Albert  
Lake Nasser       Lake Edward  
Lake Tana          Lake Baringo  
Lake Naivasha
7. Lake Masinga - Kenya  
Lake Kariba - Zimbabwe / Zambia  
Lake Nasser - Egypt  
Lake Volta - Ghana
8. Lake Kanyaboli  
Lake Manzala  
Lake Gambi

9.

| Lake           | Country         | How it was formed            |
|----------------|-----------------|------------------------------|
| a) Teleki tarn | Kenya           | Glaciation                   |
| b) Guinas      | Namibia         | Erosion by solution          |
| c) Chad        | Chad            | Earth Movement (downwarping) |
| d) Shala       | Ethiopia        | Volcanicity                  |
| e) Kariba      | Zambia/Zimbabwe | Man-made                     |
| f) Volta       | Ghana           | Man-made                     |

10. a) Lake Tanganyika  
 b) Lake Edward  
 c) Lake Natron  
 d) Lake Naivasha  
 e) Lake Magadi

### Relief Regions of Africa

- It is the difference in height above sea level of various features
- Plateaus
- a) Plateaus      b) Coastal region  
 c) Rift valley    d) Highlands  
 e) Lake basin

### The Coastal Plains

- It is the place where the land comes into contact with the sea
- 0 to 400 m
- Tunisia, Libya, Namibia
- Lagoon                      5. Sand spit
- Beach                        7. Lagoon
- a) Coastal b) Coastal c) Coastal
- Coastline
- a) Delta, b) Levees, c) Lagoon, d) Flood plains e) Ox-bows lakes f) Estuaries (g) Meanders
- a) Poor fishing ground b) No natural harbours

### The Plateaus

- 400-900m
- Jos plateau, Nyika plateau, Fouta Djallon plateau
- Inselbergs
- a) Barchan                      b) Sand dune  
 c) Inselberg
- Valleys                      6. Sand dunes
- Oases

### Highlands and Mountains

- Eastern
- 2000 m
- Mountains
- They receive high and reliable rainfall that encourage farming. Farming is a major source of income.
- Vulcanicity, folding, faulting and uplifting
- Eastern Africa, Central Africa, South Eastern Africa, North West Africa
- Mt Kilimanjaro

### c. Climate

- Climate is the average weather conditions recorded over along period of time over, 30-35 years

2. a) Sunshine b) Cloud cover  
c) Rainfall d) Wind,  
e) Temperature f) Atmospheric pressure

## Factors influencing climate in Africa

### *Ocean currents*

1. A) Canary current B) Guinea current C) Benguela current D) Mozambique E) Somali current
2. Cold Benguela current, Fog and Mist
3. Cold and Warm
4. **Cold current**    **Warm Current**  
a) Canary            Guinea  
b) Benguela        Somali
5. Cold currents - causes mists and fog instead of rainfall hence a desert.  
Warm currents - They cause heavy rainfall in the areas adjacent to them.

### *Winds*

1. Onshore winds , Offshore winds
2. a) Onshore winds - winds that blow from the sea to the land  
b) Offshore winds - winds that blow from the land to the sea (dry winds)
3. a) Onshore winds - South East Trade winds  
b) Offshore winds - Harmattan winds, North East Trade winds
4. a) Onshore winds - They bring moisture, which in turn causes rainfall  
b) Offshore winds - they don't bring any rainfall as they blow over the land

5. Onshore
6. A Westerlies  
B Harmattan  
C South West Trade winds  
D North East Trade Winds  
E South East Trade winds
7. A Brings rainfall in the Mediterranean region  
B Causes a dry conditions  
C Causes rainfall in the equator  
D Causes the dry spell in the Sahara  
E Bring rainfall
8. Inter Tropic Convergence Zone
9. High pressure, Low pressure
10. a) Land breeze    b) Night
11. a) Sea breeze      b) day
12. Harmattan
13. a) **Sea Breeze** - Water gets heated slowly than the land hence after the sun set, water has heat which heats the air on its surface which becomes less dense and rises allowing air from the land to come and fill the vacuum left by the rising air.  
b) **Land breeze** - The land get heated very fast during the day hence the air on the surface rises up creating an area of low pressure which attract air from the sea which is at a high pressure during the day.

### *Relief*

1. a) Relief            b) Windward  
c) Highland        d) Dry, cool winds
2. Coffee, Tea, Pyrethrum
3. Pastoralism, Bee keeping, Tourism
4. Rainfall, temperature

5. Altitude      6. 2°C, 300m
7. Relief

**Latitude**

1. High, Low
2. The area experiences high temperatures that causes high rates of evaporation which leads to condensation
3. a) Equator - 21<sup>st</sup> March, 23<sup>rd</sup> September  
b) Tropic of Capricorn - 22<sup>nd</sup> December  
c) Tropic of Cancer - 21<sup>st</sup> June
4. The distance of B from the sun compared to that of A is shorter, hence high latitude more than A. The sun is tilted at 23 ½ ° which is far from the poles.
5. The poles are far from the sun compared to the tropical areas.

**Altitude**

1. Altitude is height above the sea level
2. Metres
3. Increase
4. The lower we go the hotter it becomes and the higher we go, the cooler it becomes.

**Shape of Coastline**

1. a) It causes rainfall if it is an onshore wind which passes across a warm ocean current  
b) Causes no rainfall because they

pick moisture but do not blow to the interior land

2. Coast of Somalia
3. Hot and dry
4. North East Trade winds
5. It causes a drying effect on the coastline

**Distance from large water bodies**

1. a) Convection rainfall  
b) Large water bodies  
c) Mombasa, Casablanca, Dar es Salaam.
2. By the time the wind gets to the land that is far, it will have lost its moisture, hence causing little or no rainfall and causes a lot of rainfall in the areas near the large water bodies. A good explanation can be given in reference to the Nyika Plateau and Mombasa.

**Climatic regions of Africa**

1. Q Equitorial  
R Savanna  
S Desert  
U Mountain  
T Mediterranean  
V Modified equatorial
2. a) D. R. C b) Gabon c) Cameroon  
d) Equatorial Guinea
3. a) Mediterranean  
b) Northern part  
c) 55 and 35

4.

| Type of climate | Countries covered                             | Characteristics  |
|-----------------|---|--|
| Mediterranean   | South Africa, Cape Province, Morocco, Algeria | Hot dry summer<br>Cool wet winter<br>Temperature range of 11-12°C<br>Winds are dry |

|            |  |  |
|------------|--|--|
| Equatorial | Gabon, Cote de I'vore, Liberia, D R C  | High temperatures throughout the year<br>High rainfall throughout the year<br>Temperature range is 2°C                             |
| Desert     | Namibia, Botswana, Chad  | Temperatures are very high during the day and very low night.<br>Rainfall below 250 mm<br>Cloudless sky                            |
| Tropical   | Sudan, Tanzania, Kenya, Central Africa Republic  | Two distinct seasons;<br>–Hot and wet season<br>–Cool and dry season<br>Average rainfall 1 200mm<br>Average temperature range 10°C |
| Temperate  | Mozambique, South Africa   | Warm wet winter<br>Hot wet summer<br>Mean annual temp 20°C   |
| Mountain   | <ul style="list-style-type: none"> <li>• Kenya - around Mt. Kenya</li> <li>• South Africa - Drankensberg mountains</li> <li>• Cameroon - Cameroon mountains</li> <li>• Ethiopia - Ethiopian Highlands</li> </ul> | Rainfall on the windward side<br>Leeward side has less rainfall<br>Temperature decrease with increase in altitude                  |

### Characteristics of climatic regions of Africa

Same answers as discussed in 4 above

### Seasons experienced in Africa

1. Seasons are main periods in when temperature and rainfall changes are noticed in an area.
2. a) Summer b) Autumn c) Winter d) Spring
3. Temperature
4. a) Summer b) Autumn c) Winter d) Spring
5. Cool wet and dry hot – winter  
Hot wet and cool dry – summer

### c) Influence of climate change on human activities

1. Climate, soil, drainage
2. a) Farming - Reliable rainfall and moderate temperatures result in a good harvest  
b) Means of transport - Where the climate is hot and wet (heavy rainfall) the roads will be damaged fast  
c) Pastoralism - Pastoralists depend fully on the climate, good climate will lead to good pastures for the livestock. Pastoralists tend to move from dry to wet regions where there is pasture  
d) Trade – Good climate will results in more crops to sell, hence a high supply.

- e) Tourism – Warm climate in many countries in Africa will attract tourists when it is cold in their countries.
3. Transhumance – It is the movement of the pastoralists with their animals from one place to another depending on the availability of pasture which is dictated by the pattern of rainfall.

#### d. Vegetation

1. Vegetation
2. Natural vegetation
3. Planted, Man-made
4. Savanna, Equatorial rain forest, Mountain, Mediterranean, Desert and semi desert
5. **K** - Equatorial vegetation  
**L** - Tropic (Savannah)  
**M** - Desert vegetation  
**N** - Mediterranean vegetation  
**P** - Mountain vegetation  
**Q** - Coastal vegetation

#### *Equatorial rain forest vegetation*

1.
  - a) The vegetation is evergreen
  - b) The trees have shallow roots
  - c) It forms a canopy
  - d) The trees have big buttress roots
  - e) The trees are very tall
  - f) They have climbing plants
  - g) The trees are of many species
  - h) They have very little undergrowth
  - e) The trees have broad leaves
2. Gambia                      Gabon  
 Congo                        Cameroon  
 D. R. C

3. Tropical Rainforest
4. Canopy
5. Teak                        Mvule  
 Mahogany                Logwood  
 Ebony                        Green heart  
 Rose wood                Obeche  
 Sapele                        Oak  
 Camphor
6. Mahogany                Sapele  
 Teak                         Rose wood  
 Mvule

#### *Savanna vegetation*

1. Savanna woodland, Savannah grassland
2.
  - a) Trees are tall and scattered
  - b) Trees are deciduous
  - c) Trees have large trunks where they store water
3.
  - a) Tall grass
  - b) Trees are of moderate height
  - c) Few scattered trees
4. Acacia, Baobab, Euphobia
5. Miombo woodlands

#### *Mediterranean vegetation*

1. Algeria                      Tunisia  
 Morocco                      South Africa
2. Pine, olive, cork-oaks, sage, fir, cedar
3.
  - a) Trees are of moderate height
  - b) Trees have long tap roots
  - c) Trees have thick barks and few branches
  - d) Trees are cone - shaped
  - e) Trees have shinny and waxy leaves
  - f) Trees are mostly of the same species
  - g) Most of the trees are soft wood

**Desert and Semi-Desert Vegetation**

1. Desert
2. a) Poor scattered vegetation  
b) Plants have long roots  
c) Plants have small waxy shiny leaves
3. a) Egypt                      d) Namibia  
b) Libya                        e) Botswana  
c) Algeria
4. a) Dates                        d) Millet  
b) Sorghum                    e) Sisal  
c) Cassava

**Mountain vegetation**

1. Mountain vegetation
2. a) Heath and moorland  
b) Bamboo forest  
c) Rainforest  
d) Savanna
3. **W** - Savanna  
**X** - Rainforest  
**Y** - Bamboo forest  
**Z** - Heath and moorland
4. a) Ethiopian highlands  
b) Mt Kenya    c) Mt Kilimanjaro  
d) Mt Elgon
5. True
6. a) Cypress                    d) Pine  
b) Cedar                        e) Grevillea  
c) Eucalyptus

**Factors influencing vegetation distribution**

1. a) Climate    b) Altitude  
c) Soil            d) Human activities  
e) Government policies
2. Mining, settlement, construction, urbanisation, charcoal burning, industrialisation, cultivation
3. Human beings    4. Windward
5. Afforestation    6. Agro - forestry
7. a) Food for animals, human beings and birds  
b) Building materials  
c) Source of herbal medicine  
d) Source of raw materials for industries  
e) Cleaning of the air  
f) Roots of trees hold soil particles together, avoiding soil erosion
8. Overstocking, Reduction

**Characteristics of vegetation in different zones**

1. a. Equatorial  
b. Tropical Savannah  
c. Mediterranean  
d. Mountain  
e. Desert & Semi-desert  
f. Temperature grasslands

2.

| Type of vegetation       | Characteristics   |
|--------------------------|---|
| a) Equatorial vegetation | <ul style="list-style-type: none"> <li>• Evergreen throughout the year</li> <li>• Tall trees which grow close together</li> <li>• They have Climbing plants</li> <li>• Trees have broad leaves</li> <li>• Very little undergrowth</li> <li>• Most trees are hard wood</li> <li>• Trees have large trunks</li> <li>• Trees have smooth barks</li> <li>• Trees have buttress roots</li> </ul> |

|                           |   |
|---------------------------|---|
| b) Tropical savanna       | <ul style="list-style-type: none"> <li>• Tall grass especially near the equatorial region</li> <li>• Trees are of medium height</li> <li>• Grass grows very fast during rainy season</li> <li>• Trees shed the leaves during the dry season - (deciduous)</li> <li>• Most trees have narrow leaves to control water loss through transpiration.</li> <li>• Common species of trees include acacia and baobab</li> </ul> |
| c) Mediterranean          | <ul style="list-style-type: none"> <li>• Trees are conical in shape</li> <li>• They have needle-like leaves to control loss of water</li> <li>• Trees have tap roots</li> <li>• Trees are of the same species</li> <li>• Their leaves are shiny and waxy</li> <li>• Most trees are softwood e.g. Cork-oak, Cedar, pine, fir, and cypress</li> </ul>   |
| d) Temperature grasslands | <ul style="list-style-type: none"> <li>• Short and green grass grows during the rainy season</li> <li>• The common vegetation is tuft grass</li> <li>• Yellow-brown grass grows during the dry season</li> </ul>  |
| e) Desert and semi desert | <ul style="list-style-type: none"> <li>• Plants have thick leaves and bark e.g. Cactus</li> <li>• Tiny thorny bushes</li> <li>• During rare occasions when it rains there is fast growing grass</li> </ul>  |
| f) Mountain vegetation    | <ul style="list-style-type: none"> <li>• Found on highlands</li> <li>• Evergreen</li> <li>• Shallow roots</li> <li>• Broad leaves</li> <li>• Trees are of different species</li> </ul>  |

### Answers to creative corner

#### Down

- Oasis
- Nasser
- Anticlines
- Polyps
- Horst
- Lagoon
- Coral
- Magma

#### Across

- Downwarping
- Crater
- Volta
- Danakil
- Fold
- Seychelles

### Answers to Evaluation Paper 1

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

## UNIT 2: PEOPLE AND POPULATION

### Know more

1. Congo region
2. Southern Sudan
3. River Lake Nilotes, Plains Nilotes, Highland Nilotes
4. Nubians, Tigreans, Amharas, Falashas
5. Cushitic
6. Mande
7. Yoruba, Ibo, Ashanti, Fanti, Akwapim
8. Fulani, Tukolor, Wolof
9. Central Africa
10. Khoikhoi, San
11. Khoisan
12. Zulu, Xhosa
13. Tswana - Southern Africa (Botswana)  
Fulani - West Africa (Nigeria)  
Maasai - East Africa (Kenya and Tanzania)

### Major language groups in Africa

#### The people of Eastern Africa

1. Bantu
2. Bantu, Nilotes, Cushites, Semites
- 3.

| Language group | Origin                                      |
|----------------|---|
| a) Bantus      | Congo region/ Shaba Province/Katangi region |
| b) Nilotes     | Southern Sudan                              |
| c) Cushites    | Horn of Africa                              |
| d) Semites     | Saudi Arabia                                |
| e) Europeans   | Europe                                      |
| f) Arabs       | Saudi Arabia                                |

### The Bantu

1. a) Over population  
b) Internal conflicts  
c) Search for land for cultivation  
d) Out break of diseases
2. Cultivation
3. Abaluhya Ambeere  
Ameru Akamba  
Aembu Abasuba  
Abagusii Mijikenda  
Agikuyu Pokomo
4. Giriama Ribe  
Kauma Rabai  
Chonyi Duruma  
Jibana Digo  
Kambe
5. Abagusii Abaluhya  
Abakuria  
Abasuba
6. Elwana Lower Pokomo  
Korokoro Upper Pokomo
7. Shungwaya
8. Basoga Bagisu  
Baganda Bahima  
Banyakole Banyoro  
Batoro Bachinga
9. Chagga Yao  
Wahehe Gogo  
Wasukuma Zigua  
Wanyamwezi Wapare  
Wangoni Wazaramo

### The Nilotes

1. Southern Sudan
- 2.

| Groups of Nilotes    | Economic activity |
|----------------------|-------------------|
| a) Plains Nilotes    | Pastoralism       |
| b) Highland Nilotes  | Mixed farmers     |
| c) Riverlake Nilotes | Fishing           |

**i) River Lake Nilotes**

1. Luo
2. Pukungu Pakwach
3. a) Kenya – Luo  
b) Uganda – Acholi, Langi, Jopadhola  
c) Tanzania – Luo  
d) Sudan – Shilluk, Anuak, Dinka Nuer
4. Joka Jok, Joka Owiny, Joka Omollo

**ii) The plains Nilotes**

1. a) Maasai, Samburu, Turkana  
b) Jie, Karamanjong, Iteso

**iii) The Highlands Nilotes**

1. Pokot            2. Kalenjin
3. Marakwet, Tugen, Elgeyo, Kipsigis, Keiyo, Sabaot, Nandi, Pokot

**The Cushites**

1. Horn of Africa
2. Search for pasture and water for their livestock, Diseases out break, Internal conflicts
3. Pastoralism
4. Gabbra  
Ogaden            Borana  
Oromo            Beja  
Somali            Burji  
Orma               Rendille
5. Asa                Sandawe Sanye  
Ngomwia        Iraqw  
Aramenik        Dahalo
- 6.

| Countries of Africa | Cushitic groups |
|---------------------|-----------------|
| a) Kenya            | Borana          |
| b) Ethiopia         | Afar            |
| c) Somalia          | Somali          |
| d) Tanzania         | Iraqw           |
| e) Sudan            | Beja            |
| f) Eritrea          | Danakil         |

**The Semites**

1. Saudi Arabia
2. Africa, Arabic
3. Ethiopia - Amhara, Falasha, Tigre  
Eritrea - Afar, Issa, Tigre  
Kenya - Nubian  
Sudan - Nubian
4. Semites            5. Amharic
6. Cushites           7. Ngoni
8. Water, Pasture

**The People of Central Africa**

1. Bantu    2. Shona, Ndebele
3. Mbundu, Ovimbundu
4. Lozi, Lunda, Bemba, Luba, Tonga, Kaunde, Lala
5. Rwanda and Burundi
6. Botswana    7. Pygmies
8. (a) Congo - Bakongo, Balunda, Baluba, Sharaa, Ila, Suku  
(b) Cameroon - Fang  
(c) Malawi - Chewa, Ngonde, Yao, Ngoni, Bemba, Tonga  
(d) Mozambique - Yao, Makua, Nyanja

**The People of South Africa**

1. Bantu, Khoisan
2. Khoisan            3. Khoikhoi
4. Bushmen
5. a) Pastoralist  
b) Hunters and Gatherers
6. Khoikhoi and San
7. Avambo, Herero
8. Xhosa                Zulu  
Tsonga                Bechuana  
Venda                 Ndembele  
Ovambo                Sotho  
Swazi                  Tswana  
Shona                  Herero  
Ovimbundu            Ngoni

9. Afrikaners
10. Inter-marriage
11. Sotho or Zulu

### The People of West Africa

1. Voltaic, Mande, Kwa, Nilo-Saharan, Afro- Asiatic, West Atlantic
2. Mandinka or Malinka
3. Mande
4. Soninke, Mande, Susu, Malinke, Bambara
5. (a) Hausa, Tuaregs and Andamawa  
(b) Trade
6. (a) Voltaic (b) Trade
7. Fulani, Temma, Tukolor, Wolof, Serer
8. Pastoralism
9. (a) Ghana - Asante, Kru, Wassa, Fante  
(b) Nigeria - Yoruba, Ibo, Nupe

### The People of Northern Africa

1. Arabs
2. Trade
3. Arabs, Berbers, Tuaregs

### Other People of Africa

1. (a) Europeans, (b) Asians, (c) Pakistanis (d) Indians, (e) Dutch
2. Dorobo (Okiek), Gumba, Athi, Sirikwa

### b. Areas where the Language Groups are found in Africa

1. (a) Kenya, Uganda, Tanzania  
(b) Kenya, Uganda, South Sudan, Tanzania  
(i) Kenya, Uganda, Sudan  
(ii) Tanzania, Uganda, Kenya  
(iii) Uganda, Kenya  
(c) Kenya, Tanzania, Eritrea  
(d) Eritrea, Djibouti, Sudan,

- (e) Mali, Sierra Leone, Burkina Faso, Senegal, Guinea
- (f) Ghana, Togo, Nigeria, Benin, Cameroon
- (g) Chad
- (h) Nigeria, Cameroon, Algeria
- (j) Botswana, Namibia

### c. Interaction among communities in Africa

1. Intermarriages, games and sports, trade, conflicts, raids and war, migration
2. Trade, religion, education, intermarriage, employment, ceremonies
3. Somalis, Sudanese.
4. UNEP, UNESCO, WHO,
5. ECOWAS, SADC, COMESA
6. Buganda, Khartomers, Akamba, Arabs, Yaa, Berbers, Nyamwezi
7. One is able to learn with people from different parts of the country  
One is able to respect other people's culture
8. a) Development of transport  
b) Cultural exchange  
c) Promotion of national unity  
d) Development of new languages (culture)  
e) Development of trade

### d. Factors influencing population distribution

1. (a) Dense population - many people living in an area  
(b) Sparse population - few people living in an area
2. Many people living in an area per square kilometre

3.

| Densely populated areas   | Sparsely populated areas  |
|---|---|
| a) Areas where very many people live per square kilometre. For example; Highlands of Eastern Africa | a) Areas where very few people live per square kilometre. For example, the desert |

4. (a) 40 million people  
(b) Evenly distributed
5. a) Ethiopia, Nigeria, South Africa  
b) Botswana, Swaziland, Algeria
6. a) Climate, employment, soil, altitude, political stability  
b) Any satisfactory information
7. Akosombo, Nasser, Kariba

**e. Densely and sparsely populated areas:**

1. (a) Densely populated  
(b) Harsh climatic conditions  
(c) Bantus
2. (a) Densely (b) Sparsely  
(c) Densely (d) Sparsely  
(e) Densely (f) Densely  
(g) Densely (h) Densely  
(i) Sparsely
3. a) Availability of water for irrigation on the Nile valley and Limpopo  
b) Job opportunities (Niger delta) oil mines

**Answers to creative corner**

- |                      |            |
|----------------------|------------|
| 1. Nubians           | 2. Nilotes |
| 3. Luo               | 4. Swahili |
| 5. Amharic           | 6. Malinke |
| 7. Soninke           | 8. San     |
| 9. Great trek        | 10. Fulani |
| 11. Dorobo and Okiek |            |
| 12. Kwa              | 13. Creole |

- |                      |                    |
|----------------------|--------------------|
| 14. Berbers          | 15. Trans- Saharan |
| 16. Voltaic speakers | 17. Hottentots     |
| 18. Ngoni            | 19. Climate        |

**Answers to evaluation paper 2**

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

**UNIT 3: RELATIONS AND CULTURAL ACTIVITIES**

**Know More**

1. Observation, Storytelling, Apprenticeship, Imitation, Riddles and Proverbs
2. Age-set – Many age groups together  
Age-group – A group of people who were almost of the same age
3. These are things that talk more about people’s culture.
4. Guards, calabash, traditional clothes and houses
5. Moral laws are laws that outline how people should behave

6. Customary laws outlines the traditions and customs of a certain community. They are used in the African communities.
7.
  - a) People are able to live in peace
  - b) It brings about faster development
  - c) People get to intermarry and exchange culture

**a. Family**

1. It is a group of people related by blood, marriage or adoption
2.
  - (a) Nuclear family, Extended family, Single parent family
  - (b)
    - (i) Nuclear family – parents and children
    - (ii) Extended family – Parents, children and other relatives
    - (iii) Single family – one of the parent and children
3. Divorce/ death of one of the parent

**The meaning of marriage**

1. It is a lawful union of an adult male and adult female
2. Civil Marriage, Customary Marriage, Religious marriage
- 3.

| Types of marriage  | Characteristics   |
|--------------------|---|
| Religious marriage | <ul style="list-style-type: none"> <li>• Conducted by a religious leader</li> <li>• A certificate is issued</li> <li>• Dowry has to be paid</li> </ul>                        |
| Civil marriage     | <ul style="list-style-type: none"> <li>• Conducted in a government office e.g A.G's office</li> <li>• It is strictly monogamous</li> <li>• A certificate is issued</li> </ul> |

|                      |  |
|----------------------|--|
| Traditional marriage | <ul style="list-style-type: none"> <li>• conducted according to the traditions of the concerned persons</li> </ul> |
|----------------------|--|

4. Co- operation, Patience, Love, Tolerance, Respect, Faithfulness
5. Any correct explanation

**Importance of the institution of marriage**

1.
  - (a) Continuity of society
  - (b) Creates unity
  - (c) Companionship
  - (d) A rite of passage
  - (e) Gives one a sense of belonging
2.
  - (a) They require the love of the two parents
  - (b) For easier provision of basic need
  - (c) Each parent has his/her responsibility
3.
  - (a) Through the naming of the children
  - (b) Paying of Dowry
  - (c) Exchange of customs

**b. The school**

1. A learning institution
2.
  - (a) Toilet
  - (b) Office
  - (c) Staff room
  - (d) Class rooms
  - (e) Library
3. Head teacher, Parent representatives, A member of local authority, Pupils, Teachers, Support staff
4. The same as answers for number 3
5. Pupils, Teachers, Support Staff
6. Maintaining discipline
7. Setting school rules, through dialogue, following school rules

### The School Administration

1. It is the organ that sees the day to day learning of the school
2. Head teacher, Deputy Head teacher, Senior Teacher, prefects
3. (a) Ensure that pupils are clean  
(b) Maintaining discipline  
(c) Admit new pupils  
(d) Ensure all funds collected is well used  
(e) Receive all the funds  
(f) Ensure a smooth running of the school
4. (a) To teach  
(b) To master a class  
(c) To assist the Head teacher in maintaining discipline  
(d) To counsel the pupils
5. The teacher on duty is the one who stands in case of the Head Teachers and the deputy being away and also he see that every thing runs smoothly.
6. (a) Instil discipline in their children  
(b) Paying school fees  
(c) Ensuring that their children attend school  
(d) Giving donations to school
7. (a) Honesty (a) Obedient  
(b) Hardworking (c) Discipline
8. (a) Assist the teachers in the running of the school  
(b) Represent the pupil's body in the administration
9. (a) Parent Teachers association  
(b) The parents and teachers  
(c) Maintaining discipline, admitting new pupils

### The importance of school administration

- (a) Ensure that there is smooth running of the school
- (b) It offers guidelines on leadership
- (c) Maintaining the school records
- (d) It instils discipline in students

### The role of the school in the community development

1. Learning facilities
2. Education
3. Meeting
4. Drivers, cooks, teachers
5. Hospitals, Roads, Social Halls
6. Play ground/ field
7. Study
8. Charity walk
9. Drama, poems and songs
10. Meeting, wedding, *harambees*
11. Security
12. Offers Employment – e.g. Drivers, market for agricultural goods, it gives places for holding meetings, it is used as camps especially during calamities
13. Prepare pupils for adult life

### Answers to creative corner

Prefects, parents, pupils, prefect, teacher

### Answers to evaluation paper 3

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

## UNIT 4: RESOURCES AND CULTURAL ACTIVITIES

### Answers to Know More

1. Resources are the things we use to create wealth
2. Labour, capital, entrepreneurship
3. Forests, mineral, water, soil, mountains, wildlife
4. Economic activities are activities that are carried out in order to earn a living
5. Farming, mining, fishing, transport, tourism
6. It is unique because of the way it is placed in water without anyone operating it
7. a) Poor and delayed payments  
b) Use of synthetic chemicals  
c) Political instability
8. Sisal, millet, cassava, sorghum
9. Carelessness of road users
10. Air
11. False, True, False, False, True

### a. Agriculture

#### Cash crop farming Cocoa in Ghana

1. Cacao
2. small scale, large scale
3. Cacao forastero, Cacao Criollo
4. South America

#### Conditions favouring Cocoa growing in Ghana

1. 1300mm, 1800mm
2. 23°C, 29°C
3. Deep well drained soils
4. (i) Hot and wet climate

- (ii) High Humidity
- (iii) Short dry season

#### Cocoa growing in Ghana

1. Kumasi, Tema, Takoradi, Accra
2. A Takoradi B Accra  
C Kumasi
3. White Volta

#### Importance of Cocoa to the economy of Ghana

1. (a) Making chocolate and cakes  
(b) A beverage for drinking  
(c) Provides employment to many people
2. (a) Foreign exchange earner  
(b) Improves the living standards of people  
(c) Improve transport  
(d) It is a source of revenue for the country

#### Cloves in Tanzania

1. 1806
2. 5 - 50
3. Karafuu
4. Indonesia
5. 80%

#### Conditions favouring cloves growing in Tanzania

1. (a) Rainfall 750mm - 1500mm  
(b) Hot and wet climate  
(c) Deep well drained soils  
(d) Low altitude about 300m
2. 350m Above sea level

#### Cloves growing areas in Tanzania

1. Pemba, Zanzibar
2. Conditions that favours its growth only prevail in these areas

#### Importance of cloves to the economy of Tanzania

1. (a) Making of perfumes

- (b) Spicing food
- (c) Processed to produce mouth wash
- (d) Pain reliever for tooth aches
- (e) Preservation of food
- 2. (a) India (b) Singapore  
(c) Indonesia
- 3. (a) Earn foreign exchange  
(b) Employment  
(c) Improve living standards  
(d) Improvement of infrastructure
- 4. In Tanzania it is grown both in small scale and in large scale while in Madagascar it is grown on small scale.

#### ***Pyrethrum in Kenya***

1. 1927, Yugoslavia
2. Small
3. Pyrethrum Board of Kenya
4. (a) Processing (b) Marketing  
(c) Packing (d) Offering inputs to farmers
5. Flower, pyrethrin

#### ***Conditions that favour the growing of pyrethrum in Kenya***

1. (a) 1 000 - 1 500mm (b) 15°C  
(c) Over 2000m above sea level
2. (a) Fertile soil  
(b) Deep well drained  
(c) Red volcanic soil

#### ***Pyrethrum growing areas in Kenya***

1. Kisii, Sotik, Kinangop, Limuru

#### ***Importance of pyrethrum to the economy of Kenya***

1. a) 1970's (b) 85%

2. a) Making insecticide  
b) Making of disinfectants  
c) Making of animal feeds
3. a) Foreign exchange earner  
b) Improvement of infrastructure  
c) Improving the living standards

#### **Pastoral farming in Africa**

1. Rearing of animals
2. Goat, Sheep, Camel, Cattle
3. Fulani, Tswana, Maasai, Samburu
4. (a) Plenty of land for pasture  
(b) Absence of tsetse flies  
(c) Limited population  
(d) Availability of pasture beyond borders

#### ***The Maasai***

1. (a) Land that is sparsely populated  
(b) Absence of tsetse flies  
(c) Availability of pasture  
(d) Living in more of communal system
2. Narok, Nakuru, Kajiado
3. Goat, Sheep, Cattle
4. (a) Source of income  
(b) Sign of wealth  
(c) Prestige  
(d) Source of their livelihood
5. (a) Provision of food  
(b) Source of income  
(c) Transport – Donkey  
(d) Clothing – Hides & skin
6. (a) Foreign exchange earner  
(b) Use of land that could be wasted  
(c) Improve standard of living

7. (a) Cattle rustling  
(b) Lack of water (Drought)  
(c) Over grazing  
(d) Poor transport system  
(e) Pest and diseases
8. (a) Introduction of ranches  
(b) Encourage the community to practice sedentary lifestyle  
(c) Allocating land to individual  
(d) Education – putting up boarding school, Mobile libraries  
(e) Sinking bore holes

### *The Fulani*

1. Cameroon, Senegal, Mali, Nigeria,
2. Availability of land  
Sparse population  
Availability of pasture
3. Sahel
4. (a) The area receives low rainfall  
(b) Availability of large land for pasture  
(c) Ready market
5. Cattle, Sheep, Goat, Horse
6. (a) Source of food  
(b) Source of income  
(c) Provision of transport
7. (a) Animals being attacked by wild animals  
(b) Tsetse fly  
(c) Lack of enough water
8. (a) Cross- breeding to improve the quality of animals  
(b) Veterinary services being provided  
(c) Provision of water

### *The Tswana*

1. Southern Africa, Botswana
2. Pastoralism
3. Goat, sheep, Cattle

4. Availability of large area with pasture  
The region has poor soils and receives low rainfall  
Ready market
5. Sources of income  
Source of food  
Improve the living standards  
Foreign exchange earner
6. Drought  
Pest and diseases  
Poor quality pasture that leads to low quality stock  
Poor means of transport
7. Sinking of boreholes  
Issuing of title deeds to individuals  
Group ranching is being set up  
Veterinary services offered

## **b. Multi-Purpose River Project**

### **Aswan High Dam**

1. Southern Part
2. Nile
3. It has underlying rocks
4. 1<sup>st</sup> and 3<sup>rd</sup>
5. 1970
6. Gamal Abdel Nasser
7. (a) Water for irrigation  
(b) Water for domestic use  
(c) To supply H.E.P  
(d) To control floods
8. (a) Controlled floods  
(b) Provide inland waterway  
(c) Production of H.E.P.  
(d) Tourist attraction  
(e) Fishing
9. (a) Resettlement of people  
(b) Lack of fish downstream  
(c) Lack of silt downstream at the lower Nile valley

10. (a) Siltation  
(b) High evaporation  
(c) Water borne diseases
11. Yes, Sudan
12. **A** - Aswan High dam  
**B** - Akosombo  
**C** - Kariba
13. (a) Fishing  
(b) Tourist attraction  
(c) Water storage  
(d) Modifying the climate

### Volta River Scheme

1. Ghana
2. (a) 1962  
(b) Kwame Nkrumah
3. The river has a gorge
4. R. Volta
5. **A** Black Volta  
**B** White Volta  
**C** River Oti
6. Lake Volta
7. (a) H.E.P  
(b) Water for irrigation  
(c) Control floods  
(d) Water for domestic use
8. (a) Production of H.E.P  
(b) Water for irrigation is available  
(c) Source of fish  
(d) Tourist attraction
9. (a) People were displaced  
(b) Transport routes were cut  
(c) Expensive (due to lack of funds)
10. Yes, Volume of water sometimes reduces

### Tana River Project

1. a) Machakos, Embu, Kitui
2. **A** Masinga                    **E** Kiambere  
**B** Kamburu                    **F** Mutonga  
**C** Gitaru                        **G** Grand falls  
**D** Kindaruma
3. **X** River Mutonga  
**Y** River Sagana
4. Because of the seven sites of the dam.
5. (a) To provide H.E.P  
(b) To provide water for irrigation  
(c) To provide water for domestic use  
(d) To provide water for industrial use.

6.

| Name of station | Year of completion | Power production in MW |
|-----------------|--------------------|------------------------|
| 1. Kindaruma    | 1968               | 44                     |
| 2. Kamburu      | 1975               | 94                     |
| 3. Gitaru       | 1979               | 145                    |
| 4. Masinga      | 1986               | 40                     |
| 5. Kiambere     | 1993               | 140                    |
| 6. Mutonga      | not complete       | 60                     |
| 7. Grand falls  | not complete       | 180                    |

7. Siltation
8. (a) Fertile soil  
(b) Production of HEP  
(c) Tourist attraction e.g L. Masinga  
(d) Fishing  
(e) Provision of water for domestic use  
(f) Creation of employment  
(g) Control of floods

9. (a) Siltation
- (b) Displacement of people
- (c) Breeding grounds for mosquitoes
- (d) Inadequate funds to complete the proposed dams
- (e) Fluctuation in the water levels of river Tana

**Kariba dams**

1. Zambia, Zimbabwe border
2. Zambezi
3. Zambia and Zimbabwe
4. 1960

5. (a) production of HEP to smelt copper in Zambia
- (b) to save foreign exchange that was used by Zambia in importation of coal.
- (c) for transport
6. (a) tourist attraction
- (b) fishing is carried out
- (c) job opportunity
- (d)HEP production
7. (a) Displacement of people
- (b) Transport links were cut
8. Siltation
- 9.

| River projects     | Country             | River (s) | Year of establishment | Main purpose of projects |
|--------------------|---------------------|-----------|-----------------------|--------------------------|
| Aswan High Dam     | Egypt               | Nile      | 1970                  | Irrigation               |
| Kariba Dam         | Zambia/<br>Zimbabwe | Zambezi   | 1960                  | HEP                      |
| Volta River Scheme | Ghana               | Volta     | 1966                  | HEP                      |
| Seven Forks Scheme | Kenya               | Tana      | 1968                  | HEP                      |

10. Kariba lake

**c. Forestry**

1. It is a continuous land covered by trees.
2. It is the development and care of forest for the purpose of utilisation.
3. Natural forest grows on their own while planted forests are planted by human beings and even taken care of.
4. Natural forest – Mahogany, oak, camphor, sapele, rosewood  
Soft wood – pine, cedar, eucalyptus
5. Roots, leaves, barks

6. It is the planting of trees where they never existed.
7. Reafforestation - is the planting of trees where they have been cut  
Deforestation - is cutting down trees without replacing
8. Agro-forestry is planting of trees together with crops.
9. **A** Mediterranean  
**E** Savanna woodland  
**B** Tropical rainforest  
**C** Highland forest  
**D** mangrove forest
10. Rain forest – teak, ebony, mahogany, mvule, oak  
Mediterranean forest – olive, fir, pine, cedar, cypress

- Savanna woodlands - boabab, Acacia
- Swaziland, Malawi, Zimbabwe
  - Kakamega, Timboroa, Uplands
  - Congo, Cameroon, Ghana, Togo, Morocco, Tanzania, Kenya, South Africa
  - Mangrove
  -

| Hard wood | Soft wood  |
|-----------|------------|
| Mahogany  | Cypress    |
| Rose wood | Cedar      |
| Ebony     | Eucalyptus |
| Mvule     | Pine       |
| Iroko     | Gravelea   |

### Importance of forests to the economies of the DRC and Swaziland

#### Forestry in DRC

- Amazon
- Equatorial rainforest
- hot and wet
- Ghana, Central Africa Republic, Gabon
- (a) Foreign exchange earner  
(b) job opportunities  
(c) source of building materials

2.

| Problems facing forests in DRC  | Problems facing forests in Swaziland                                      |
|---|---|
| Illegal logging<br>Poor government policy<br>Natural calamities e.g. eruption of Mt. Nyirangongo<br>Debarking | Poor harvesting methods<br>Over grazing<br>Debarking<br>Pest and diseases |

### d. Mining

- Removal of valuable minerals from the place where they are formed.
- shaft, dredging, open cast
- soda ash, diamond, gold, copper, oil

### Forestry in Swaziland

- Planted forest
- Hot and wet climate
- Cameroon, Guinea
- (a) Trees provide firewood and charcoal which is used as fuel  
(b) Some forests are a source of food  
(c) Forests earn income to locals who harvest wood and charcoal  
(d) It is a source of raw material  
(e) It earns the government some income / foreign exchange after timber are exported

### Problems facing forestry in DRC and Swaziland

- (a) deforestation  
(b) fire out break  
(c) pest and diseases  
(d) poor harvesting methods  
(e) poor government policy

### Petroleum in Nigeria

- largest / leading
- 1950 3. 1956
- Niger delta, Warri, Southern coast, Kaduna
- Libya, Tunisia, Gabon, Egypt, Algeria, Angola

6. derrick

**Extraction of petroleum in Nigeria**

1. drilling, underground
2. Accept any correct answer
3. **A** - gas      **B** - oil  
    **C** - water
4. derrick                      5. pipeline
6. Warri, Elema Eleme, Port Harcourt, Kaduna
7. Oil producing and export countries.
8. Libya, Tunisia, Gabon, Sudan, Egypt

**Uses of petroleum**

- (a) Fuel
- (b) Lubrication of machines
- (c) Production of plastic
- (d) Production of bitumen
- (e) Production of fertilizers
- (f) Production of oil products

**Contribution of petroleum to the economy of Nigeria**

1. (a) foreign exchange earner  
    (b) Job opportunity  
    (c) Development of other related industries  
    (d) It saves the countries foreign exchange which would have been used to import oil.
2. The mining company's are foreign based companies which exports everything leaving Nigerians with very little or nothing.

**Copper in Zambia**

1. Central Africa
2. Zambia
3. South Africa/Namibia
4. It is rust resistance, It is a good conductor of heat.
5. Copper belt

**Extraction of copper in Zambia**

1. Open cast, underground
2. Accept any correct
- 3.

| Open cast  | Adit   |
|--|--|
| Mineral is near the surface<br>It is cheaper<br>Very destructive | Mineral is far deep<br>It is expensive<br>Environmental friendly |

**4. Open cast**

**Advantages**

- It is cheaper
- It is very fast

**Disadvantages**

- It is not environmental friendly
- It poses a health hazard.

**Adit**

**Advantages**

- It is environmental friendly
- It is not destructive

**Disadvantages**

- It is very slow
- It is expensive

5. Railway line
6. Open cast
7. Kariba dam
8. Tazara
9. Ingots

**1. Uses of copper**

- (a) Making electric wire
- (b) Making TV screen
- (c) Making alloy e.g tin +copper = bronze
- (d) Making ornament
- (e) Making metal pipe

**Contribution of copper to the economy of Zambia**

- a). Foreign exchange earner.
- b). Improvement of roads, hospitals, schools
- c). Development of other related industries

**Gold in South Africa**

- 1. Reef      2. 1884
- 3. South Africa
- 4. Witwatersrand, Orange free state
- 5. Johannesburg    6. Golden Arc
- 7. Reef              8. Bars
- 9. Bullions

**Extraction of gold in South Africa**

- 1. Underground      2. Any correct

**Uses of gold**

- a) Standard measure of value
- b) Making ornaments
- c) Coating pens, chains, watches
- d) Making royal crown
- f) Making of dentures

**Contribution of gold to the economy of South Africa**

- 1. Employment
- 2. Development of industries
- 3. Foreign exchange earner
- 4. Growth of towns
- 5. Wealth of the country

**Soda ash in Kenya**

- 1. Eastern    2. 1904
- 3. Trona, sodium carbonate
- 4. Lake Magadi

**Uses of soda ash**

- (a) Making glass    (b) Making soap
- (c) Making textile

- (d) Making chemical
- (e) Used in paper making

**Extraction of soda ash in Kenya**

- 1. a) dredging              b) scooping
- 2. Any correct

**Contribution of soda ash to the economy**

- 1. Magadi, Konza, Kajiado
- 2. (a) Foreign exchange earner  
(b) Development of industries  
(c) Creation of Jobs  
(d) Development of infrastructure
- 3. India, Pakistan, Malaysia, Singapore

**Problem associated with mining in Africa**

Accept any correct explanation

**Effects of mining to the environment**

- 1. a) Pollution  
b) Creation of ugly sceneries  
c) Health hazards - quarry which are left open
- 2. Accept any correct explanation

**e. Industrial development**

- 1. a) An industry is a place where raw materials are turned into finished products.  
b) It is the establishment of industries.

**Rapid industrial development in Kenya and South Africa**

- 1. South Africa
- 2. (a) processing, manufacturing, assembly, Service
- 3. (a) Large market  
(b) Availability of raw materials  
(c) Establishment of E.P.Z

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>(d) Availability of labour</li> <li>(e) Improved infrastructure</li> <li>(f) Development of power station</li> <li>(g) Development of agriculture</li> <li>(h) Government policy</li> <li>(i) Stable political grounds</li> <li>(j) Geographical position of the country</li> <li>(k) Availability of land</li> </ul> <p>4. Nairobi</p> | <ul style="list-style-type: none"> <li>5. Thika, Mombasa, Nakuru</li> <li>6. Pretoria</li> <li>7. (a) Many valuable minerals</li> <li>(b) Availability of labour</li> <li>(c) Favourable climate</li> <li>(d) Large market</li> <li>(e) Availability of capital</li> <li>8. Processing, Manufacturing, Assembling</li> </ul> |
|--|--|

### Contribution of industries to the economies of Kenya and South Africa

| Contribution to the economy of Kenya | Contribution to the economy of South Africa |
|--------------------------------------|---|
| Foreign exchange earner              | Earn foreign exchange                       |
| Raising income                       | Availability of goods                       |
| Creation of job opportunity          | Raising income                              |
| Development of agriculture           | Earning taxes                               |
| Development of infrastructure        | Development of infrastructure               |
| Saving of foreign exchange           | Employment opportunities                    |

2. (a) Export Processing Zone  
 (b) Kenya Industrial Estate  
 (c) East Africa Industries  
 (d) Industrial Development Bank

#### Problems arising from industrial development in Kenya and South Africa

1. Pollution, creation of health hazards when pits or quarries are left open, destroys land aesthetic value by leaving open pits.
2. Rural, urban
3. Kibera and Mathare in Kenya, Transkei and Soweto in South Africa
4. (a) Emitting gases to the air  
 (b) Releasing waste water to the rivers  
 (c) Noise pollution from the

- industries
5. It may lead to diseases as a result of pollution, It might affect the water cycle therefore causing dry periods and lack of rain.
  6. TB, cholera, whooping cough
  7. Shortage of utilities

#### f. Fishing

1. Getting fish out of water
2. Fingeling
3. Area where fish are found and fishing is done

#### Main Inland and Sea fishing grounds in Africa

1. (a) (i) Marine fishing ground  
 (ii) Inland fishing ground

b) Marine fishing ground are found in the sea, while inland fishing grounds are found within a country for example in rivers and lakes.

c) Inland fishing grounds; lakes, dams, ponds

Marine fishing grounds; Coast of Somalia, Coast of Kenya and coast of South Africa

2. (a) Need for more fish  
(b) Lack of money to buy equipment needed for fishing in the sea
3. Marine fishing ground
4. South Africa
5. Namibia, Morocco, Angola, Nigeria, Cote de Ivore, D R C, Ghana
6. (a) One that has shallow water  
(b) One that has clear water  
(c) Where warm and cold current meet  
(d) Where the coastline is not regular

7.

| Fresh water fish                            | Salty water fish                                 |
|---|--|
| Tilapia, Dagua, Nile perch, Cat fish, Trout | Sardine, Tuna, Stock fish, Sole, Lobster, Prawns |

8. Lake Victoria - Tilapia  
Lake Turkana - Tilapia  
Lake Naivasha - Black bass  
Lake Tanganyika - Dagua
9. Tanzania - Dagua  
Zambia – Kapenta

## Methods of fishing

1.

| Traditional fishing methods | Modern fishing methods |
|-----------------------------|------------------------|
| Herbs                       | purse seining          |
| Basket                      | trawling               |
| Hand line                   | line lining            |
| Harpooning                  | net drifting           |
| Traps                       |                        |

2. Purse seining, long lining, net drifting, trawling
3. **A** - Net drifting  
**B** - Trawling
4. Accept any correct description
5. Purse seining
6. a) Purse seining  
b) Trawling
7. Trawling is where only one vessel pulls the net known as the trail  
Purse seining is where two vessels pull the net known as the seine

## Contribution of fishing to the economy

1. (a) Source of income  
(b) Leads to the development of other industries  
(c) Earning the country foreign exchange  
(d) Source of raw material for other industries
2. Construction of main roads connecting fishing grounds with urban centre
3. Kisumu, Casablanca, Lobito
4. Europe, Asia
5. Protein and code liver oil

6. Fish meal, fertiliser
7. Accept any correct answers

### Problems facing the fishing industry in Africa

1. Over fishing
2. Due to lack of modern fishing equipment and storage facilities fishermen catch a small amount and if not sold immediately it may go bad
3. Trawling
4. Fishing nets, refrigerated boats, modern boats
5. Any correct answer.

### g. Trade

1. Exchange of goods and services
2. Regional
3. Barter trade, Regional trade, International trade
4. COMESA - Common Market for Eastern and Southern Africa  
ECOWAS - Economic Community of West African States  
PTA - Preferential Trade Area  
SADC - Southern Africa Development Community
5. Any means acceptable for payment
6. Animals, farm produce, minerals
7. Britain, France, Japan, China, America

### COMESA

1. 1981
2. Zambia
3. a) PTA  
b) to promote trade in the region, to promote unity in the region
4. (a) to eliminate tariffs, to allow free trade among the member states

- (b) To establish a common market for the member countries
- (c) To promote economic growth of the member countries.
- (d) To promote trade among member states
- (e) To encourage member countries to produce varieties of goods
5. Comoros, D R C, Djibouti, Namibia, Burundi, Seychelles, Egypt, Swaziland, Ethiopia, Zimbabwe, Kenya, Lesotho, Malawi, Sudan, Madagascar, Somalia, Uganda
6. PTA unit of account
7. SADC
8. PTA unit of account, Use barter system, internally accepted currencies
9. Iron and steel, Vegetables, Coffee, Tea, Spare parts, Timber, Salt, Tobacco, Sugar

10

| Exports   | Imports              |
|-----------|----------------------|
| Tea       | Machinery            |
| Coffee    | Transport equipment  |
| Pineapple | Fuel                 |
| Soda ash  | Lubricants           |
| Copper    | Chemicals from Japan |

11. (a) has led to promotion of trade  
(b) Has promoted international cooperation among members countries  
(c) Created employment  
(d) Promoted standards of living  
(e) Has promoted transport and communication
12. (a) Production of similar goods by member states

- (b) Low flow of goods and services in the region
- (c) Poor means of transport and communication
- (d) Lack of adequate funds for investment
- (e) Low demand for goods due to lack of trust that goods are of good quality

**SADC**

1. 1979
2. Southern Africa Development Coordination Conference
3. 1995
4. Southern Africa development community had 9 members - Lesotho, Zimbabwe, South Africa, Angola, Swaziland, Malawi, Mozambique and Botswana
5. Namibia – 1990  
South Africa - 1995
6. (a) Botswana (b) Gaborone
7. Angola, Lesotho, Botswana, Seychelles, D R Congo, Malawi, South Africa, Swaziland, Mozambique, Mauritius, Zambia, Zimbabwe, Namibia, Tanzania
8. To promote economic development and self reliance among member states.
9. South Africa rand, U.S dollar, Sterling pound
10. Machinery, Clothes, rice, Iron, Footwear, Electronic goods, Steel, Uranium, Maize, Edible oils, Plastic, Coffee
11. (a) Large market  
(b) Development of infrastructure  
(c) Creation of harmony

- (d) Reduction of tariff
- (e) Expansion of agriculture sector
- (f) Improves the living standards

12.

| Exports       | Imports             |
|---------------|---------------------|
| Coffee        | machinery imports   |
| Diamond       | vehicles            |
| Textile       | chemicals           |
| Gold          | medicine            |
| Citrus fruits | food stuffs         |
| Flowers       | transport equipment |
| Copper        | petroleum products  |
| Cotton        |                     |

13. (a) Undeveloped communication network  
(b) Very few industries so they import most of goods  
(c) Production of similar goods  
(d) Lack of funds  
(e) Most of the countries are land locked so they depend on others for international trade  
(f) Lack of trust, goods produced in the region are of poor quality

**ECOWAS**

1. 1976
2. Nigeria, Burkina Faso, Benin, Senegal, Mali, Cote d'Ivoire, Niger, Guinea Bissau, Ghana, Togo, Gambia, Cape Verde, Liberia, Sierra Leone, Guinea
3. Lagos, Nigeria
4. To promote trade among the member states
5. Textile, fertiliser, shoes, beverages, cotton, livestock, chemical

6.

| Export    | Import     |
|-----------|------------|
| Cocoa     | Machinery  |
| Cotton    | Vehicles   |
| Petroleum | Chemicals  |
| Rubber    | Foodstuff  |
| Gold      | Lubricants |
| Fish      |            |

7. Ecomog
8. (a) Availability of large market  
(b) Promotion of economic development among the member states  
(c) Lowering tariffs  
(d) Availability of goods  
(e) Expansion of agricultural sector  
(f) Development of infrastructure  
(g) Raising standards of living
9. (a) Civil war  
(b) Political differences  
(c) Free trade affects local industries  
(d) Production of similar goods

## **h. Transport and communication**

1. It is the carrying of goods or passengers from one place to the other.
2. Road, air, water
3. Road, railway, pipeline
4. Road
5. Right side or foot path
6. All - weather
7. Air transport
8. Soda ash

9. Somalia

10. The off loading and loading of goods at the border due to different gauges of the rails.

11. Uganda, Ethiopia

12. Niger, Chad, Central African Republic, Rwanda, Burundi, Swaziland, Lesotho

## **Major transport networks in Africa**

### **Road transport**

1. All - weather roads, dry - weather roads
2. Great North Road, Trans-Saharan Highway, Trans-Africa Highway, West Africa Highway

3.

| Advantages                   | Disadvantages                              |
|------------------------------|--|
| Most flexible                | Expensive to maintain                      |
| Easy and cheap to construct  | Expensive to transport over long distances |
| Fast over short distances    | Affected by robbery and accidents          |
| Cheaper over short distances | Affected by traffic jams                   |

4. **W** - Trans-African Highway

**X** - Great North Road

**Z** - Trans Saharan Highway

5. **Y** - Lagos

**T** - Alexandria

6. **S** - Port Elizabeth

**K** - Walvis bay

7. Refer to an Atlas

### **Railway transport**

1. Raw materials to the coast

2. TAZARA

3.

| Advantages                  | Disadvantages                            |
|-----------------------------|--|
| Cheaper over long distances | Expensive to construct                   |
| Few accidents               | Stations require large space             |
| No traffic jams             | Trains are expensive to buy and maintain |
| Cheaper to maintain         | Expensive to built                       |

4.

| Railway station in Kenya | Railway terminus in Kenya |
|--------------------------|---------------------------|
| Nakuru                   | Kitale                    |
| Nairobi                  | Magadi                    |
| Konza                    | Solai                     |
| Kajiado                  | Nanyuki                   |
| Athi River               | Nyahururu                 |

### *Water transport*

- They have cataracts, water falls and rapids
  - Some have low volume of water
  - Some have dangerous animals
  - Some passes through sparsely populated areas
  - Some are seasonal
- Lake Victoria, Lake Nasser, Lake Kariba, Lake Tanganyika, Lake Volta
- Bulky and durable
- Suez canal
- Hinterland
- 

| Advantages              | Disadvantages                    |
|-------------------------|----------------------------------|
| Cheaper for bulky goods | Ports are expensive to construct |
| Few accidents           | Slowest                          |
| Cheaper to maintain     | Not flexible                     |
| Few cases of congestion | Ship are very expensive to buy   |

- Port Said
  - Tripoli
  - Oran
  - Casablanca
  - Dakar
  - Abidjan
  - Cape town
- The coast of Africa is shallow  
The coastline is regular
- Kisumu, Bukoba, Mwanza, Musoma
- British

### *Air transport*

- Air ports and air strips
- Kenya, Tanzania, Nigeria, Libya, Ghana, D R C, Cameroon, Morocco, Egypt, South Africa

3.

| Advantages                   | Disadvantages                          |
|------------------------------|--|
| Fast means of transport      | Airports are expensive to build        |
| Best for perishable goods    | Air craft are expensive to buy         |
| No traffic congestion        | A lot of land is needed for an airport |
| Few plane crashes            | Affected by bad weather                |
| Helicopter can land anywhere |  |

4. Flowers, mails, Precious Stones
5. Jomo Kenyatta International Airport–Nairobi, Moi International Airport –Mombasa, Eldoret International Airport– Eldoret, Kisumu International airport- Kisumu
6. Moi International Airport- Mombasa, Eldoret International Airport – Eldoret

**Pipeline transport**

1. Gas, petrol, water
2. Mombasa, Nakuru, Nairobi, Eldoret
3. Mombasa - Nairobi
- 4.

| Advantages                 | Disadvantages                           |
|----------------------------|---|
| Few accidents              | Expensive                               |
| No damage of roads         | Can transport few commodities at a time |
| Easy and cheap to maintain | In case of fire a lot of damage is done |
| Clean environment          | Cheap to maintain                       |

**Communication**

1. It is the passing of information/ messages/ data from one person to another.
2. Drumming, runners, smoke signal, and ululations, blowing horns, fire signals

3. Mass media
4. URTNA- Union of Radio and Television Network for Africa
5. To programme and inform people, it enables the television programme to be received in different parts of Africa.
6. Radio, e-mail, television, fax, mobile telephone, internet, telex, e-learning, billboards, newspaper

**Development of communication systems in Africa**

1. It is passing of information to many people within the shortest time possible
2. Television, Radio, Newspaper, Magazines, Cinema/ film
3. 1996
4. Safaricom, Airtel, Vodacom, Orange, MTN
5. MNET
6. Internet is an international network where people can receive information through the use of a computer
7. Any correct explanation
8. Website is a programme with pages in a format that enables one to browse and transfer information online.

9. Yahoo.com, msn.com, Google.com
10. Wireless/Wifi
11. a) Ware      b) E-mail
12. Communication commission of Kenya
13. Television communication one is able to see even the pictures of the message given but a radio one can hear the information only.
14. Newspaper, Letters, E-mail, Telegram, Billboards, SMS
15. Television, computer
16. Radio

### **i. Tourism**

1. a) Visiting areas of interest for leisure  
b) People who visit areas of interest/attraction for leisure
2. (a) Domestic      (b) International

#### **Main tourist attractions in Africa**

1. These are the things that pull the tourists to an area
2. Wildlife
3. Sandy beaches
4. Buffaloes, Leopards, Elephants, Rhino, Lions
5. Sandy beaches, warm climate, Historical sites, Pre-historic sites, Cultural heritage, International sports, wildlife
6. Zimbabwe - Victoria falls, ghonearezu  
Egypt - Valley of kings, Pyramids of Giza  
South Africa - Kruger National park, Cape Ranges  
Morocco- the ancient town of Marrakech, the Casablanca  
Mauritius - Grand Bay beach, Pamplemousses botanical garden

#### **Main tourist destinations in Africa**

1. South Africa, Egypt, Zimbabwe, Kenya, Mauritius, Morocco
  2. Kenya - Maasai Mara Game Reserve  
Mauritius- Coastal beaches  
South Africa- Kruger national park  
Zimbabwe –Victoria falls on River Zambezi  
Morocco- Coastal beaches  
Egypt –Historical sites e.g Cairo museum
  3. **A** Boni                      **E** Ruma  
**B** Losai                      **F** Amboseli  
**C** Marsabit                **G** Tsavo  
**D** Sibiloi  
**H** Mombasa Marine National park
  4. Game parks are owned and managed by the central government while game reserves are owned by the local authority of the area where they are. Human activities also take place in game reserves.
  5. (a) Bird sanctuary  
(b) Animal orphanage
- #### **Contribution of tourism to the economies of African countries**
1. a) Earns countries foreign exchange  
b) Promotes development of other related industries  
c) It creates employment  
d) It promotes international understanding and peace  
e) It creates market for goods and services
  2. Tour guides, drivers, managers, caterers, game wardens, dancers

3. Curios
4. Accept any correct explanation
5. a) People from different countries visiting one another  
b) Source of food hence high demand  
c) Many buyers  
d) Money they pay

### Challenges facing tourism in Africa

1. Terrorism
2. Robberies, terrorism, political instability, civil wars, tribal clashes
3. Poor means of transport, Poaching, Human encroachment on game parks, Pollution
4. a) Formation of anti terrorism police unit  
b) Some countries have given their citizens travel advisory  
c) Thoroughly screening the visitors on their arrival and even following those who appear suspicious
5. Any correct explanation

### Possible solutions to the challenges facing tourism in Africa

1. (a) Insecurity- establishment of tourist police unit.  
(b) Poor transport-construction of proper roads and other means of transport  
(c) Poaching-educating people on the importance of having the wild animals  
(d) Poor marketing - a body should be set to do proper marketing abroad as a way of enhancing tourism in the country.

## j. Urbanisation

1. It is the growth of towns and cities in size and population.
2. Coast

### Location of capital cities of countries of Africa

| Label | Name of country | Capital city |
|-------|-----------------|--------------|
| A     | Namibia         | Windhoek     |
| B     | Cameroon        | Yaounde      |
| C     | South Africa    | Pretoria     |
| D     | Madagascar      | Antananarivo |
| E     | Zimbabwe        | Harare       |
| F     | Mozambique      | Maputo       |
| G     | Zambia          | Lusaka       |
| H     | Angola          | Luanda       |
| I     | D R C           | Kinshasa     |
| J     | Tanzania        | Dodoma       |
| K     | Ghana           | Accra        |
| L     | Uganda          | Kampala      |
| M     | Somalia         | Mogadishu    |
| N     | Ethiopia        | Addis Ababa  |
| O     | Sudan           | Khartoum     |
| P     | Chad            | N'Djamena    |
| Q     | Egypt           | Cairo        |
| R     | Libya           | Tripoli      |
| S     | Nigeria         | Abuja        |
| T     | Niger           | Niamey       |
| U     | Algeria         | Algiers      |
| V     | Cote d Ivore    | Yamoussoukro |
| W     | Morocco         | Rabat        |
| X     | Western Sahara  | El Aaiun     |
| Y     | Mauritania      | Nouakchott   |
| Z     | Mali            | Bamako       |
|       |                 |              |

2. Niger      3. Nile  
 4. a) True, b) False    c) False  
      d) False    e) True    f) True  
      g) True    h) False

**Answers to creative corner**

1. Cocoa                      2. Cloves  
 3. Pyrethrin                4. Nomads  
 5. Tswana  
 6. Aswan High Dam  
 7. Volta                      8. Siltation  
 9. Tana River                10. Masinga  
 11. cinconna                12. Nigeria  
 13. Zambia                  14. Dredger  
 15. Industrialisation

**Answers to evaluation paper 4  
 Evaluation Paper 4**

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

**UNIT 5: POLITICAL  
 DEVELOPMENT AND  
 SYSTEMS**

**Answers to Know More**

1. a) Ruled by hereditary kings with the title of Nabongo  
 b) Ruled by a council of elders  
 c) Ruled by hereditary kings with the title Kabaka  
 2. Check the correct explanation of each  
 3. Clearly check the answers given  
 4. a) they brought clothes

- b) they brought a foreign language  
 c) they spread Christianity  
 d) they taught the locals how to read and write

5.a)

| Country  | Home country of colonizers | Year of independence |
|----------|----------------------------|----------------------|
| Kenya    | Britain                    | 1963                 |
| Tanzania | Germany                    | 1961                 |
| Uganda   | Britain                    | 1962                 |
| Rwanda   | Belgium                    | 1962                 |
| Burundi  | Belgium                    | 1962                 |
| Sudan    | British                    | 1956                 |
| Eritrea  | Italy                      | 1993                 |
| Djibouti | France                     | 1977                 |
| Somalia  | Britain/<br>Italy          | 1960                 |

- b) i) TANU  
 ii) UPC  
 iii) SRC  
 iv) KANU  
 c) Ethiopia  
 6. Cocker  
 7. Philip Waki  
 8. Direct

**a. Traditional forms of government**

**The Khoisan**

**Khoikhoi**

1. Namibia, Botswana, Angola, South Africa  
 2. Hottentots  
 3. Animal keepers  
 4. Clans  
 5. Birth, initiation, marriage, death  
 6. Pastoralism, iron smelting, crop farming  
 7. Bantu, animal products, gathered agricultural products

8. Long horned cattle, flat tailed sheep
9. Kept on breaking away from the main group due to dissatisfaction

**San**

1. Bushmen
2. Hunting and gathering
3. Roots, vegetables, honey
4. Birds, mice, fish, antelopes, buffaloes
5. Bands
6. Hunting
7. Consensus
8. Praying mantis
9. Dog
- 10.

| Khoikhoi                    | San                            |
|-----------------------------|--------------------------------|
| Animal keepers              | They are hunters and gatherers |
| Lived in large family group | They live in small group bands |
| Chief is hereditary         | They use consensus             |

**11. Similarities**

- (a) Similar physical look
- (b) Both nomadic
- (c) Speak with click sound
- (d) Have tanny yellowish skin colour

**12. Dutch**

**13. Any correct description**

**Old Ghana**

1. Soninke, 1 000 AD
2. River Senegal, River Niger
3. Kumbi Saleh
4. Ministers, clerk
5. Provisional Ghana, Ghana proper
6. Ghana proper
7. Conquered land
8. Section for arab traders, King's town
9. Kumbi Saleh
10. Trade, geographical location, the king, the army, climate

11. Attacks by Almoravids, decline of trade, razing of Kumbi Saleh by Sundiata of Mali, vassal king gained control, lack of common language which made it difficult to communicate

12. To spread Islam, to control the trade routes

13. Clothes, lances, copper, glassware, salt, nails

14. There was presence of gold mines

15. Solved disputes, controlled trade, he was commander in chief of the armed forces, he was the head of the government, he maintained law and order

16. Matrilineal

- 17.

| Items of trade from the North | Items of trade from the South |
|-------------------------------|-------------------------------|
| Clothes                       | Gold                          |
| Copper                        | Ivory                         |
| Lances                        | Kola nuts                     |
| Nails                         | Hides                         |
| Glassware                     | Ostrich feathers              |

18. They were interpreters, guiders, middlemen and guards

19. Almoravids

20. Salt

21. Nephew

22. Life after death, his property, servant

**b. Scramble for and partition of Africa**

**Reason for the scramble for Africa**

1. Rush by the European to get colonies in Africa
2. Search for raw materials, search for market, spread Christianity,

to settle surplus population, search for more geographical and scientific information, national prestige, to control important communication links in Africa, Call by the missionaries

3. Britain, Portugal, France, Belgium, Germany, Italy

### The Partition of Africa

1. Sharing of African colonies among European countries
2. To avoid conflict among European nations
3. Britain, Italy, Belgium, Portugal, Germany, France
- 4.

| Colonisers | Colonies   | Years of Independence |
|------------|------------|-----------------------|
| Britain    | Uganda     | 1962                  |
| France     | Senegal    | 1960                  |
| Germany    | Cameroon   | 1960                  |
| Portugal   | Mozambique | 1975                  |
| Italy      | Libya      | 1951                  |

5. Sir Otto Von Bismarck
6. Stop slave trade, setting rules to be followed in acquiring colonies, stop war between European countries, resolve disputes over certain areas e.g. Congo
7. a) **E** - French  
**F** - British  
**G** - Germany  
b) Royal Niger company
8. King Leopold II
9. Cecil Rhodes
10. French
11. Liberia, Ethiopia
12. Raw materials
13. Snow at the peak of mountains

along the equator, River Nile

### c. African response to the scramble and partition

#### Resistance

##### Samore Toure

1. 1830, Senankoro
2. a) Oyula      b) Senankoro
3. Scotched earth policy
4. 7      5. Farandugu
6. 1887
7. He had guns and guns workshop, he had a lot of wealth to hire soldiers, he used to send his soldiers to the French army to learn the fighting tactics.
8. Ogowe
9. Old age, Closure of the coastline by the French, Disunity, European had more superior weapons
10. More trained soldiers, They had more superior weapons, They were supported by Africans (some)

#### Collaborators

##### Lewanika

1. Lozi
2. Fear of being removed from power by Ndebele, advice of chief Khama, for protection from Portuguese who had occupied Mozambique and Germans from Namibia.
3. Barotse land
4. 1883
5. Father Francis Coillard, Barotse land
6. Harryware, 20
7. 1899, 1900      8. Chief Khama
9. British got full control, British got trading rights, and Africans lost their independence

10. Agriculture

**d. Colonial administration in Africa**

**Systems of colonial administration in Africa**

- 1. Colonial administration is the way the colonialist administered their colonies
- 2. Indirect, Direct, Assimilation
- 3. Any correct explanations

**Colonial systems of administration in Africa**

**Direct rule**

- 1. Direct rule
- 2. France, Belgium, Germany, Britain and Portugal
- 3.

| Advantages                             | Disadvantages                   |
|--|---------------------------------|
| Europeans had to learn native language | Africans were cheated           |
| It was easy to control the colonies    | Did not observe human rights    |
| Europeans collected taxes directly     | It was costly for the Europeans |

- 4. Kenya, Uganda, Southern Nigeria
- 5. Chief (educated Africans) Headmen

**Indirect rule**

- 1. Indirect rule
- 2.

| Advantages   | Disadvantages  |
|--|--|
| It was cheap and fast<br>There was less resistance | It caused disunity among africans<br>Areas under this rule were isolated and neglected |

- 3. Northern Nigeria, Tanganyika

**Assimilation**

- 1. The policy where Africans were expected to adapt the European way of life
- 2. To civilize Africans
- 3. Senegal, Chad, Mozambique

**Belgians in Congo**

- 1. 1876
- 2. Commissaries
- 3. Leopold II
- 4. Own land, move freely, not to administer
- 5. These were those people in Congo who were civilised
- 6. Missionaries
- 7. **A** Acquire western education  
**B** Fluency in Belgium language  
**C** Royal to the Belgium
- 8. 1908
- 9. **J** In charge of all colonies  
**K** Governor General  
**L** Provincial governors  
**M** In charge of districts  
**N** Chiefs
- 10. Chefferie
- 11. Learn French and go to school, Stay in towns, Own land

**French in Senegal**

- 1. St Louis, 1659
- 2. 1665
- 3. Assimilation
- 4. Assimilation, association
- 5. Africans refused to abandon their culture, French feared competition, it was very expensive, at its climax it acquired

more colonies which were not easy to colonize, Islam had already taken route

6. They could be voted for, they could be represented in the French parliament, they could work in Paris, they could vote
7. Goree, Dakar, Rufisque, St Louis
8. French West Africa, French Central Africa, French North Africa
9. They were expected to accept Christianity, speak and write French, be monogamous, be loyal to the French government
10. a) **V**- in charge of all colonies  
**X**- in charge of a federation  
**Y** - in charge of a sub division  
**Z** – in charge of a location (canton)  
(a) Lieutenant general  
(b) Commandant de circle  
(c) Chiefs de village  
(b) Z (Location)

### **Portuguese in Mozambique**

1. Assimilado
2. Over seas Posto
3. Chef de Posto
4. Governor General
5. Prazos
6. Portuguese
7. They were land owners
8. Indigena
9. a) Ability to speak the Portuguese fluently  
b) Having one wife  
c) Must be educated  
d) Must be 18 years

- e) Be employed and able to support the family
- f) Be of good behaviour
- g) Show loyalty to the Portuguese
10. **X**- in charge of all countries  
**(a)** - Governor General  
**Y** - In charge of a province  
**(b)** - Chefs de Posto  
**Z** - In charge of a division
11. Over sea provinces
12. Assimilado - policy of administration used by the Portuguese  
Posto - African natives reserves  
Civilization - process of enlightening Africans  
Chef – de – posto - title given to a person in charge by Portuguese  
Indigena - the term used by Portuguese to refer to uncivilised African  
Regedores - Africans chiefs appointed by Portuguese.

### **British in Northern Nigeria**

1. Royal Niger company
2. Hausa state, Fulani state
3. States, Kingdoms
4. Yoruba kingdom, Benin
5. City state of Niger delta, Calabar area
6. Two lieutenant governor, District Officer
7. a) Executive council, Legislative council  
b) Governor general, Governor, Civil service heads of department  
c) Financial service, Attorney

- General, Lieutenant governor,  
Chief Secretary to the government
8. to advise the governor general
  9. a) 1922  
b) Legislative council was formed
  10. a) i) Making law  
ii) Discuss and approving the government budget  
b) Governor, top civil servant  
c) Cabinet, Legislative assembly

### Indirect rule in Nigeria

1. a) emirate      b) emir
2. Oba
3. a) It was easier and less expensive,  
b) It was a way of overcoming the problems of lack of colonial administrators,  
c) Unpopular government measures would be accepted more easily when carried by traditional ruler,  
d) To overcome problem of communication  
e) It was fast
- 4.

| Advantages                   | Disadvantages                          |
|------------------------------|--|
| It was cheap to Europeans    | African leaders were misused           |
| Africans felt recognised     | It divided people along tribal grounds |
| It was fast and easy to rule | Unpopular leaders were maintained      |

5. Africans were not gaining

### Effects of colonial rule in Africa

#### Positive

1. Tea, maize, pyrethrum, yams, coffee, sweet potatoes
2. Development of infrastructure

3. Educated
4. Education, Health services
5. Nationalist

#### Negative

1. Loss of land, Loss of property, Loss of independence, Discrimination
2. Carrying of ID, forced labour, they were put in reserves, they could not grow cash crops
3. Land
4. Pottery, Basketry, Weaving, Blacksmithing
5. Political differences

### e. Struggle for independence in Africa

#### Ghana

1. Gold coast
2. British
3. Very few Europeans settled in Ghana
4. United Gold Coast Convection
5. 1947
6. J.B Danquah
7. 1949
8. Kwame Nkrumah
9. 1949
10. C P P
11. To get independence
12. Kwame Nkrumah
13. Independence now
14. Strike, boycott
15. 1949
16. 1957
17. 1960, Kwame Nkrumah
18. 1971
19. peaceful means
20. C P P
21. Kwame Nkrumah, J.B Danquah

## Zimbabwe

1. Southern Rhodesia
2. Cecil Rhodes
3. Harare
4. British, British South African Company
5. 1965
6. 1943, 1962, 1963
7. a) Joshua Nkomo  
b) Independence
8. Chitepo
9. a) Armed struggle b) Zanla
10. 1980
11. Joshua Nkomo, Abel Muzorewa, Michael Mawen, Robert Mugabe, Herbert Chitepo, Leopold Takawira
12. Unilateral declaration of independence
13. Ian Smith
14. a) Chumurenga  
b) Tanzania, Ethiopia, Mozambique
15. Robert Mugabe
16. British South African Company
17. Accept any six
18. Patriotic Front
19. Samore Machel
20. River Zambezi
21. i) Ghana used peaceful means while Zimbabwe used armed struggle  
ii) Ghana was under royal Niger while Zimbabwe was under BSAC  
iii) Ghana did not have the problem of land alienation while Zimbabwe had

## f. Contribution of prominent African leaders

### Mandela

1. a) Young league of African national congress  
b) Mandela and Walter Sisulu
2. 1912
3. ANC youth league
4. Mandela, Luthuli, Sobukwe
5. Sharpeville Massacre
6. a) umkhonto we Sizwe  
b) to disrupt government operations
7. 27 years
8. Robben Island, Pollsmoor prison, Victor Vestor prison
9. a) 11<sup>th</sup> February, 1990  
b) Fredrick de klerk
10. Leader 11. Ethiopia
12. 1994 13. 1997
14. Any correct explanation
15. Sharpeville massacre

### Gamel Abdel Nasser

1. British
2. King Farouk
3. Construct
3. A - land problem  
B - education  
C - judiciary  
D - poverty
5. Six days
6. Soviet Union
7. Introduced socialist, economic problem, high debts, was seen as a dictator

8.

| Contributions to Egypt   | Contributions to Africa  |
|--|--|
| Construction of the Aswan High Dam<br>Improvement of the judiciary<br>Improvement of education<br>Improvement of economy<br>Improvement of land policy | Formation of OAU<br>Fought against colonialism<br>Pan Africanism<br>Helped African nationalism |

9. 1970, Sadat

**Leopold Senghor**

1. a) Negritude,  
b) To have pride of African culture and heritage
2. Linguist and poet
3. Block democratique Senegalese
4. Charles de Gaulle
5. 1960, Leopold Senghor
6. 20years                      7. 1980
8. Abdou Diouf    9. 20<sup>th</sup> dec 2001
10. Any correct answer
11. Founder member of OAU

**g. Present system of government in Kenya and Swaziland**

**The system of government in Swaziland**

1. Mbabane
2. A king
3. Lesotho, Swaziland, Morocco
4. It is passed from the king to the son
5. a) Head of state  
b) Traditional system of government  
c) Council of elders  
d) Parliament  
e) Prince mother
6. Senate, Assembly
7. Sobhuza II, Mswati III
8. The position of the king is hereditary

**Comparison of the system of government in Swaziland and Kenya Similarities**

1. a) They are both former British colonies  
b) They both have a parliament  
c) The cabinet is appointed by head of state  
d) The king and president are heads of state and head of government  
e) They both have courts

2. Differences

| Kenya   | Swaziland  |
|---|--|
| A republic  | a monarchy   |
| Multi-party democracy                                   | no parties   |
| Parliament makes laws                                   | Laws are made by swazi National Council                |
| President serves for two terms                          | king rules until death                                 |
| Kenyans choose their own representatives in an election | Electoral college chooses members of house of Assembly |

**h. Organisation of African Unity (OAU), Africa Union (AU) The OAU**

**Formation of OAU**

1. 1963
2. Addis Ababa
3. Kwame Nkrumah, Sekou Toure, Sir Abubakar Tafawa, Haile Sellasie

4. a) Diallo Telli  
b) Haile Selassie
5. to promote unity in Africa
6. to eliminate colonialism, to promote standards of living, to promote economic status, social and political development, to promote cooperation between African states
7. a) Morocco      b) Ethiopia
8. South Africa
9. The country must be independent; the country must sign the OAU charter

#### ***Members of OAU***

1. 53
2. All African countries except Morocco

#### ***Functions of the OAU***

1. a) To provide financial and military support  
b) To settle disputes  
c) To encourage economic development  
d) To promote co-operation

#### ***Achievement of OAU***

1. It managed to settle disputes e.g. Ethiopia, Eritrea
2. It managed to eliminate colonialism/apartheid in SA
3. It promoted corporation in trade through formation of trade block
4. It supported liberation movements in Africa

#### ***Problems facing the OAU***

1. a) Lack of funds  
b) Conflicts within member state.

- c) Failure by some member to honour resolution
- d) Strong ties of member state with their former colonies.
2. This affects OAU in its duties as it cannot operate without funds.

#### **The AU**

1. a) 2002  
b) it had become irrelevant
2. a) Thabo Mbeki      b) Amara essay
3. Muammar Gaddafi
4. a) To improve human rights  
b) To fight corruption  
c) To promote economic development among member states.  
d) To promote trade among the countries of Africa.
6. Executive council, Assembly of the union, Permanent representative committee, Court of justice, Executive commission
7. all African countries except Morocco

#### **Answers to creative corner**

1. San
2. Kumbi Saleh
3. Portuguese
4. Otto Von Bismarck
5. France
6. Rio De Oro (Western Sahara)
7. Samour Toure
8. Lewanika
9. Assimilation
10. Senghor
11. Libandla
12. Morocco
13. Addis Ababa
14. Mediation

## Answers to Evaluation paper 5

### Evaluation Paper 5

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

## UNIT 6: CITIZENSHIP

### Answer to Know More

- Registration
- |                   |              |
|-------------------|--------------|
| a) Hardworking    | b) Tolerance |
| c) Responsibility | d) Honest    |
| e) Obedience      | f) Loyalty   |
| g) Respect        | h) Justice   |
| i) Integrity      |              |
- National flag
  - Coat of arms
  - National Anthem
- Handling stolen goods
  - Respecting ones life
  - Care of the environment
- Where the community participate in protecting itself together with the police
- Hastens development
  - People stay in peace
  - Attract more investors hence raising the living standards of people
- Malaria, typhoid, yellow fever, HIV and AIDS

- Use of syringe which has been used by an infected person
  - Through blood transfusion from an infected person
  - Through sexual intercourse with an infected person
- Educating the youth about its danger
- It is any substance that changes the normal way of functioning of the body
  - Beer, khat, bhang
- Malariaquine, paracetamol, aspirin
- Substances are chemicals which are used in our day to day life e.g glue
  - Glue, petrol
- Legal and illegal
- |                    |                      |
|--------------------|----------------------|
| <b>Legal drugs</b> | <b>Illegal drugs</b> |
| Tea                | Bhang                |
| Coffee             | Heroin               |
| Cigarette          | Cocaine              |
- Glue, petrol
- Heroin
- Drug abuse is the excessive use of a drug and more so depending on it
  - Can lead to destruction of body organs
  - Can lead to lung cancer
- Nicotine
- Do not smoke in public
- No
  - Yes
- National Control Against Drug Abuse
- Young and old, the mentally challenged, the physically Challenged

### a. Commonly abused drugs

1. Tobacco, miraa, alcohol, bhang, cocaine, mandrax, heroine, glue, petrol, cigarette
2.
  - a) Tobacco- sniffing/ chewing
  - b) Miraa – chewing
  - c) Bhang – smoking
  - d) Cocaine – smoking
  - e) Alcohol – drinking
  - f) Petrol - Inhaling

- g) Mandrax - smoking
- h) Heroine - Injection
3.
  - a) In order to feel relaxed
  - b) Bad company and influence
  - c) To escape from reality

### b. Effects of drugs and substance abuse

1. Social, economic, health

2.

| Drug               | Effects on health  | Effects on social life   |
|--------------------|--|--|
| a) Tobacco         | -causes diseases<br>- stomach ulcers<br>-underweight babies born by smoking women  | -ever in conflict<br>-lose self control<br>-causes of accident           |
| b) Alcohol         | -causes of diseases (cirrhosis)<br>-make the body weak<br>-may cause blindness     | -lose of control<br>-become truant<br>-drop from school                  |
| c) Bhang           | -poor memory<br>-feeling drowsy<br>-mental instability                             | -unfriendly<br>-is violent<br>-quarrels and fights easily                |
| d) Cocaine         | -problem in breathing<br>-heart problem<br>-loss of appetite                       | -violent<br>-fight easily<br>-lack other essential commodities           |
| e) Petrol and glue | -forgetfulness<br>-inability to think properly<br>-poor vision                     | -idling<br>-being dirty<br>-fighting other people                        |
| f) Mandrax         | -walk unsteadily<br>-unable to speak clearly<br>-fall into a coma and may even die | -becomes depressed<br>-lack of concentration<br>-irresponsible behaviour |
| g) Heroine         | -feel confused<br>-mentally unstable<br>-severe sleep                              | -Idleness<br>-lack of concentration<br>-not feeling well                 |

3.
  - a) One becomes dependant on others, he cant provide his basic needs
  - b) One cannot run development projects because all he thinks is drugs. This makes him/her broke

### c. Ways of curbing drugs and substance abuse

- a) Create employment for the youth
- b) Educating the members of public about the dangers of drug abuse
- c) Passing law against drug abuse

- d) Sensitising the youth against drug abuse
- e) foster campaigns e.g. (NACADA) has been in fore front against drug abuse.

**d. Inclusion of persons with special needs in the society**

**Building positive attitudes**

- 1. Orphans, aged, visually impaired, mentally challenged, refugees, physically challenged
- 2. A certain feeling about something or somebody
- 3. a) Encouraging people who have lost hope  
b) Helping where necessary

**Creating friendly environments for people with special needs**

- 1. Having a conducive atmosphere for them. May be in a work place, recognise them
- 2. a) Allowing them to participate in different activities  
b) Giving them responsibilities  
c) Allowing them to try doing what others are doing

**Providing equal opportunities**

- a) Giving equal opportunities. May be in case of recruitment for jobs.
- b) Allowing them to go to school as other children
- c) Having school for those who have special needs so that they can as well qualify like the others.

**e. Collective responsibility**

- 1. It is the idea of people working as a team
- 2. a) Malaria, Tuberculosis, HIV and AIDS

- b) i) When they live in clean environment  
ii) In case of malaria, sleeping under treated nets  
iii) Abstaining
- 3. a) Sharing syringes with infected people  
b) Blood transfusion from an infected person  
c) Sexual intercourse with an infected person
- 4. a) Campaigning  
b) abstaining  
c) through educational concerts
- 5. a) Reporting to police the drug sources  
b) Taking part in educating the youth about the dangers of indulging in drug abuse
- 6. It helps because the community knows those who disturb them
- 7. a) By not accepting to give and accept bribes  
b) By reporting the corrupt officials
- 8. a) Voting  
b) Development projects  
c) Fighting corruption

**Answers to creative corner**

Let the pupils cut out the pictures of the different specifications. This should build on the creativity and research skills of the pupils. Assist them where possible.

**Answers to Evaluation Paper 6**

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

## UNIT 7: DEMOCRACY AND HUMAN RIGHTS

### Answers to Know More

1. It is a system of government where the people elect the government they want  
It is the government of the people, by the people for the people
2. From the people
3. Freedom
4. a) Registering as voters  
b) Joining a political party  
c) Paying taxes
5. a) Right to life – Any individual has a right to life and nobody should terminate a life  
b) Right to own property – It is the right of any Kenyan to own property in any part of the country  
c) Right to education – All children who have attained the school going age should be taken to school  
d) Right to vote – Any Kenyan who have attained the voting age has a right to vote  
e) Freedom of expression – All Kenyans have a right to express themselves so long as what they say does not threaten the peace of the other  
f) Freedom of association – Kenyans are free to associate themselves with anyone  
g) Freedom of assembly – Kenyans can assemble anywhere, anytime, so long as the assembly is lawful  
h) Freedom of worship – Kenyans are free to worship and are free to join any worship group.
6. a) Direct, Indirect, Delegative, Nominal, Liberal

b) Accept any correct explanation

### a. Benefits of democracy

1. Voting, creating criticism to the government, expression, movement
2. A situation whereby all people are equal before the law
3. Giving equal opportunities to all people whether female or male
4. Having many political parties registered in a country
5. Give people an opportunity to choose where to belong
6. By comparing his actions
7. When they participate in forming the government
8. Any 5 correct answer

### b. Abuse of human rights

1. Legal rights that we all enjoy
2. Human rights, Freedoms
3. When someone's right is not respected
4. a) Wrongful arrest, one is denied freedom, unequal application of law, forced labour  
b) When police arrest citizens so that they can get a bribe in order to release the person, when judges give a wrong ruling on certain issues in favour of someone he / she knows.
5. Boycotts, deaths, strikes, lawlessness, riots
6. Kenya human rights organization, Oscar foundation, KACC

### Importance of respecting human rights

1. a) to promote peace  
b) to save life  
c) to make people live harmoniously

2. The society - people will live in peace  
The government – it will be able to serve its people properly  
Economic development - there will be development
3. Worship, Association, Movement, Voting
4. Endanger the rights of others - movement  
Kidnapping – right of association  
Mob justice – right to court trial  
Land grabbing – right to own property

### Answers to creative corner

1. Democratic      2. Indirect
3. Accountability   4. Rights
5. Demokratia      6. Election

### Answers to Evaluation Paper 7

#### KWERU Area

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

## UNIT 8: LAW, PEACE AND CONFLICT RESOLUTION

### Answers to Know More

1. a) The African customary laws are laws which were followed by Africans depending on their culture.  
b) Sharia laws are laws mainly for the Muslims according to their faith  
c) International laws are laws that are internationally accepted
2. a) African customary laws – are applied in customary marriage, land dispute and inheritance cases.  
b) Sharia laws – are applied in cases dealing with divorce and inheritance among the muslims  
c) International laws – are applied when defining any international case
3. Nepotism, tribalism, racialism, poverty, unequal distribution of resources, religious divisions
4. Mediation

### a. Causes of conflict in the society

1. Conflict is the misunderstanding between individuals or groups
- 2.

| Causes of conflict       | Explanation  |
|--------------------------|--|
| Lack of fairness         | All people should be treated equally   |
| Having different opinion | When people have different ideas over an issue   |
| Lack of respect          | People are supposed to respect one another and if that respect is not there, people may end up disagreeing |
| Denied right             | People are entitled to their rights and if denied, conflict may arise                                      |
| Boundary                 | Nations may engage in a conflict when there is misunderstanding about a boundary                           |

3. a) It is a war between communities in a country  
 b) i) political differences  
 ii) Unequal distribution of resources  
 iii) The religious differences  
 Tribalism – favouring people of your tribe  
 Nepotism – Favouring people whom you are related  
 Corruption – Taking bribes in order to offer service

### b. Ways of resolving conflicts

1. a) Negotiation  
 b) By use of a counsellor  
 c) By use of a mediator  
 d) By use of an arbitrator  
 e) Seeking justice in a court of law  
 f) By discussion

2.

| Person     | Role in resolving conflicts   |
|------------|---|
| Arbitrator | Listen to the case and determine it.  |
| Negotiator | Assist the parties in conflict to discuss their issues face to face.                    |
| Mediator   | The mediator plays a great role especially where the two parties are not ready to meet. |

3. Mediator

4.

| Cause of conflict                         | Ways of solving them                       |
|---|--|
| Poverty                                   | Create employment                          |
| Religious intolerance                     | Freedom of worship                         |
| Unfair distribution of national resources | The resources should be distributed fairly |
| Poor governance                           | Those in government to be responsible      |

### Answers to creative corner

Match correctly

### Answers to Evaluation Paper 8

#### Basakwa Area

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

### UNIT 9: THE GOVERNMENT OF KENYA

#### Answers to know more

1.

| Political leaders          | Individuals who swear them in  |
|----------------------------|--------------------------------|
| The President              | Chief Registrar                |
| Deputy President           | Chief Registrar                |
| Cabinet Secretaries        | Chief Registrar                |
| Members of Parliament      | Clerk of the National Assembly |
| Governor                   | High Court Judge               |
| Members of County Assembly | High Court Judge               |
| Attorney General           | Chief Registrar                |

2.

| Arm of government | Members  | Functions   |
|-------------------|--|---|
| Legislature       | Members of the National Assembly<br>290 elected members<br>12 nominated<br>1 Ex- officio<br>47 elected women<br>Members of the senate<br>47 elected members<br>16 nominated women<br>2 members representing the youth<br>2 members representing people with disabilities<br>1 Ex-officio | -Approves the budget<br>-Making laws<br>-Amending laws<br>-Representing people of their constituencies and their interest<br><br>-Represent and protect the interest of their county government<br>-Participate in law making |
| Judiciary         | Chief Justice<br>Deputy Chief Justice<br>Magistrates<br>Chief registrar  | -Interpreting the law<br>-Settling disputes   |
| Executive         | Cabinet<br>President<br>Deputy President   | -Implementing government policy<br>-Formulating government policy   |

3. The Constitution of Kenya
4. a) Parliament  
b) Presidential Address
5. Chair parliamentary meetings
6. Speaker
7. a) After the parliament has been dissolved  
b) i) Death of an MP  
ii) If a sitting MP is jailed for more than six months  
iii) If an MP changes his citizenship  
iv) If an MP is declared bankrupt by a court of law  
v) If the MPs elections are nullified by the high court
8. Chief Justice      9. Chief Justice
10. Judicial Service Commission
11. Attorney General
12. One who had many Members of Parliament
13. a) Kriegler      b) Cocker

- c) Philip Waki
14. a) John Githongo    b) Corruption  
c) 5 years

**a. The meaning of the constitution of Kenya**

1. a) A law - it is the system of rules that everyone in a country must obey  
b) Constitution - it is a document that outlines the laws that govern a country
2. a) Sovereignty of the people and supremacy of the constitution  
b) The republic  
c) Citizenship  
d) The bill of rights  
e) Land and environment  
f) Leadership and integrity  
g) Representation of the people  
h) The legislature

- i) The Executive
  - j) The Judiciary
  - k) Devolved government (County government)
  - l) Public Finance
  - m) The public service
  - n) National security
  - o) Commissions and independent offices
  - p) Amendment of this Constitution
  - q) General Provisions
  - r) Transitional and Consequential provision
3. Human rights
4. (a) Federal, Unitary  
b) Federal constitution - states how different regions in a country should have their own governments.  
Unitary constitution - a country is governed as one unit
5. Elements          6. Amendments
7. a) Changes made in the constitution  
b) It has to be discussed by the parliamentarian and passed by 2/3 of the members of parliament
8. Accept correct matching

**b. The Constitution of Kenya**

- 1. Unitary constitution
- 2. Kenyans have changed it into what they want
- 3. Bill of rights
- 4. a) Madaraka day  
b) Mashujaa day  
c) Jamhuri day
- 5. a) English          b) Kiswahili

- 6. Accept any correct stages
- 7. a) It is the process through which the constitution is changed  
b) Constitution review commission of Kenya  
c) 2003  
d) Accept correct stages
- 8. a) A referendum is a situation that occurs when leaders are unable to agree on issue in the constitution and it is taken back to the citizens to agree to it or refute it.  
b) 2005

**c. Importance of the constitution of Kenya**

- 1. a) It has the power of law  
b) It spells out law  
c) It enables the country to achieve development  
d) It is a source of international recognition and promotes international partnership  
e) Contributes to National unity  
f) It is a source of principles and guidelines for running the country

**d. Parliamentary electoral process in Kenya**

- 1. 18 years and above
- 2. Members of National Assembly and the senate.
- 3. 5
- 4.

| Presidential candidate   | Parliamentary candidate  | A voter   |
|--|--|---|
| a) Registered voters<br>b) Kenya citizen<br>c) Fluent in Kiswahili and English<br>d) is qualified to stand for election as a member of parliament<br>e) Is nominated by a political party or is an independent candidate<br>f) Is nominated by not fewer than 2000 voters from each majority of the counties | Kenyan citizen<br>Registered voter<br>18 years and above<br>Fluent in English and Kiswahili<br>Nominated by a political party or independent candidate | Kenyan citizen<br>Having an ID<br>Registered voter<br>Of sound mind |

5. Accept any correct explanation

6. Answers are given in answer 4 above

7. a) IEBC                      b) 290

8. In high court

9. a) If they are in jail (prison)

b) If they are military

c) If they are not registered

d) If they are not citizens of a country

10. High court                      11. IEBC

12. 5 Years

13. Speaker

14. National Assembly, Senate

15. Senators, Women representative, Members of National Assembly, Governors, Members of County assembly

**e. Loss of parliamentary seat**

1. 5 year

2. a) Death of an MP

b) If the results are nullified by the high court

c) If an MP is of unsound

d) If the MP is declared bankrupt

e) If the MP is imprisoned for at least six months

f) If the MP is found to have abused a state or public office within the laws

g) If an MP is a state or public officer other than a member of parliament

3. a) If an MP dies

b) If the results are nullified by the high court

c) If the MP changes his citizenship within five years immediatry preceding the date of election

**f. Role of citizens in the electoral process**

Voting, being agents, maintaing peace during the elections

**g. Importance of participating in elections**

- i) Citizens feel that they participated in electing the government that is in place.
- ii) They feel represented by their MPs whom they personally elected

**h. Responsibility of the government to its citizens**

- 1. a) Making laws  
b) Provision of services  
c) Protecting peoples rights  
d) Defending the country  
e) Maintaining law and order
- 2. Protect
- 3. Taxes

**Answers to creative corner**

- 1. Constitution
- 2. Executive
- 3. Parliament
- 4. Amendment
- 5. Speaker
- 6. Referendum
- 7. Cabinet
- 8. Civil servants
- 9. Chief Justice
- 10. Members of County assembly

**Answers to Evaluation Paper 9**

**Magutu Area**

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

## ANSWERS TO KCPE MODEL EXAMINATION PAPERS

### KCPE PAPER 1

|       |       |       |       |
|-------|-------|-------|-------|
| 1. A  | 2. D  | 3. B  | 4. B  |
| 5. C  | 6. A  | 7. A  | 8. D  |
| 9. D  | 10. D | 11. B | 12. B |
| 13. A | 14. D | 15. B | 16. B |
| 17. A | 18. B | 19. D | 20. B |
| 21. B | 22. A | 23. A | 24. C |
| 25. B | 26. C | 27. C | 28. C |
| 29. B | 30. A | 31. C | 32. D |
| 33. B | 34. C | 35. D | 36. B |
| 37. D | 38. C | 39. C | 40. C |
| 41. B | 42. B | 43. B | 44. C |
| 45. C | 46. B | 47. C | 48. D |
| 49. B | 50. B | 51. B | 52. B |
| 53. B | 54. C | 55. D | 56. D |
| 57. C | 58. B | 59. C | 60. C |

### KCPE PAPER 2

|       |       |       |       |
|-------|-------|-------|-------|
| 1. B  | 2. D  | 3. C  | 4. D  |
| 5. A  | 6. A  | 7. A  | 8. B  |
| 9. A  | 10. D | 11. B | 12. A |
| 13. C | 14. A | 15. B | 16. C |
| 17. C | 18. B | 19. B | 20. C |
| 21. A | 22. D | 23. D | 24. A |
| 25. C | 26. A | 27. C | 28. B |
| 29. D | 30. C | 31. C | 32. B |
| 33. B | 34. A | 35. C | 36. D |
| 37. A | 38. D | 39. D | 40. A |
| 41. C | 42. D | 43. C | 44. C |
| 45. B | 46. A | 47. A | 48. D |
| 49. C | 50. D | 51. C | 52. D |
| 53. B | 54. A | 55. B | 56. C |
| 57. C | 58. C | 59. D | 60. B |

### KCPE PAPER 3

|       |       |       |       |
|-------|-------|-------|-------|
| 1. A  | 2. C  | 3. D  | 4. C  |
| 5. B  | 6. B  | 7. D  | 8. D  |
| 9. C  | 10. C | 11. B | 12. C |
| 13. A | 14. D | 15. B | 16. B |
| 17. A | 18. C | 19. C | 20. B |
| 21. B | 22. A | 23. C | 24. D |
| 25. A | 26. C | 27. D | 28. D |
| 29. B | 30. C | 31. A | 32. C |
| 33. C | 34. B | 35. D | 36. B |
| 37. D | 38. A | 39. A | 40. D |
| 41. C | 42. A | 43. A | 44. C |
| 45. D | 46. B | 47. D | 48. B |
| 49. D | 50. C | 51. C | 52. B |
| 53. C | 54. C | 55. C | 56. A |
| 57. D | 58. C | 59. A | 60. D |

### KCPE PAPER 4

|       |       |       |       |
|-------|-------|-------|-------|
| 1. B  | 2. A  | 3. D  | 4. D  |
| 5. A  | 6. A  | 7. A  | 8. D  |
| 9. D  | 10. C | 11. B | 12. C |
| 13. B | 14. B | 15. B | 16. D |
| 17. A | 18. B | 19. C | 20. C |
| 21. D | 22. A | 23. B | 24. C |
| 25. A | 26. D | 27. D | 28. C |
| 29. A | 30. B | 31. C | 32. A |
| 33. B | 34. D | 35. A | 36. A |
| 37. B | 38. B | 39. D | 40. D |
| 41. A | 42. B | 43. C | 44. B |
| 45. D | 46. C | 47. B | 48. C |
| 49. B | 50. B | 51. B | 52. A |
| 53. B | 54. B | 55. C | 56. C |
| 57. B | 58. A | 59. C | 60. B |

**KCPE PAPER 5**

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. C  | 2. A  | 3. A  | 4. A  |
| 5. B  | 6. D  | 7. A  | 8. C  |
| 9. B  | 10. C | 11. D | 12. C |
| 13. B | 14. A | 15. C | 16. A |
| 17. B | 18. A | 19. C | 20. A |
| 21. A | 22. C | 23. C | 24. C |
| 25. C | 26. A | 27. C | 28. C |
| 29. D | 30. B | 31. D | 32. D |
| 33. B | 34. A | 35. D | 36. B |
| 37. B | 38. D | 39. C | 40. A |
| 41. D | 42. D | 43. B | 44. A |
| 45. D | 46. B | 47. C | 48. B |
| 49. B | 50. D | 51. C | 52. C |
| 53. C | 54. A | 55. C | 56. C |
| 57. A | 58. B | 59. C | 60. A |

**KCPE PAPER 6**

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. D  | 2. D  | 3. C  | 4. C  |
| 5. D  | 6. B  | 7. B  | 8. B  |
| 9. C  | 10. C | 11. A | 12. A |
| 13. D | 14. C | 15. B | 16. B |
| 17. C | 18. D | 19. C | 20. B |
| 21. B | 22. C | 23. D | 24. C |
| 25. D | 26. D | 27. A | 28. B |
| 29. B | 30. A | 31. B | 32. C |
| 33. C | 34. A | 35. B | 36. C |
| 37. C | 38. B | 39. A | 40. D |
| 41. B | 42. C | 43. A | 44. C |
| 45. D | 46. C | 47. C | 48. B |
| 49. D | 50. A | 51. B | 52. A |
| 53. C | 54. B | 55. B | 56. C |
| 57. C | 58. D | 59. B | 60. B |

**KCPE PAPER 7**

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. C  | 2. B  | 3. A  | 4. B  |
| 5. D  | 6. C  | 7. A  | 8. B  |
| 9. B  | 10. C | 11. A | 12. A |
| 13. C | 14. B | 15. B | 16. C |
| 17. C | 18. C | 19. D | 20. B |
| 21. D | 22. B | 23. B | 24. D |
| 25. D | 26. A | 27. C | 28. C |
| 29. B | 30. A | 31. C | 32. D |
| 33. B | 34. D | 35. C | 36. B |
| 37. D | 38. C | 39. C | 40. C |
| 41. C | 42. B | 43. B | 44. A |
| 45. C | 46. D | 47. C | 48. C |
| 49. C | 50. B | 51. C | 52. D |
| 53. B | 54. D | 55. A | 56. D |
| 57. A | 58. C | 59. B | 60. C |

**KCPE PAPER 8**

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. D  | 2. D  | 3. D  | 4. B  |
| 5. C  | 6. A  | 7. B  | 8. C  |
| 9. D  | 10. A | 11. C | 12. B |
| 13. D | 14. B | 15. B | 16. C |
| 17. C | 18. A | 19. A | 20. B |
| 21. A | 22. B | 23. D | 24. B |
| 25. C | 26. B | 27. D | 28. C |
| 29. B | 30. B | 31. A | 32. A |
| 33. D | 34. A | 35. A | 36. B |
| 37. B | 38. D | 39. D | 40. B |
| 41. C | 42. D | 43. D | 44. D |
| 45. B | 46. C | 47. B | 48. C |
| 49. C | 50. D | 51. C | 52. A |
| 53. C | 54. D | 55. A | 56. B |
| 57. D | 58. A | 59. C | 60. B |

**KCPE PAPER 9**

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. B  | 2. A  | 3. A  | 4. A  |
| 5. A  | 6. B  | 7. D  | 8. C  |
| 9. B  | 10. D | 11. C | 12. B |
| 13. B | 14. A | 15. C | 16. A |
| 17. B | 18. C | 19. D | 20. B |
| 21. C | 22. A | 23. C | 24. B |
| 25. C | 26. A | 27. B | 28. B |
| 29. B | 30. B | 31. D | 32. A |
| 33. C | 34. A | 35. D | 36. C |
| 37. A | 38. D | 39. A | 40. C |
| 41. D | 42. B | 43. A | 44. A |
| 45. B | 46. C | 47. D | 48. C |
| 49. C | 50. C | 51. D | 52. B |
| 53. B | 54. D | 55. C | 56. B |
| 57. C | 58. C | 59. D | 60. B |

**KCPE PAPER 10**

- |       |       |       |       |
|-------|-------|-------|-------|
| 1. B  | 2. C  | 3. C  | 4. D  |
| 5. D  | 6. C  | 7. C  | 8. C  |
| 9. D  | 10. B | 11. A | 12. C |
| 13. B | 14. C | 15. D | 16. C |
| 17. A | 18. B | 19. B | 20. B |
| 21. B | 22. C | 23. D | 24. B |
| 25. B | 26. C | 27. B | 28. B |
| 29. C | 30. C | 31. C | 32. B |
| 33. A | 34. D | 35. C | 36. A |
| 37. C | 38. B | 39. A | 40. B |
| 41. C | 42. B | 43. C | 44. C |
| 45. D | 46. B | 47. A | 48. C |
| 49. D | 50. D | 51. C | 52. A |
| 53. D | 54. B | 55. B | 56. B |
| 57. A | 58. C | 59. B | 60. C |

# Breakthrough Workbook CRE 7

## UNIT 1: GOD GIVEN

### TALENTS

#### a) Meaning of talents

1. A talent is the skills that one is born with that helps him or her to do something very well.
2. B                      3. A
4. They are born with them.  
Talents get refined or better through practice.
5. God
6. musician
7. A                      8. A                      9. C
10. True

#### b) Uses of talents

##### i) At home

1. Helping at home with house cleaning, in cooking, knitting, gardening and reading the Bible, looking after the animals, taking care of our young siblings, arranging furniture in the house.
2. A master was going on a journey; he called his three servants and gave them different amount of money each according to his ability. Two of the servants did business and made profits. One of the servants put the money in a hole in the ground. This servant made no profit. When the master came back he rewarded the servants who had made profits and punished the one who did not make any profit.

3. Talents should be used to serve others.
4. a) They had used their talents to make profits from the money they were given.  
b) They were good and faithful in managing small amounts that they had been given by their master.  
c) They respected their master.  
d) The two servants are able to follow instructions given to them by their master.
5. B                      6. A
7. True                      8. B

##### ii) At school

1. Acting, singing, reading the Bible for others, drawing, playing musical instruments, taking part in athletics and other sports, debating, and writing articles for the school magazine.

2. C                      3. D
4. True                      5. D

##### iii) During free time

1. Listening to songs that please God, reading the Bible, teaching others how to read, composing poems, visiting the sick, helping to do community work, visiting prisoners
2. Reading the Bible, going to church, visiting the sick, helping in church activities such as sweeping the church compound, composing songs.











2. Eternal life entails believing that life has no end and it starts here on earth when Christians believe in Jesus and continues when they go to heaven, hence the belief that is involved makes it a way of faith
3. a) He can do anything for us if we believe in Him.  
b) When we ask for anything through Jesus' name, He will grant us.
4. Eternal life
5. Praying to Him and believing Him, obeying His commandments, worshipping Him
6. Faith; hill; get up; throw; doubt; believes; happen.

## Joy

1. It is a feeling of great happiness
2. Joy brings peace and satisfaction to a Christian's life and helps him or her to do God's will with contentment
3. a) God is our father and He helps us by giving us all our needs  
b) All Christian names are written in heaven.  
c) There is eternal life for Christians who believe in the Lord
4. thankful
5. D

## Love

1. a) God's love is eternal, it will never end whereas a human being may stop loving another

- b) Letting His only son die for mankind is supernatural love. No human being would do that.
- c) Natural human love mainly involves material things while God's love consists of eternal rewards.
2. a) Love your God with all your heart, soul, strength and mind.  
b) Love your neighbour as you love yourself.
3. To love their neighbour as they love themselves.
4. C                      5. B                      6. A

## Hope

1. Hope is expecting something to happen.
2. Hope is expecting something to happen and faith is believing that something will happen.
3. Eternal life is a process that continues after death when Christians go to heaven, Christians are still on earth and hope to continue their eternal life in heaven. It is something to come later, that Christians are expecting, this makes it a way of hope.
4. a) Jesus promised that He will come to take us to heaven  
b) There is life after death if only we believe
5. D                      6. A

## Justice

1. A      2. C      3. B      4. C
5. David had Uriah killed in a battle and then took his wife away.



## UNIT 4: FAITH AND WORK

### a) Meaning of faith and work

1. B
2. Work is an effort directed towards doing something
3. a) Revise past question papers  
b) Read and consult other learners and teachers in areas that we do not understand well
4. Cooking, digging, sweeping, washing, collecting firewood, fetching water, looking after livestock
5. Faith is reflected in the actions that Christians do. These actions are reflected in the work Christians do, for example, helping the needy

### b) Reasons for working

1. B
2. Christians should keep away from all people who are living a lazy life and do not follow the instructions given to them. Whoever refuses to work should not be allowed to eat.
3. a) Sweeping the church compound  
b) Cleaning the church  
c) Helping in the church service, for example, serving as ushers
4. Making tents
5. a) To earn a living  
b) To avoid depending on others  
c) To support themselves  
d) To follow the instructions of the apostles  
e) To develop their talents

- f) To develop their community
- g) To fulfil God's command

6. B
7. C
8. False

### c) Christian service to others

#### Service to neighbours

1. Heart, soul, strength and mind, showing love/loving
2. a) Showing them the right direction  
b) Calming them down to assure them everything will be fine so that they do not panic
3. A neighbour is anyone who needs your help
4. a) visiting others in prison  
b) Taking others to hospital when they are sick  
c) Feeding others when they are hungry  
d) Being there for others when they need our help
5. Christians should help strangers, give them water and food and help them to find their way if they are lost

#### Service to employers

1. employ
2. An employer is a person or organisation in charge of assigning responsibilities to different people at their workplace and paying them as agreed with them. They are also in charge of recruiting people for particular job titles.
3. obeying rules of the employer, being loyal, being punctual, being obedient, cooperating with

others, working without or with minimum supervision.

4. Employers should treat their employees in the same way the employees treat them, with a sincere heart as though they are serving Christ, employees should obey their human masters or employers.
5. A
6. Employers should not threaten their employees, they should treat their employees fairly

### Service to the church

1. A church is a group of believers in Jesus Christ, associated together, under Christ, for His purposes.
2.
  - a) Assisting in church services, for example, ushering
  - b) Helping in cleaning the church
  - c) Assisting strangers and those in need
  - d) Showing love to each other
  - e) Singing in the choir
  - f) Teaching Sunday school children
3. B          4. hate          5. True

### Service to the nation

1. A politically organised body of people under a single government
2.
  - a) Those who are working should pay taxes to the government
  - b) Adult should vote to elect their leaders
- c) obeying law and order
- d) Avoiding corruption and reporting corrupt people

- e) Participating in projects that help to fight hunger and poverty.
3.
  - a) Helps to maintain peace in the country
  - b) Paying taxes as required helps in building the country
  - c) It promotes good citizenship and patriotism
4.
  - a) It helps to reduce poverty
  - b) It provides citizens with a means of getting income to support themselves
5.
  - a) Participating in peace making initiatives
  - b) Creating awareness on different types of disease and their prevention
  - c) It reduces crime rates

### d) Causes of child labour

1. B
2. Hard work that is harmful to children
3.
  - a) Divorce or broken family
  - b) Marital problems
  - c) Death of parents
  - d) peer pressure
  - e) Irresponsible parents
  - f) Demand for cheap labour
4.
  - a) School drop outs
  - b) Children become suicidal due to frustrations
  - c) Sickness such as STIs due to indulgence in irresponsible sexual behaviour
  - d) Drug abuse
5.
  - a) Children are still too weak to manage heavy work

- b) Heavy jobs may cause internal injuries and underdevelopment
6. a) Cleaning vehicles
    - b) Hawking items in the streets
    - c) Being employed as house helps
    - d) Working as herds boys
  7. Through child labour, children are treated unfairly; they are involved in doing heavy work that is dangerous to their health which is a violation of their right to be loved and cared for.
 

It denies children an opportunity to go to school, thus it violates their right to education. It also may result in mistreatment of children, thus violating their right to be protected.
  8. Show them love and concern and help them tackle their problems to prevent them from engaging in child labour. You could also report those engaging children in child labour to the relevant authorities.
  9. a) Supporting them by providing them with basic needs such as food, clothes and shelter
    - b) Taking them to school
    - c) Putting down measures to enhance discipline
    - d) Showing them love and care

### e) Child rights concerning child labour

1. Fair things that are done to children
2. a) Right to go to school
  - b) Right to be given basic needs such as food, shelter and clothes

- c) Right to be protected
  - d) Right to be loved and cared for
  - e) Right to life
  - f) Right to health care
3. a) Setting up strict measures to prevent child labour
    - b) Taking care of the needy children (such as orphans) in the society
    - c) Taking strict action against those who engage children in forced labour.
  4. B      5. C      6. B      7. D

### f) Working for God

#### Commitment

1. Working hard and diligently to get what one wants
2. a) Doing God's work with all our hearts and strength
  - b) Christians should not be ashamed of Jesus and His teachings
  - c) Following Jesus' teachings
3. D                      4. A
5. devolution          6. B

### g) Being creative

1. The ability to come up with new ideas and produce something
2. a) Making the church compound beautiful, for example, by planting trees
  - b) Singing new songs to praise God, in new styles
  - c) Acting in plays to create awareness among God's people and educating them on various issues

3. a) Through practising an idea  
b) Through training  
c) Through observation
4. a) Using our talents and creativity to participate in activities that would help develop the nation, for instance, peace campaigns, planting trees or community development activities such as clearing bushes and digging pit latrines

5. B                                      6. Holy Spirit  
7. A

#### **h) Developing self-esteem in ourselves and others**

1. Respecting ourselves and being satisfied with the way we look like and the way we are
2. Being very comfortable with the way one looks like and the way one is
3. Not liking the way one look like and the way one is
4. a) Practising so that one can be better  
b) Using our gifts and talents
5. a) Setting a good example for them to emulate  
b) Respecting the way others are  
c) Encouraging them to do what they are best in

6. A                                      7. D  
8. True                                      9. B

#### **i) Developing sense of responsibility**

1. a) To show that we are dependable

- b) So that other people can develop trust in us
- c) To set a good example for others to emulate
2. a) Doing homework on time  
b) Reading and avoiding activities that may cause trouble for us with the teachers  
c) Emulating others who are of good conduct or character
3. a) Following instructions and obeying rules  
b) Training oneself to be a responsible person  
c) Emulating others who are responsible
4. Parable of the Three Servants who were given the golden coins by their master

The first two servants were responsible. They invested the money they got from their master and made profits. The third servant did not invest thus did not earn any profit. When the master came back from his journey, he rewarded the first two servants. The third servant got no reward.

5. a) Doing what you are told by your parents  
b) Accepting your mistakes and asking for forgiveness  
c) Helping to do household work such as cooking, taking care of livestock, cleaning, etc.

**UNIT 5: CHRISTIANS IN ACTION IN EDUCATION AND DEVELOPMENT**

**a) The church in education  
The early missionary contribution**

1. a) To introduce Christianity  
b) To preach the Gospel
2. Anglican Church missionary society, African Inland Mission
3. a) They built schools  
b) They taught people how to read and write in those schools
4. C            5. B            6. A
7. A            8. False        9. True

**The early church schools**

1. a) They wanted to teach people how to read and understand the Bible  
b) It made it easier for them to preach the Gospel as people gathered in schools gave them an opportunity to preach the Gospel to them.
2. a) Encouraging parents to take their children to school

- b) Assisting parents to pay school fees for the needy pupils/ students
- c) Churches take part in the development of CRE syllabus for both primary and secondary schools
3. a) Maseno High School  
b) Alliance Girls High School  
c) St. Mary’s High School in Yala  
d) Mang’u High school in Thika
4. a) They were faced by hostile communities  
b) They experienced shortage of food  
c) They experienced harsh climatic conditions  
d) They experienced language barrier
5. D            6. False        7. A

**Formal and non-formal education**

1. Formal education is education that is offered in a classroom setting and involves teaching how to read and write. Formal education is structured.
2. Non-formal education is education given to people who are not in formal institutions.

3.

| <b>Formal</b>  | <b>Non-formal</b>   |
|--|---|
| i) Offered to those who are in formal systems                                    | i) Mainly taught to those not in formal institutions  |
| ii) It is offered in schools, colleges and universities                          | ii) Most teachers in non-formal schools are not trained   |
| iii) Learners are taught different subjects such as CRE, English and Mathematics | iii) There is no emphasis on the subjects taught  |
| iv) Learners are taught how to read and write                                    | iv) Learners are taught according to their needs. It does not involve learning how to read and write. |



3. a) The church gives loans to people who wish to start projects in farming to earn a living
  - b) The church has helped farmers in dry areas by drilling bore holes to provide water for irrigation
4. a) By planting trees
  - b) Conducting campaigns on the importance of conserving environment

### **International involvement**

1. a) United Nations
  - b) International Community of Red Cross
  - c) World Vision
  - d) Catholic Relief Services
2. a) Provision of health facilities
  - b) Provision of basic needs such as shelter, food and beddings
3. True      4. D      5. True

### **Christian training centres**

#### *Rural training centres*

1. Dress making, carpentry, masonry
2. Mogotio Village Polytechnic, Limuru Agricultural Youth centre  
Accept any correct answers
3. Self-reliant
4. False
5. D

#### *Industrial training centre*

1. Catholic Church, Methodist Church
2. Kamagambo Teachers training college
3. True
4. D

## **UNIT 6: CHRISTIAN IN ACTION IN HEALTH CARE AND SOCIAL WELFARE**

### **a) Church and health care**

#### **Training medical personnel**

1. Nurses, community health workers, doctors, midwives
2. a) For them to offer efficient medical services to the sick
  - b) For them to serve and save lives in times of crisis or emergencies
3. a) Through educating people and creating awareness through preaching
  - b) Conducting campaigns, seminars and concerts to inform people about HIV and AIDS
4. a) Training people to take care of the sick
  - b) Establishing institutions that train medical personnel
  - c) Creating awareness and educating people
  - d) Supporting the sick and needy during a crisis by offering medicine and other support facilities

#### **The flying doctor service**

1. Doctors who use aeroplanes or helicopters to reach people who need urgent help and are in areas that are not reachable by road.
2. They save lives of people by giving them medicine and flying them to hospitals

3. a) African Air Rescue (AAR)  
b) African Medical Research Foundation (AMREF)  
c) Rescue 911
4. remote    5. A                    6. B
7. True        8. True

### **Community health programmes**

1. a) Nangina Hospital - Busia  
b) Misikhu Hospital- Webuye  
c) Kaplong Mission Hospital in Kaplong, Bomet
2. a) Digging pit latrines  
b) Clearing bushes near homes  
c) Ensuring there is proper drainage
3. Mobile health clinics are clinics on vehicles for ease of transport
4. C                                    5. D

### **b) Church in training**

#### **The clergy**

1. People trained to lead churches who may be bishops, priests, ministers or pastors
2. To preach and spread the Gospel, guidance and counselling, officiating in ceremonies such as weddings and baptism
3. A                    4. C                    5. A

#### **The laity**

1. Members of the laity are members of the congregation who are trained to assist the clergy, for example, catechists and church elders.
2. a) Teaching and preaching to the lay people

- b) Conducting church services in the absence of the clergy

3. False    4. True    5. D        6. D

### **c) Church in social welfare**

#### **Care for the aged**

1. a) They lack people to support them and to take care of them.  
b) They frequently become sick due to complications caused by old age
2. a) Providing them with food  
b) Providing them with clothes  
c) Providing them with medical support when they are sick  
d) Visiting them in their homes
3. D                                    4. True

#### **Care for orphans**

1. A child whose parents have died.
2. a) Take them to children homes where they can be taken care of  
b) Take them to school and helping to pay their school fees  
c) Provide them with basic needs such as shelter, food and clothing  
d) Provide moral and spiritual support
3. What God considers to be true religion is when one takes care of orphans and widows in their suffering and keeps oneself pure.
4. D                    5. False        6. True

#### **Relief services**

1. Food, clothes, money and medicine that is sent to help people who are suffering from effects of wars and disasters such as floods, droughts, famine and accidents.

2. a) Catholic church  
b) National Council of Churches of Kenya  
c) World Vision
3. Christians should help strangers, give them water and food and help them to find their way if lost
4. The people at Corinth collected money each Sunday and put aside money that was sent to people in Judea.

### Care for refugees

1. C
2. Giving them food and clothes. The church can provide these materials directly or through organisations like World Food Programme.
3. i) NCKC - National Council of Churches of Kenya  
ii) UNHCR - United Nations High Commission for Refugees  
iii) WFP - World Food Programme  
iv) KEC - Kenya Episcopal Conference
4. C                      5. True                      6. D
7. True                      8. False

### d) Christians working together

1. That those who believe in Him should be united and become one.
2. C
3. a) They went to the Temple and prayed together  
b) They met for fellowships and prayed for each other  
c) They shared their belongings with each other  
d) They helped the needy, widows, orphans and strangers

4. a) To promote peace and unity  
b) For them to know each other and cooperate in their work  
c) To enable them to spread the Gospel and reach many people
5. a) Translating the Bible  
b) Creating awareness among people on the dangers of abusing drugs, alcohol and HIV and AIDS  
c) Helping the needy  
d) Visiting the sick and taking care of them  
e) Organising inter-denominational prayers  
f) Setting up schools and health facilities  
g) Providing relief services to victims of wars and disasters such as floods and terrorism.

## UNIT 7: FRIENDSHIP AND LOVE

### a) Emotions and how to control them

#### What they are

1. Emotions are very strong feelings that makes us laugh, get angry or cry.

2.

| Feeling   | Good or bad |
|-----------|-------------|
| Love      | Good        |
| Anxiety   | Bad         |
| Happiness | Good        |
| Anger     | Bad         |
| Sadness   | Bad         |

3. A
4. a) Being kind and forgiving when we are wronged  
b) Asking God to help us control our emotions



- e) Rejoicing with them when something good happens
  - f) Not being jealous to them.
2. Wanting the best for them will help us not to be jealous of them but instead help them to be the best. Wanting the best for our neighbours also helps to maintain good relationships, peace and harmony
3. False                      4. Sinful  
5. C                              6. True

### **Tolerance and patience**

1. Tolerance is the ability to allow something to continue that one does not like or agree with while patience is the ability to accept delay or suffering without complaining
2. B      3. B      4. B      5. A  
6. B

### **d) Necessity of loyalty, openness and trust**

1. Loyalty is the willingness to be a friend to someone even in difficult times; it is being faithful to another person
2. He helped him to escape from King Saul
3. a) He showed love to his son, Jonathan, despite King Saul's evil plan against him  
b) He respected King Saul even when King Saul wanted to kill him
4. Loyalty, Love, Openness, Trust, Respect, Honesty
5. The three help in understanding each other and brings confidence

in each other which in turn builds friendship

### **e) Sharing activities with others**

1. a) To avoid conflicts  
b) To show love  
c) To bring unity  
d) To make work or activities easier  
e) To accomplish different work or activities at the same time
  2. a) Home - cooking, cleaning the house, fetching firewood, fetching water, taking care of livestock  
b) School - playing, discussing in groups, doing homework with others, sweeping classrooms, planting trees  
c) Church - cleaning the church, singing in the church choir, reading the Bible
3. D                      4. True                      5. A

### **f) What parents can do to make a happy home**

1. Elkanah and Hannah
2. a) They should provide food  
b) They should take their children to school  
c) They should take them to hospital when they are sick
3. a) Praying for the family  
b) Making sure that everyone in the family is comfortable  
c) Listening to all problems at home and finding solutions to them

- d) Leading the family in worshipping God
- e) Treating each family member equally and without favouritism

4. B                      5. B

**g) How children can make a home happy**

1. a) Parents are older than the children
  - b) It is one of God's commandments; it pleases God
2. a) Obeying their parents
  - b) Assisting in housework
  - c) Talking to their parents with respect
  - d) Asking for forgiveness when they do mistakes
  - e) Working hard in school
3. Respect, love, loyalty, trust, humility, selflessness, tolerance, patience
4. B                      5. obedient    6. True

**h) Effects of good and bad relationships in the family**

1. a) If children do no respect their parents
  - b) If children are mischievous
  - c) Disobedience
  - d) Quarrels and fights among family members.
2. a) Quarrels                      b) Mistrust
  - c) Fights                              d) Hatred
  - e) Jealousy                      F) Selfishness
3. a) Peace in the family
  - b) Trust and love becomes part of the family
  - c) Unity in the family

4.

| What brings happiness to your home | What brings sadness to your home |
|------------------------------------|----------------------------------|
| i) Respect                         | Quarrels                         |
| ii) Trust                          | Mistrust                         |
| iii) Loyalty                       | Fights                           |
| iv) Humility                       | Disobedience                     |
| v) Obedience                       | Hatred                           |

5. He asked his father for his property and left home. He went to a far away country and spent all his money. When his money got finished and there was famine, he decided to look for work. He worked as a servant taking care of pigs. He was so hungry and no one gave him anything to eat. He decided to go back to his father and ask for forgiveness. The father forgave him and welcomed him back home
6. When we have a good relationship with our parents we will be happy and have peace.  
It also teaches us that when we do wrong, we should ask for forgiveness. When others wrong us, we should forgive them.

7. C

**i) Christ our example**

1. C
2. a) Jesus loved everybody
  - b) He loved and mingled with sinners
  - c) He died on the cross to set us free from sin

- d) He loved the sick and healed them
- 3. Care for the sick, show love to everyone, obey our parents, share what we have with those who do not have
- 4. B                                      5. God
- 6. True                                    7. B

**UNIT 8: CIVIC RESPONSIBILITY**

**a) Meaning and purpose of authority**

- 1. A
- 2. Jesus taught that one who has most authority is the one who serves others.
- 3. C
- 4. a) Bring peace and order in the society
  - b) Prevent people from conducting unlawful acts
  - c) To take charge if conflicts arise in the society
- 5. False      6. False      7. A

**b) Respect for people in authority**

- 1. a) Standing up to greet them when they come into class
  - b) Doing what the teachers tell us to do
  - c) Doing our homework on time
  - d) Being respectful and hard working
- 2. a) Doing what they tell us to do
  - b) Avoiding arguments with them
  - c) Helping in house chores

- 3. a) Paying taxes
  - b) Obeying the government authority
  - c) Keeping away from crimes and criminals
  - d) Obeying law and order
- 4. God is our creator and provider of everything. He is the reason we are alive, therefore, we should respect Him and obey His commandments
- 5. a) Authority comes from God and whoever opposes authority does not please God.
  - b) The leaders are God’s servants working for our good
  - c) God commands us to obey authority

**c) Building of a better society through love, peace and unity**

- 1. Peace is a state of harmony and unity is a state of togetherness; working together as one
- 2. a) To obey the authority because no authority exists without God’s permission
  - b) To honour and respect authority
  - c) To do good
  - d) To pay taxes
- 3. a) Working together with others at home, school and community
  - b) Forgiving one another when you wrong each other
  - c) Through cooperation in doing communal work
  - d) Reconciling people or communities that are at war.

4. Peace enables people to live in harmony without hatred, quarrels and fights. When a society is peaceful, people work together hence building their nation.
5. Love, respect, peace, unity, humility, patience, tolerance
6. a) Education has enabled people from different backgrounds to meet and learn together in the same classroom. They share in discussion groups hence become united.  
b) It has resulted in inter-marriages.

#### **d) Care for personal and public property**

1. D
2. (i) Personal property - These are things that are owned by a person, for example, school uniform, a house, a car  
(ii) Public property – These are things owned by the general public or by the community, for example, forests, roads, government land and buildings
3. a) Cover school books so that they do not become dirty  
b) Wash and iron our clothes
4. a) Sweeping our school compound  
b) Picking dirt around the church compound  
c) Planting trees to take care of the environment  
d) Reporting people who misuse public property to the relevant authority
5. Property is given to us by God and by taking care of it we are respecting God's will

6. We should respect other people's property and not desire any other person's property be it wife, servants, cattle or anything else owned by someone else.

#### **e) Activities of the Harambee Youth Week**

1. Pulling together or working together to accomplish a certain task
2. A government initiative that brings youth together with the aim of creating awareness about their responsibilities in the society through the activities they do.
3. a) Creating awareness in the youth about their responsibilities in the society through the activities they do  
b) To help those with special needs such as the poor, the blind, lame, deaf and those living with HIV and AIDS
4. a) Visiting and comforting the sick  
b) Showing concern for the environment i.e. through cleaning, collecting rubbish from market places, rivers, fishponds, parks or play grounds.  
c) Visiting the disabled and giving them what they need  
d) Engaging in sporting activities like cycling and football  
e) Planting trees  
f) Building terraces and gabions to help in controlling and preventing soil erosion

g) Cleaning up health centres and Hospitals

5. Respect, unity, love, humility, tolerance, patience

### **f) Christian obligation towards strangers**

1. A stranger is a person we come across but we have never met before

2. We should welcome strangers into our homes, give them food, something to drink, clothes to wear and we should assist them to find directions.

3. a) There were some who helped strangers and welcomed angels.

b) When we assist strangers we are doing God's work and He is happy with us

4. B                      5. C

6. False                7. True

### **g) Helping in literacy work**

1. a) Encouraging those who are illiterate to go to school

b) Paying school fees to those who may not afford to raise it

c) They build schools to offer training

d) Preparing learning and teaching materials such as books, posters and charts

e) Sponsoring public schools

2. National Council of Churches of Kenya, World Vision in Kenya, Undugu Society

3. a) For them to be able to read and understand the Bible

b) To be able to read books and understand them. This could be useful for their development, for instance, health care books

4. C                      5. True                6. life

### **h) Our role in community work**

1. Community work involves working with other people in various activities for the good of the community, for instance, clearing bushes or digging pit latrines.

2. a) Digging pit latrines

b) Clearing bushes around homes

c) Visiting the sick and the needy

d) Cultivating and harvesting together.

e) Construction of schools and dispensaries

3. a) Visiting them

b) Taking care of their needs

c) Washing their clothes

d) Praying with them and for them

4. a) Helps people to exchange ideas

b) Helps people to know each other

c) Helps people to spend their leisure time well and avoid indulging in bad activities

d) Helps us to create good relations with others hence promotes peace and harmony

5. a) Respect, love, humility, patience, tolerance, unity, honesty, obedience





**f) Reasons for the birth of Jesus Christ**

1. B
2. He was born and named Jesus because He would save mankind from sin and bring eternal life to those who believe in Him
3. A            4. B            5. D

**g) Ways of celebrating Christmas**

1. Christmas is the day Jesus Christ was born
2. a) To remember the day Jesus was born  
b) To thank God for the gift of Jesus Christ

3. Jesus - came to preach the Good News to the poor  
Joseph - fled with baby Jesus and Mary to Egypt  
King Herod - wanted to kill baby Jesus  
Mary - remembered the shepherds' words about Jesus and kept them in her heart  
Shepherds - visited Mary, Joseph and baby Jesus in Bethlehem  
Angel - announced the Good News of Jesus' birth to the shepherds  
An army of angels - praised God at Jesus' birth
4. C                            5. B
6. manger

# ANSWERS TO MODEL PAPERS

## PAPER 1

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

## PAPER 2

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

## PAPER 3

- |      |      |      |
|------|------|------|
| 1. C | 2. A | 3. C |
| 4. A | 5. B | 6. C |
| 7. D | 8. A | 9. B |

- |       |       |       |
|-------|-------|-------|
| 10. C | 11. D | 12. C |
| 13. B | 14. A | 15. A |
| 16. D | 17. C | 18. B |
| 19. C | 20. D | 21. B |
| 22. B | 23. B | 24. C |
| 25. D | 26. A | 27. C |
| 28. A | 29. A | 30. D |

## PAPER 4

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

## PAPER 5

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