



**Premier Combined
Practice Book
Grade 4
Answer Book**

Premier Combined Practice Book Grade 4

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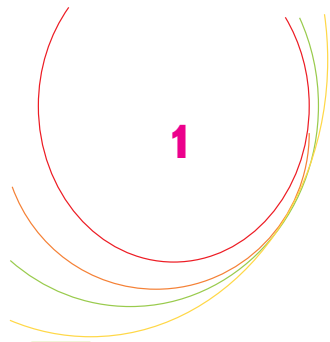


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Mathematics



Numbers

A. Whole Numbers

Place value and total value

1.
 - a. 8- ones
 - b. 2- ones
2- tens
 - c. 8- hundreds
4- tens
3- ones
 - d. 1- thousands
5- hundreds
7- tens
2- ones
 - e. 7- tens of thousands
3- thousands
4- hundreds
6- tens
8- ones
2.
 - a. ones
 - b. hundreds
 - c. tens
 - d. hundreds
 - e. tens of thousands
3.
 - a. 73658
 - b. 4350
 - c. 65839
 - d. 9603
4.
 - a. 57246
 - b. 56345
1.
 - a. 30
 - b. 9
 - c. 700
 - d. 6000
 - e. 80000
2. 31002, 51723, 71294, 21562.
3.
 - A. 6000
500
10
2

- B. 7000
0
90
1
4. 4215
5. 739
6.
 - a. 64
 - b. tens of thousands- 4
thousands- 8
hundreds- 2
tens- 3
ones- 5
 - c. 277
 - d. 14532
 - e. thousands- 5
hundreds- 1
tens- 4
ones- 0

Reading and writing numbers

1. Accept all correct answers
2.
 - a. Three hundred and twenty two
 - b. Four hundred and fifty one
 - c. Five hundred and twenty nine
 - d. Nine hundred and nine
3.
 - a. 21
 - b. 202
 - c. 404
 - d. 103
4.
 - a. 46
 - b. 502
 - c. 306
 - d. 919
5.
 - a. Nine hundred and fifty eight
 - b. Two hundred and sixty
 - c. 760

Ordering numbers up to 1000

1.
 - a. 5, 11, 67, 90, 406
 - b. 60, 112, 333, 444, 550
 - c. 10, 100, 200, 711, 811
 - d. 99, 199, 559, 908, 999
 - e. 100, 200, 300, 600, 900
2.
 - a. 95, 55, 35, 25, 15
 - b. 808, 440, 250, 248, 185
 - c. 985, 500, 309, 303, 287
 - d. 18, 16, 15, 13, 11
 - e. 890, 576, 460, 246, 221
3.
 - a. Friday
 - b. Thursday
 - c. 742, 759, 788, 801, 824

Rounding off numbers up to 1000 to the nearest ten

1.
 - a. 40
 - b. 40
 - c. 70
 - d. 80
2.
 - a. 100
 - b. 120
 - c. 110
 - d. 90
 - e. 140
3.
 - a. 95, 96, 97, 98, 99
 - b. 50
 - c. 60
 - d. 80

Factors up to 50

1.
 - a. 1, 3, 9
 - b. 1, 2, 4, 8, 16
 - c. 1, 2, 3, 4, 6, 8, 12, 24
 - d. 1, 2, 3, 5, 6, 10, 15, 30
 - e. 1, 2, 3, 4, 6, 8, 12, 16, 24, 48
2. 5 6 8 2 10 4 12
3.
 - a. 4
 - b. 6
 - c. 3

- d. 7
- e. 8

Multiples of numbers up to 100

1.
 - a. 28, 35, 42
 - b. 10, 12, 14
 - c. 15, 18, 21
 - d. 20, 25, 30, 35
 - e. 30, 40, 50
 - f. 55, 66, 77, 88
2.
 - a. 3, 6, 9
 - b. 6, 12, 18
 - c. 7, 14, 21
 - d. 8, 16, 24
3. 81
4. 30

Even and odd numbers up to 100

1.
 - a. 2 3 5 6 7
 - b. 33 34 36 37 38
 - c. 10 11 33 40 35
 - e. 17 18 20 21 22
2. 92, 94, 96, 98
3.
 - a. 21 30 43 55 70
 - b. 19 18 17 16 14
 - c. 88 99 77 66 55
 - d. 50 60 71 72 81
 - e. 15 16 17 18 20
4. 27, 29, 31, 33
5. Even
6. Odd number

Making patterns involving even and odd numbers

1.
 - a. 38, 44, 50
 - b. 80, 80, 100
 - c. 836, 848, 862
 - d. 33, 36, 39
 - e. 87, 100, 115
 - f. 142, 153, 166
2. 4, 8, 12, 16
3. 21, 24, 27, 30

Roman numbers

1.
 - a. I
 - b. IV
 - c. II
 - d. VI
 - e. IX
 - f. X
2.
 - a. 9
 - b. 1
 - c. 3
 - d. 4
 - e. 6
3.
 - a. II
 - b. IV
 - c. VI
 - d. VIII
 - e. X
4. John
5. Moraa

B. Addition

Addition of numbers with single regrouping

1.
 - a. 42
 - b. 741
 - c. 6532
 - d. 280
 - e. 219
 - f. 9407
 - g. 572
 - h. 8761
 - i. 10909
 - j. 6893
 - k. 819
 - l. 880
 - m. 3058
 - n. 5007
 - o. 4870
2.
 - a. 92
 - b. 7372
 - c. 1290
 - d. 7809

3.
 - a. 5252
 - b. 1242
4. 4274

Addition of numbers with double regrouping

1.
 - a. 2022
 - b. 6190
 - c. 2109
 - d. 4003
 - e. 3420
 - f. 8640
 - g. 9001
 - h. 6004
 - i. 5008
2.
 - a. 9294
 - b. 4016
3.
 - a. 10000
 - b. 9410
 - c. 6600
 - d. 8510

Estimating the sum by rounding off numbers to the nearest ten

1.
 - a. 50
 - b. 900
 - c. 370
 - d. 9480
 - e. 3670
 - f. 15440
2.
 - a. 340
 - b. 100
 - c. 830
3. 3330

Patterns involving addition up to a sum of 10000

1.
 - a. 82, 102
 - b. 72, 84
 - c. 201, 241
 - d. 427, 457
- 2.

- a. 400
 - b. 99
 - c. 28
 - d. 1050
 - e. 999
- 3.
- a. 75, 125
 - b. 524, 538, 580
 - c. 1630, 1660, 1690
 - d. 4556, 5556, 6556
- 4.
- a. 2000, 2050, 2100, 2150, 2200
 - b. 1180, 1424, 1668, 1912, 2156
 - c. 7700, 8700, 9700, 10700, 11700
 - d. 110, 121, 132, 143, 154
 - e. 200, 300, 400, 500, 600

C. Subtraction

Subtraction of numbers without regrouping

- 1.
- a. 12
 - b. 611
 - c. 2221
 - d. 3324
 - e. 7423
 - f. 1133
 - g. 2241
 - h. 1421
 - i. 144
- 2.
- a. 8012
 - b. 2345
- 3.
- a. 8760
 - b. 144
 - c. 2010
 - d. 8431
4. 2208
5. One thousand one hundred and twenty one

Subtraction of numbers with regrouping

- 1.
- a. 1576
 - b. 2080
 - c. 750
 - d. 308

- e. 9539
 - f. 9467
- 2.
- a. 304
 - b. 128
 - c. 639
 - d. 843
 - e. 4402
- 3.
- a. 3364
 - b. 553
 - c. 5092
 - d. 1095

Estimating the difference by rounding off numbers to the nearest ten

- 1.
- a. 30
 - b. 340
 - c. 3420
 - d. 700
- 2.
- a. 74
 - b. 83
 - c. 243
 - d. 1181
 - e. 20
 - f. 4491
 - g. 150
 - h. 222
 - i. 112
3. 260
- 4.
- a. 330
 - b. 20
 - c. 240

Patterns involving subtraction

- 1.
- a. 44, 33, 22, 11
 - b. 555, 444, 333, 222
 - c. 982, 980, 978, 976
 - d. 400, 300, 200, 100
 - e. 1077, 1076, 1075, 1074
2. 70, 65, 60, 55, 50
3. 878, 868, 858, 848
- 4.
- a. 640, 580, 520, 460, 400
 - b. 902, 842, 782, 722, 662
 - c. 828, 768, 708, 648, 588

- d. 939, 879, 819, 759, 699

D. Multiplication

Multiplication of a 2 digit number by multiples of 10

1.
 - a. 120
 - b. 2490
 - c. 320
 - d. 2940
 - e. 1120
 - f. 400
2.
 - a. 640
 - b. 60
 - c. 300
 - d. 2960
 - e. 710
 - f. 200
 - g. 600
 - h. 540
 - i. 990
3.
 - a. 170
 - b. 700
 - c. 140
 - d. 540

Multiplication of numbers without regrouping

1.
 - a. 68
 - b. 168
 - c. 305
 - d. 385
2.
 - a. 99
 - b. 208
 - c. 96
 - d. 714
 - e. 154
 - f. 84
3.
 - a. 129
 - b. 169
 - c. 147
 - d. 132
 - e. 726
4. 352

Multiplication of numbers with regrouping

1. 276
2.
 - a. 105
 - b. 364
 - c. 141
 - d. 338
 - e. 238
 - f. 1026
 - g. 312
 - h. 117
 - i. 258
3.
 - a. 510
 - b. 180
 - c. 162
 - d. 572
 - e. 486

Estimating the product by rounding off numbers to the nearest ten

1.
 - a. 400
 - b. 1400
 - c. 800
 - d. 12000
 - e. 1000
 - f. 800
2.
 - a. 400
 - b. 1500
 - c. 3200
 - d. 1500

Patterns involving multiplication

1.
 - a. 56, 70, 84
 - b. 40, 50, 60
 - c. 120, 240, 480
 - d. 44, 55, 66
2.
 - a. 10, 32, 64
 - b. 60, 120, 240
 - c. 80, 160, 320
 - d. 168, 336, 672
3. 6, 18, 54, 162, 486, 1458
4. 4, 16, 64, 256, 1024

E. Division

Division of numbers without a remainder

1.
 - a. 9
 - b. 10
 - c. 8
 - d. 11
 - e. 8
 - f. 10
2.
 - a. 4
 - b. 4
 - c. 8
 - d. 11
 - e. 6
 - f. 32
 - g. 17
 - h. 12
 - i. 8
 - j. 9
 - k. 13
 - l. 6
 - m. 24
 - n. 3
 - o. 10
3.
 - a. 4
 - b. 3
 - c. 2
 - d. 6

Division of numbers with a remainder

1.
 - a. 3 remainder 3
 - b. 16 remainder 2
 - c. 9 remainder 5
 - d. 9 remainder 1
 - e. 8 remainder 1
 - f. 6 remainder 3
2.
 - a. 17 remainder 2
 - b. 7 remainder 1
 - c. 6 remainder 6
 - d. 1 remainder 6
 - e. 7 remainder 4
 - f. 6 remainder 1
 - g. 5 remainder 7
 - h. 6 remainder 4

- i. 4 remainder 1
3.
 - a. 22, 1
 - b. 18, 0
 - c. 7, 7
 - d. 4, 2
 - e. 5, 2
 - f. 11, 4
4. 5, 3

Relationship between multiplication and division

1.
 - a. 24, 24, 4
 - b. 6, 10, 60
 - c. 72, 72, 3
 - d. 30, 30, 5
2.
 - a. $28 \times 3, 3 \times 28$
 - b. $6 \times 3, 3 \times 6$
 - c. $9 \times 4, 4 \times 9$
 - d. $5 \times 6, 6 \times 5$
 - e. $8 \times 4, 4 \times 8$
3.
 - a.
$$96 \div 6 = 16$$
$$96 \div 16 = 6$$
$$16 \times 6 = 96$$
$$6 \times 16 = 96$$
 - b.
$$48 \div 4 = 12$$
$$48 \div 12 = 4$$
$$4 \times 12 = 48$$
$$12 \times 4 = 48$$
 - c.
$$72 \div 8 = 9$$
$$72 \div 9 = 8$$
$$8 \times 9 = 72$$
$$9 \times 8 = 72$$

F. Fractions

Identifying numerator and denominator in fractions

1.
 - a. 6
 - b. 10
 - c. 5
 - d. 7
 - e. 9
 - f. 3
2.
 - a. 3

- b. 9
- c. 2
- d. 5
- e. 1
- f. 4

Representing fractions

1.
 - a. $\frac{2}{12}$
 - b. $\frac{3}{8}$
 - c. $\frac{1}{4}$
2.
 - a. $\frac{2}{7}$
 - b. $\frac{2}{4}$
3. Accept all correct answers

Types of fractions

1.
 - a. Proper fraction
 - b. Proper fraction
 - c. Proper fraction
 - d. Improper fraction
 - e. Improper fraction
 - f. Proper fraction
 - g. Proper fraction
2. Accept all correct answers

Converting improper fractions to mixed fractions

1.
 - a. $1\frac{1}{2}$
 - b. $1\frac{4}{12}$
 - c. $1\frac{2}{11}$
 - d. $1\frac{1}{3}$
 - e. $1\frac{1}{6}$
 - f. $1\frac{4}{6}$
 - g. $1\frac{3}{5}$
 - h. $1\frac{5}{9}$
 - i. $1\frac{1}{4}$
 - j. $2\frac{2}{3}$
 - k. $4\frac{1}{2}$
 - l. $1\frac{1}{8}$
2. Accept all correct answers

Converting mixed fractions to improper fractions

1.
 - a. $\frac{13}{5}$
 - b. $\frac{16}{7}$
 - c. $\frac{21}{4}$
 - d. $\frac{19}{12}$
 - e. $\frac{32}{12}$
 - f. $\frac{72}{11}$
 - g. $\frac{11}{7}$
 - h. $\frac{23}{3}$
 - i. $\frac{19}{3}$
 - j. $\frac{23}{2}$
 - k. $\frac{11}{4}$
 - l. $\frac{5}{4}$
2. Accept all correct answers

G. Decimals

Tenths and hundredths

1. Accept all correct answers
2.
 - a. $\frac{1}{10}$, 0.1
 - b. $\frac{3}{10}$, 0.3
 - c. $\frac{5}{10}$, 0.5
 - d. $\frac{10}{100}$, 0.1
 - e. $\frac{84}{100}$, 0.84
3.
 - a. 0.6
 - b. 0.4
 - c. 0.07
 - d. 0.03
4.
 - a. 0.16
 - b. 0.4
 - c. 0.07
 - d. 0.03
5. Accept all correct answers

Representing decimal notations as decimals and decimals as decimal notations

1.
 - a. 1.5
 - b. 0.12

- c. 0.1
- d. 2.7
- e. 3.58
- f. 4.0
- g. 0.3
- h. 0.6
- i. 0.2
- j. 0.23
- k. 0.9
- l. 0.75

- 2.
- a. $\frac{23}{100}$
- b. $\frac{93}{100}$
- c. $\frac{11}{100}$
- d. $\frac{63}{100}$
- e. $\frac{21}{10}$
- f. $\frac{206}{100}$
- 3.
- a. 0.75
- b. $\frac{2}{10}$
- c. 0.5
- d. $\frac{3}{10}$

Place value of decimals up to hundredths

- 1. Accept all correct answers
- 2.
- a. Tens
- b. Ones
- c. tenths
- d. Hundreds
- e. Hundredths
- 3.
- a. 0
- b. 1
- c. 7
- d. 2
- e. 6
- 4.
- a. 7
- b. 3
- c. 3
- d. 8
- e. 9

Ordering decimals up to hundredths

- 1.
- a. 0.01, 0.03, 0.08, 0.09

- b. 1.1, 1.25, 1.52, 1.78
- c. 0.1, 0.2, 0.3, 0.5
- d. 36.4, 42.5, 43.5, 45.2
- 2.
- a. 3.1, 3.0, 2.9, 2.5, 2.0
- b. 2.11, 1.2, 1.1, 0.9, 0.01
- c. 20.4, 19.4, 18.4, 17.4, 15.4
- d. 7.5, 6.5, 4.5, 3.5, 2.5
- 3. 90.2, 86.9, 86.8, 40.5, 36.7
- 4. a. 305.1, 305.3, 350.3, 350.8
- 5. a. 3.29, 2.92, 2.43, 1.89

H. Use of Letters

Representing unknown numbers using letters

- 1. Accept all correct answers
- 2. Accept all correct answers
- 3. Accept all correct answers

Forming expressions

- 1. $b + g$
- 2. $2k + 4s$
- 3. $8m$
- 4. $m + k$
- 5. $3x$

Simplifying expressions

- 1.
- a. $2m$
- b. $9z$
- c. $11m$
- d. $7k$
- e. $19w$
- f. x
- 2. $9y$
- 3. $15k$
- 4. $6f$

Measurement

A. Length

Centimetre as a unit of measuring length

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers

Changing metres to centimetres

1.
 - a. 100 cm
 - b. 700 cm
 - c. 322 cm
 - d. 800 cm
 - e. 325 cm
 - f. 500 cm
 - g. 981 cm
2.
 - a. 600 cm
 - b. 243 cm
 - c. 2000 cm
3.
 - a. 600 cm
 - b. 50 cm
 - c. 1400 cm
 - d. 120 cm
 - e. 300 cm

Changing centimetres to metres

1.
 - a. 1 m
 - b. 6 m
 - c. 7 m
 - d. 2 m
 - e. 9 m
 - f. 8 m
2.
 - a. 5 m 63 cm
 - b. 1 m 50 cm
 - c. 10 m 20 cm
3.
 - a. 42 m
 - b. 54.6 m
 - c. 3.35 m

Perimeter of plane shapes

1.
 - a. 62 m
 - b. 107 cm
 - c. 70 cm
 - d. 138 cm
2. Accept all correct answers
3.
 - a. 350 cm
 - b. 8 m

Addition involving length in metres and centimetres

1.
 - a. 80 m 00 cm
 - b. 5 m 77 cm
 - c. 1 m 20 cm
 - d. 67 m 20 cm
 - e. 37 m 24 cm
 - f. 7 m 65 cm
 - g. 9 m 90 cm
 - h. 39 m 40 cm
2.
 - a. 14 m 00 cm
 - b. 11 m 10 cm
 - c. 11 m 07 cm
3.
 - a. 400 m
 - b. 350 m
 - c. 450 m
4.
 - a. 5 m 23 cm
 - b. 68 m 57 cm
 - c. 754 m 04 cm

Subtraction involving length in metres and centimetres

1.
 - a. 6 m 55 cm
 - b. 3 m 43 cm
 - c. 1 m 86 cm
2.
 - a. 32 m 10 cm
 - b. 71 m 48 cm
 - c. 3 m 84 cm
 - d. 0 m 90 cm
 - e. 36 m 30 cm
 - f. 0 m 15 cm
 - g. 2 m 90 cm
 - h. 10 m 05 cm
3.
 - a. 72 cm
 - b. 6 m 32 cm
 - c. Staffroom
 - d. 1 m 60 cm
 - e. 39 cm

Multiplication involving length in metres and centimetres

1.
 - a. 29 m 07 cm
 - b. 18 m 08 cm
 - c. 32 m 70 cm
 - d. 77 m 16 cm
 - e. 320 m 13 cm
 - f. 43 m 52 cm
 - g. 125 m 04 cm
 - h. 1 m 15 cm
 - i. 44 m 44 cm
 - j. 32 m 45 cm
 - k. 25 m 36 cm
 - l. 25 m 86 cm
2.
 - a. 66 m 50 cm
 - b. 60 m 69 cm
 - c. 24 m 80 cm
3.
 - a. 120 cm
 - b. 101 m 85 cm
 - c. 334 m 80 cm

Division involving metres and centimetres

1.
 - a. 5 m 74 cm

- b. 3 m 69 cm
 - c. 6 m 31 cm
 - d. 3 m 4 cm
 - e. 2 m 19 cm
2.
 - a. 5 m 3 cm
 - b. 5 m 7 cm
 - c. 4 m 4 cm
 - d. 9 m 5 cm
 - e. 4m 6 cm
 - f. 4 m 1 cm
 - g. 3 m 7 cm
 - h. 6 m 5 cm
 - i. 5 m 3 cm
 - j. 7 m 3 cm
 3. 2 m 19 cm
 4. 67 m 30 cm

B. Area

Comparing area of different surfaces by direct comparison

1. Accept all correct answers
2.
 - a. Frog
 - b. Exercise book
 - c. Car
 - d. Cup

Calculating area by counting unit squares

1.
 - a. 5
 - b. 9
 - c. 72
 - d. 49
 - e. 24

Calculating area by multiplying rows and columns

1.
 - a.
 - i. 5
 - ii. 5
 - iii. 25 unit squares
 - b.
 - i. 6
 - ii. 3
 - iii. 18 square units
 - c.
 - i. 9
 - ii. 3
 - iii. 18 square units

- d. i. 8
ii. 3
iii. 24 square units

C. Volume

Working out volume by piling cubes and cuboids

1.
a. 54
b. 64
c. 10
d. 18
e. 48
f. 384
2. 40
3. 125

D. Capacity

1. Accept all correct answers
2.
a. 20
b. 10
c. 15
d. 2
e. 13

Measuring capacity in half litres

1.
a. 6 half litres
b. 13 half litres
c. 4 half litres
d. 2 half litres
2. 8 half litres
3.
a. $3\frac{1}{2}$ litres
b. 16 bottles

Measuring capacity in quarter litres

1. Accept all correct answers
2. 16
3.
a. $1\frac{1}{4}$
b. $1\frac{13}{16}$
c. 144
d. 25
4.
a. 2 litres

- b. 200 quarter litres
5.
a. 160 quarter litres
b. 480 quarter litres

Adding capacity in litres

1.
a. 25 L
b. 62 L
c. $1\frac{1}{2}$ L
d. 950 L
e. 7865 L
2.
a. 688 L
b. 9978 L
c. 218 L
d. 4154 L
3.
a. 23 litres
b. 418 litres
c. 8 litres

Subtracting capacity in litres

1.
a. 45 L
b. 144 L
c. $\frac{1}{4}$ L
d. 666 L
2.
a. 9L
b. 242 L
c. 829 L
d. 1888 L
3.
a. 38 L
b. 432 L
c. 321 L

E. Mass

Using a 1 kilogram mass to measure mass

1.
a. 3
b. 2
c. 1
2.
a. 4 kilograms
b. 1 kilogram

Using a half kilogram mass to measure mass

1. Accept all correct answers
2. $1\frac{1}{2}$
3.
 - a. 10
 - b. i. 6
ii. 20
iii. 5

Using a quarter kilogram mass to measure mass

1.
 - a. $\frac{3}{4}$
 - b. $\frac{1}{2}$
2. 48
3.
 - a. 17
 - b. 36
 - c. 20
 - d. 6
 - e. 8
4. $\frac{7}{8}$

Addition of mass in kilograms

1.
 - a. 43 kg
 - b. 3150 kg
 - c. 20 kg
 - d. 649 kg
2.
 - a. 70 kg
 - b. 619 kg
 - c. 119 kg
 - d. 806 kg
3.
 - a. 402 kg
 - b. 107 kg
 - c. 579 kg
 - d. 686 kg
4.
 - a. 124 kg
 - b. 454 kg
 - c. 3946 kg
 - d. 178 kg

Subtraction of mass in kilograms

1.
 - a. 332 kg
 - b. 56 kg
 - c. 1166 kg
 - d. 582 kg
2.
 - a. $\frac{2}{4}$ kg
 - b. 3 kg
 - c. 75 kg
 - d. 419 kg
 - e. 12 kg
3.
 - a. 2 kg
 - b. 33 kg
 - c. 224 kg
 - d. 9 kg

F. Time

Reading and telling time in a.m and p.m

1. Accept all correct answers
2.
 - a. p.m
 - b. p.m
 - c. a.m
 - d. p.m
 - e. a.m
3.
 - a. 8.05 a.m
 - b. 5.45 p.m

Estimating time in a.m and p.m

1.
 - a. a.m
 - b. noon
 - c. p.m
2.
 - a. noon
 - b. p.m
 - c. a.m

Changing hours to minutes and minutes to hours

1.
 - a. 2 hours
 - b. 40 hours
 - c. 11 hours
 - d. 3 hours

2.
 - a. 300 minutes
 - b. 60 minutes
 - c. 364 minutes
 - d. 295 minutes
 - e. 1220 minutes
3.
 - a. 120 minutes
 - b. 2 hours 25 minutes

Changing days to hours and hours to days

1. 24
2.
 - a. 120
 - b. 10
 - c. 288
 - d. 2
3. 128
- b. 480
- c. 576
4.
 - a. 720
 - b. 10

Changing weeks to days and days to weeks

1.
 - a. 28
 - b. 84
 - c. 19
 - d. 63
2.
 - a. 4 weeks 3 days
 - b. 4 weeks 1 day
 - c. 8 weeks 5 days
 - d. 8 weeks 4 days
3.
 - a. 13 weeks
 - b. 161 days
 - c. 6 weeks

Recording time duration

1. 3 hours
2. 1 hour 30 minutes
3. 7 hours 30 minutes
4. 3 hours
5. Accept all correct answers

Addition of units of time

1.
 - a. 8 hours 30 minutes
 - b. 13 days 30 hours
 - c. 13 weeks 19 days
 - d. 22 weeks 6 days
 - e. 14 hours 15 minutes
 - f. 15 days 24 hours
2.
 - a. 14 hours 15 minutes
 - b. 5 days 18 hours
 - c. 10 hours 19 days

Subtraction of units of time

1.
 - a. 13 hours 51 minutes
 - b. 5 days 15 hours
 - c. 20 hours 30 minutes
 - d. 2 weeks 2 days
 - e. 1 day 48 hours
2.
 - a. 1 day 55 hours
 - b. 45 minutes
 - c. 3 days

G. Money

Converting shillings into cents and cents into shillings

1.
 - a. 1500
 - b. 5500
 - c. 4000
 - d. 4700
2.
 - a. 8
 - b. 8
 - c. 15
 - d. 14
 - e. 21
3.
 - a. 8 shillings 70 cents
 - b. 12 shillings 50 cents
 - c. 1 shilling 95 cents
 - d. 1 shilling 45 cents
4.
 - a. 720
 - b. 15000
 - c. 12000

d. 4.50

Total cost of items in a shopping list

1. sh 420
2. sh 465
3. sh 220
4. sh 400
5. sh 555



Geometry

A. Position and Direction

Clockwise and anticlockwise turns

1.
 - a. Anticlockwise
 - b. Clockwise
 - c. Clockwise
2.
 - a. Clockwise
 - b. Anticlockwise

Clockwise and anticlockwise full, half and quarter turns

1.
 - a. 9.00
 - b. 12.00
 - c. 6.00
 - d. 12.00
2. West

B. Angles

Identifying an angle

1.
 - a.
 - i. PT, TQ
 - ii. T
 - iii. PTQ, QTP
 - b.
 - i. WP, WS
 - ii. W
 - iii. PWS, SWP
 - c.
 - i. DA, KA
 - ii. A
 - iii. DAK, KAD
 - d. i. JM, MK

ii. M

iii. JMK, KMJ

Angles in the environment

1. Accept all correct answers
2. Accept all correct answers

C. Plane Figures

Identifying plane figures

1. Accept all correct answers
2.
 - a. Rectangle
 - b. Circle
 - c. Triangle
 - d. Square
 - e. Oval
3. Accept all correct answers

Identifying lines of symmetry

1. a, d, e
2. Accept all correct answers

Making patterns

1. Accept all correct answers
2. Accept all correct answers

Properties of plane figures

1.
 - a. Triangle
 - b. Rectangle
 - c. Square
2. Accept all correct answers

Data Handling

A. Data

Recording information in a table

1. Accept all correct answers
2. Accept all correct answers
3. Accept all correct answers

Interpreting information in tables

1.
 - a.
 - a. 3
 - b. 5
 - c. 11
 - d. 8
 - e. 4
 - f. 9
 - b.
 - i. 3
 - ii. 9
 - iii. 27
 - iv. 40
2.
 - a. Accept all correct answers
 - b.
 - i. 47
 - ii. Ugali and chicken
 - iii. Rice and beans
 - iv. 25
3.
 - a. Accept all correct answers
 - b.
 - i. 30
 - ii. Cows and camels
 - iii. Goats
 - iv. Sheep

Assessment Tests

Assessment Test 1

1. Ones
2.
 - a. Twelve
 - b. Two hundred and sixty three
 - c. Five hundred
3. 76426
4. 16, 36, 61, 97, 238
5. 9807, 3008, 1382, 1051
6.
 - a. 80
 - b. 70
 - c. 40
7.
 - a. 600
 - b. 800
 - c. 1100
8.
 - a. IX
 - b. X
 - c. VII
9. 468
10. 189
11.
 - a. 38
 - b. 784
12. 987
13.
 - a. 430
 - b. 680
 - c. 20
14.
 - a. 8611
 - b. 47638
15.
 - a. 831
 - b. 211

16.
 - a. (1, 20), (2, 10), (4, 5)
 - b. (1, 36), (2, 18), (3, 12)
 - c. (1, 64), (2, 32), (4, 16)
17.
 - a. 500
 - b. 660
 - c. 330
18.
 - a. 100
 - b. 800
 - c. 200
19.
 - a. 10
 - b. 11
 - c. 9
20.
 - a. $\frac{1}{4}$
 - b. $\frac{2}{6}$
 - c. $\frac{1}{8}$
21.
 - a. $2\frac{15}{20}$
 - c. $3\frac{3}{12}$
22.
 - a. $\frac{13}{3}$
 - b. $\frac{31}{5}$
23.
 - a. 0.2
 - b. 0.07
24.
 - a. $\frac{35}{100}$
 - b. $\frac{57}{100}$
 - c. $\frac{68}{100}$
25.
 - a. 635 cm
 - b. 400 cm
 - c. 212 cm
26. 28 square units
27. 52 kg
28. 18
29. 8
30. Accept all correct answers

Assessment Test 2

1. Hundreds
2. One thousand five hundred and twenty four
3. 122418
4. 129, 192, 912, 921
5. 494, 379, 235, 126
6.
 - a. 30
 - b. 1430
 - c. 20
7.
 - a. 6600
 - b. 300
 - c. 400
8.
 - a. I
 - b. V
 - c. II
9.
 - a. 3243
 - b. 501
10. 987
11.
 - a. 20
 - b. 10
 - c. 620
12.
 - a. 5439
 - b. 10000
13.
 - a. 40
 - b. 140
14. a.m
15.
 - a. 37, 43, 49, 55
 - b. 910, 950, 990
16.
 - a. 300
 - b. 470
 - c. 1092
17.
 - a. 500
 - b. 1600
 - c. 1400
18.
 - a. 2
 - b. 13

- c. $10 \frac{2}{5}$
- 19.
- a. 8 remainder 6
- b. 9 remainder 1
20. Accept all correct answers
- 21.
- a. $\frac{10}{20}$
- b. $\frac{6}{7}$
- c. $\frac{9}{10}$
- 22.
- a. $1 \frac{2}{3}$
- b. $1 \frac{2}{5}$
- c. $1 \frac{2}{6}$
- 23.
- a. 0.06
- b. 0.3
- c. 0.8
- 24.
- a. $\frac{53}{100}$
- b. $\frac{72}{100}$
- c. $\frac{25}{100}$
- 25.
- a. 4 m 7 cm
- b. 1 m 25 cm
26. m - k
27. 2000
28. Accept all correct answers
29. Accept all correct answers
30. 2 kgs

Assessment Test 3

1. 7 hundreds 0 tens 3 ones
2. Two thousand two hundred and twenty two
3. 647
4. 16, 98, 222, 331
5. 72, 36, 30, 12, 8
- 6.
- a. 20
- b. 50
- c. 350
- 7.
- a. 500
- b. 3600
- c. 600
- 8.
- a. 4
- b. 5
- c. 7
- 9.
- a. 4162
- b. 6346
10. 5465
- 11.
- a. 10
- b. 60
- 12.
- a. 311
- b. 1020
- 13.
- a. 8058, 8558
- b. 368, 440
- c. 4370, 2480
- 14.
- a. 1610
- b. 1980
- 15.
- a. 3200
- b. 200
- 16.
- a. 6684
- b. 9793
- 17.
- a. 70
- b. 60
- c. 510

- 18.
- 4
 - 5
 - $11 \frac{5}{6}$
- 19.
- 7 remainder 3
 - 6 remainder 2
 - 7 remainder 2
- 20.
- $\frac{4}{8}$
 - $\frac{3}{4}$
 - $\frac{7}{10}$
- 21.
- $\frac{5}{9}$
 - $\frac{6}{12}$
 - $\frac{7}{12}$
- 22.
- $2 \frac{1}{5}$
 - $1 \frac{3}{4}$
 - $2 \frac{2}{3}$
- 23.
- $\frac{3}{10}$
 - $\frac{5}{10}$
 - $\frac{9}{10}$
- 24.
- $\frac{82}{100}$
 - $\frac{93}{100}$
 - $\frac{17}{100}$
25. 2
26. Accept all correct answers
27. $t + k$
28. $2 \frac{3}{6}$
29. 87 kg
30. Accept all correct answers

Assessment Test 4

- 6 hundreds 6 tens 7 ones
- Twelve
- 199
- 36, 61, 66, 86
- 3.64, 2.28, 1.44, 0.36, 0.27
- 70
 - 290
 - 3200
- 4100
 - 400
 - 400
- 460
- 22
- 680
- Accept all correct answers
- 10
 - 4
 - 7
- 2056
 - 6057
- 9, 12, 18
 - 18, 24, 30
 - 30, 40, 50
- 38, 52, 68, 86, 106, 128: (add consecutive even numbers)
 - 40, 48, 56, 64, 72: (Add 8)
 - 34, 45, 58, 73, 90: (Add consecutive odd numbers)
- 6607
 - 3502
 - 8803
 - 4771
 - 6498
- 1440
 - 3100
 - 4740
- 700 km
- 16, 4

20.
 a. 39
 b. 8 remainder 3
 c. 9
21.
 a. 8
 $8 \times 16 = 16$
 b. 4
 $4 \times 5 = 20$
 c. 7
 $7 \times 6 = 42$
22.
 a. $\frac{3}{7}$
 b. $\frac{7}{8}$
 c. $\frac{4}{5}$
23.
 a. $1\frac{3}{4}$
 b. $1\frac{4}{5}$
 c. $2\frac{1}{2}$
24. 420
25. 26 cm
26.
 a. 8 - tens
 9 - ones
 2 - tenths
 1 - hundredths
 b. 4 - ones
 4 - tenths
 2 - hundredths
 c. 1 - tens
 2 - ones
 6 - tenths
 7 - hundredths
 d. 2 - tens
 3 - ones
 4 - tenths
 5 - hundredths
27. Accept all correct answers
28.
 a. 6 m 94 cm
 b. 16 m 24 cm
29. 50 kg
30.
 a. 8g
 b. 9b - a
 c. $16l + 2j$

Assessment Test 5

1.
 a. 29113
 b. 6442
 c. 13908
2. Nine thousand six hundred and seventy seven
3.
 a. 500
 b. 5
 c. 50000
4. 8532, 61580, 9531
5. 76908
 6000
6.
 a. 70
 b. 780
 c. 90
7. 5, 2, 4, 10
8. 40, 15, 25, 60
9. 8681
10.
 a. 385
 b. 634
 c. 4834
 d. 1854
11. 420
12. 577
13. 9 litres, 5 litres
14.
 a. 54
 54, 3
 b. 25
 25, 5
15. Accept all correct answers
16.
 a. $\frac{1}{8}$
 b. $\frac{3}{4}$
 c. $\frac{1}{12}$
17.
 a. 770
 b. 2432
 c. 320
18. Accept all correct answers
19.
 a. 0.21, 0.44, 0.65, 0.89
 b. 0.28, 0.33, 0.41, 0.76

- c. 0.17, 0.39, 0.54, 0.85
- 20.
- a. 8 remainder 4
- b. 10
- c. 8
- 21.
- a. 8.03, 5.66, 0.12, 0.04
- b. 6.55, 1.78, 0.99, 0.48
- c. 1.73, 0.87, 0.28, 0.02
- 22.
- a. $10\frac{1}{24}$
- b. $6\frac{1}{24}$
- c. $8\frac{1}{24}$
- 23.
- a. 601
- b. 670
- c. 475
- d. 854
- 24.
- a. 3 hours
- b. 150 minutes
- c. 720 minutes
25. 6 hours 25 minutes
- 26.
- a. $12\frac{1}{100}$
- b. $31\frac{1}{100}$
- c. $45\frac{1}{100}$
27. 8 metres
- 28.
- a. 13 weeks 6 days
- b. 12 weeks 6 days
- c. 9 weeks 9 days
- d. 16 weeks 15 days
- 29.
- a. 1100
- b. 5 shillings 66 cents
- c. 8 shillings 71 cents
30. 16



English

The Family

A. Listening and Speaking

- cooking
 - playing
 - sweeping
 - cleaning window glasses
- family twin sibling home
 - father clan widow sibling
 - aunt cousin brother chores
- {t}
 - {d}
 - {v}
 - {t}
 - {f}
- sun, son
 - aunt, ant
 - two, too
 - fan, van
 - sea, see
 - trunk, drunk
 - ferry, very
- Dam
 - Farm
 - Twist
 - Vase
 - Tank
- The workers built a big dam to stop the river water from flooding the town.
 - We visited my uncle's farm and saw cattle, chicken and a big red tractor!
 - Be careful not to twist your ankle when running on the rocky path.
 - Mom put the flowers in a tall glass vase on the table.
 - The fish swam happily in their clean water tank.

B. Reading

- A male parent.
 - A place where the family stays.
 - The duties we do at home.
 - A child whose parents are dead.
 - A group of related families.
- bother
 - cousin
 - uncle
 - niece
- (chair, child, goose, van)
 - (drive, heat, sweet, swim)
 - (chores, create, father, widow)
 - (care, dream, drop, sister)
 - (breeze, cream, truck, twin)

- In Nairobi town.
 - Duties that are done at home.
 - A group of people related by blood.
A sister or brother to someone.
A child whose parents are dead.
Someone who is older than you.
Someone who is shy.

5.

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

C. Grammar in Use

- Nancy is **the** most beautiful girl in the villager. She has big brown eyes and slim legs. She has long black hair too. Nancy wears **a** beautiful smile every day. Her parents bought her **a** long blue dress and a white necklace to wear around her neck. Nancy's father is the village chief. He also keeps **an** ostrich at the farm.
- A
 - an
 - the
 - The
 - The
 - An/ The
 - A/ The
- A
 - The
 - A
 - The
 - the
 - An
 - An
- An egg
 - A book
 - The sun

D. Writing

Use the information to create a form.

Family Celebrations

A. Listening and Speaking

- Third bird nerd herd
 - Card far party dark
 - Toy boy coy coin
 - Prize kind find mine
 - Long leg leaf load
 - Road rib run read
- She ties a shiny pink ribbon around the birthday gift.
 - I always enjoy eating cake and dancing at parties.
 - We will celebrate my cousin's graduation this weekend.
 - Let's decorate the room with colorful balloons
 - We had a fun party with music, snacks and games.
 - Everyone had a cold drink after playing in the sun.
 - I need to pack my clothes for the sleepover.
 - The toy came in a big colorful box.
 - My little brother popped the balloon and laughed so hard.

B. Reading

- The children are having a birthday party celebration.
The children are enjoying the cake.
(Any other relevant sentence)
- A graduation ceremony
 - She was as happy as a king
 - (birthday, wedding)
 - For decorations
 - (pilau and chicken stew)

- as brave as a lion
as busy as a bee
ran as fast as a deer
as sweet as honey,
as silent as a grave

C. Grammar in Use

- Children b. boys c. knives d. spoons
e. houses f. toys g. monkeys h. plates
i. wolves j. mice
 - children b. gifts c. dishes d. Men
e. Fishermen f. Eggs g. girls, dresses.
 - a. goose b. knife c. potato d. berry
e. Mango f. foot
 - Construct sentences using plural forms.

D. Writing

A **birthday** is the most memorable day in every individual's life. It is a special **occasion** when family and relatives come **together** to **celebrate**. I was born in **any month, according to the learner**. My **parents** named me **any name**.

Last Saturday, I celebrated my **birthday**. My parents **invited** many guests, including my grandparents who live at the **countryside**. The birthday was very **special** because my parents hired my best musician to **perform** on my birthday. I smiled and danced with **joy**. All my friends were there. The **cake** was as sweet as **honey**. Everyone enjoyed.

- Search for well written compositions online and read them.

Etiquette

A. Listening and Speaking

- Excuse me, teacher, May I go out?
 - Sorry for hurting your leg.
 - May I have a rubber?
- Thank you
 - Excuse me
 - Welcome
 - I am sorry
 - Congratulations
 - May I
- Ben, borrow, bag
 - sells, shells
 - Pale, peg, fell, rain, fell
 - Sells red laces sale
- sorry
 - thank you
 - please
 - may
 - welcome
- Any relevant answer.
- Read the poem.

B. Reading

- Thank You, Sorry, Please
 - He snatched without permission
 - To pick up her purse that had fallen
 - She cursed him.
 - Because he was a rude boy
 - Request- An act of asking politely

C. Grammar in Use

- lot
 - a lot
 - a lot of
 - enough
 - enough
- Mum has **a lot of** work to do
 Wash, wipe, mop and mop
 It is **a lot of** work for her,
 Who can help my mother?
 Mother has enough troubles every
 day.
 The cry of baby, and **a lot of** noise
 from the harm
 My mother works **a lot**.

D. Writing

- Write letters of the alphabet in capital and small letters in a legible and neat handwriting.
- Copy and write the sentences in a neat and legible handwriting.

Accidents: First Aid

A. Listening and Speaking

- Write two sentences about what is happening in each picture.
- a. snail. b. tree c. sting d. stock
e. treatment
- Construct sentences using the words identified in (2).
- Tracy tried to treat Tricia.
 - Stella strained to steal the stock.
 - Snoopy snarled and sneezed at the snail
 - Terry travelled to Trinidad on Tuesday
 - Bill and Till bandaged Bill to stop bleeding.
- An enterprise planned to achieve something; extension beyond something; an estimate.
 - Manner in which a person behaves
 - Particulars of a place
 - Not willing to
 - Abandon
 - Material/ thing, to express opposition.
- Injury: Physical harm or damage to a person's body caused by an accident.
Bandage; Special piece of cloth hanged around an injury or a part where someone is hurt.
Hospital; A place where ill or injured people get treated.
First aid; Basic medical treatment given to someone immediately after an accident or when they are ill.

Emergency; A dangerous or serious thing that occurs suddenly or unexpectedly and requires immediate action.

Choke; Stop breathing because of a blocked throat.

B. Reading

- S- south b. W- west
 - N- north d. E -East
- Use Google Maps, with the help of your parents, to find:
 - Your nearest hospital
 - Your church
 - Your school
 - The local market
 - The nearest police station
- Fruits
 - She has eaten an unwashed fruit
 - She ate a dirty fruit
 - She was given medical treatment
 - We should wash fruits properly before we eat.
- Wajir county b. Machakos County
 - Kilifi, Taita-Taveta, Kwale.

C. Grammar in Use

- she b. they c. he d. they e. he
- mine b. hers c. his. d. theirs
e. yours.
- Sheila was collecting firewood. Suddenly, she stepped on a sharp object that hurt her leg. Blood was flowing from her right toe. Sheila screamed for help. Her mother quickly came and took her to the

Nutrition- Balanced Diet

nearest hospital.

She was treated and later on went home.

4. Make sentences using the given possessive pronouns

D. Writing

- Pamela
 - Emily
 - To wish her friend with a broken arm a quick recovery.
 - Kaloleni Primary School.
 - One.
 - Dear Emily.
 - On 4th August 2024.
 - Invitation to a birthday
- Write a friendly letter congratulating your best friend for his achievement.

PART B S.M.S

- Short message service
- It should be brief, clear, understood by the receiver, specific
- Write an S.M.S to your aunt inviting her to your birthday party.

A. Listening and Speaking

- Reading
- Marasmus
 - Water
 - Nutrition
 - Kwashiorkor
 - Habit
 - Deficiency
 - Plump
 - Thin
- Construct 5 sentences with “noun phrase would like to be”

B. Reading

- Look at the pictures and write two sentences of what you can see.
- Kwashiorkor
 - Meat, eggs, milk, beans
 - Anemia
 - Proteins, vitamins, carbohydrates
 - Look for other stories about healthy living from the internet and read them.

C. Grammar in Use

- taller
 - more beautiful
 - more important
 - more famous
 - more comfortable
 - more expensive
 - colder
 - healthier
-

Adj	Comparative	Superlative
narrow	narrower	narrowest
big	bigger	biggest
little	less	least
thin	thinner	thinnest
beautiful	more beautiful	most beautiful

3. a. Big, round b. Small, round
c. Large, square d. Wide, circular
e. Thin, circular f. Tall, fat
4. Describe the objects in your house using the adjectives of shape and size correctly.

D. Writing

1. a. as strong as an ox, as alike as two peas, as beautiful as a peacock,
b. Create your own narrative story about 'my first day at school'. It should be at least 80 words.
c. (c, a, e, b, d,)
2. a. grave b. bee c. razor d. snow
e. bat f. ice

A. Listening and Speaking

1. Reading.
2. Reading.
3. Reading.
4. Read the poem.
5. Construct questions using the words provided.

B. Reading

1. a. Email is an electronic mail or message that is sent online
b. Laptop or tablet and internet
c. Smartphone
d. True
e. They are easy to create, they are cheaper, and they are fast in communication.
f. No

C. Grammar in Use

1. a. many b. many c. much d. much
e. many f. much g. Many h. many
i. many
2. Construct sentences with many, much, some any
3. **Many** of my friends use you
Some know how to type
Some know how to watch
But **many** know how to play online games.

Much has been talked about you
Mr. Computer, you are a friend to
many
Do you have **any** enemies?

With some internet connection

Technology- Cyber Saftey

Many use you day and night
You can communicate with my aunt in
France
You are a best friend to **many**.

D. Writing

1. Get a wide range of photos online and use them to write a pictorial composition.

A. Listening and Speaking

1. Reading.
2. Uncle: Have you ever met a **stranger**?
Hamisi: Yes uncle, I met him yesterday.
Uncle: What did you do?
Hamisi: I **stared** at him for a minute.
Uncle: What happened next? You know
strangers don't **care**.
Hamisi: I ran on my **bare** feet, when
I saw his small yellow penknife
in his jacket.
3. a. Logged b. Sent c. Downloaded
d. Shared e. Did f. Posted
4. Watch online discussions on social media and hold a debate on whether social media is a good thing or a bad thing.

B. Reading

1. a. True
b. Someone else might use it against you.
c. Don't give the password to anyone, don't open emails from unknown sources,
2. a. One should not form an opinion or make judgement about something or someone based on appearance.
b. Family relationships are stronger than other relationships.
c. Implies that maintaining cleanliness leads to a more virtuous and godly life.
d. People who are desperate cannot afford to be picky.
e. Inquisitive behaviors can lead to trouble.

- f. Achieving success requires hard work, sacrifice and enduring discomfort.
3. Hard work pays.
The early bird catches the worm
As you sow, so shall you reap.

C. Grammar in Use

1. a. are b. is c. is d. is e. are
f. are g. is h. is i. is
2. Any sentence with the format is/ are + main verb in -ing form.
3. Any sentence with the format was/ were + main verb in -ing form.

D. Writing

1. a. Ali and Angela are playing a video game.
b. Mrs. Nyabuto is sending an email.
c. Tom and Sharon are downloading photos from the internet.
d. Teacher Jane advised us not to chat with strangers.
e. We are sharing posters on computer safety.
f. River Yala is a big river in Kakamega County.
g. Nairobi is the capital city of Kenya.
h. Sanaipei is sharing pictures online.
i. They are chatting with a stranger.
2. a. Today is Monday.
b. Ken lives in India.
c. I will buy a phone for Atieno
d. You can sell pictures in the streets of Nairobi.

A. Listening and Speaking

1. Reading
2. Reading
3. a. animal or plant waste used as fertiliser
b. hand tools used in the farm
c. a garden of fruits
d. the one who plants crops and keeps animals
e. unwanted plant
f. the animals we keep at home
4. a. Watering b. Planting c. Harvesting
d. Weeding e. Fruit f. Wastage
g. Tools

B. Reading

1. a. Mbeke
b. Taita Taveta County.
c. Chicken, Rabbits
d. A wholesaler is a person or company that buys goods in large amounts from producers or manufacturers and then sells them to retailers, not directly to customers.
A retailer is someone who sells goods directly to customers, usually in small amounts.
2. Using the internet, read or listen to audios related to the topic 'the farm'
3. She'd, you've, I'm, I'll

C. Grammar in Use

1. a. I am – I'm
b. I have – I've
c. She has- she's
d. You are-you're
e. You will-you'll

- f. She would –she'd
 g. They will- they'll
 h. He had-he'd
 i. Have not- haven't
- Write 5 sentences using the contracted forms
 - a. Positive b. positive c. positive
 d. negative e. negative f. positive
 g. negative.
 - a. I haven't harvested the crops
 b. Grace can't milk a cow.
 c. He does not like wild animals.
 d. Father is not weeding on the farm.
 e. Salim is not feeding the hens.

D. Writing

- (b,d,a,c,e)
- Write an interesting narrative composition about: our farm. Use similes to make the narrative interesting.

A. Listening and Speaking

- Reading
- a. tough, half, coughed, fight, life, sincere, stared enough, sighed, said, His hair, hold, fell
- Form and say words with the sounds:
- a. razor b. signs. c. spread d. care
 e. medicine

B. Reading

- a. HIV virus
 b. Immune system
 c. HIV positive
 d. The virus uses these cells to create more copies of the virus. In doing so, HIV destroys the cells and reduces the body's ability to combat other infections and diseases.
 e. White blood cells circulate around the body to detect infection and faults in other cells.
- Construct sentences with the words.

C. Grammar in Use

- a. Carelessly. b. loudly c. slowly.
 d. cautiously. e. honestly f. merrily.
- Honestly (manner)
 At school (place)
 Eagerly (manner)
 Now (time)
- Read the words and use them to construct sentences
- a. outside b. near c. inside
 d. around e. abroad.
- a. noon –adverb of time
 b. joyfully–adverb of manner
 c. yesterday –adverb of time

Hygiene and Sanitation

- d. top—adverb of place
- e. carefully —adverb of manner

D. Writing

1.
 - a. Tom, Mary and Hellen all have failed.
 - b. He saw monkeys, zebras and chimpanzees at the zoo.
 - c. Tweezers, razorblades and needles are all sharp objects.
 - d. Coughing, weight loss and diarrhea are some common signs of HIV.
 - e. Kenya, Tanzania and Uganda are all in East Africa.
2.
 - a. Do you always wash your hands?
 - b. Football, basketball and netball are all outdoor games.
 - c. Do you share the sharp used razor blades?
 - d. Red, orange and yellow are all beautiful colors.
 - e. When she got home, her mother had gone to fetch water.
 - f. Do you know about HIV/AIDS?

A. Listening and Speaking

1. Reading
2.

a. bottle	b. onion	c. breath
d. age	e. bin	
3.
 - a. Always flush the toilet after using.
 - b. Scrub and mop the floor.
 - c. Pour hot ashes on the floor of the latrine to keep germs off.
 - d. Cover the hole of the latrine to keep the smell away.

B. Reading

1. Reading
2.
 - a. Healthy habits of Kokuro
 - b. In the land of Kokuro
 - c. The families
 - d. The children took good care of the environment.
 - e. Dirty water after doing their laundry.

C. Grammar in Use

1.

a. and	b. but	c. so	d. or
e. yet			
2. Construct sentences using the conjunctions.
3. and, for, and, or

D. Writing

1.
 - a. She is loving, supportive, and caring.
 - b. She would sneak from her class to go check if she was fine, she helped Melisa write her first name, she helps her to do homework at home.
 - c. accept any relevant answer.
 - d. The introduction, body and conclusion.
 - e. My sister and my friend

Sports: My Favourite Game

2. Write a descriptive composition about 'my teacher'.

A. Listening and Speaking

1. Reading.
2. Look at the pictures and identify the games being played.
3.
 - a. Because he believed they made him run faster.
 - b. The large crowd of students cheering frightened him.
 - c. On a tree in the backyard.
 - d. Juma's shoe slipped off.
 - e. Remembered what his coach always told him and ran as fast as she could.
 - f. Juma felt disappointed.

B. Reading

1. Using a digital device, read more about football on the internet and write down five sentences on what you discovered.
2.
 - a. Sports Day.
 - b. Yellow
 - c. Tug of war
 - d. Because she plays, laughs and works with others.
 - e. She used words of encouragement like, "Alright yellow team, let's do our best"
 - f. we learn that working as a team and supporting each other makes teamwork enjoyable.
 - g. accept any relevant answer.
 - h. Answer accordingly.
 - i. By calling their names
Clapping and cheering.
Holding up signs with their names or positive messages.

C. Grammar in Use

- a. Where b. Whose c. How
d. When e. Who f. What
- Construct sentences using the words
- a. Whose b. What c. Where
d. Who e. Where

D. Writing

- Listen to the words your teacher will read to you and write them correctly.
- Construct sentences using the words.
- a. writing b. environment
c. until d. friend e. surprise
f. truly g. argument
- a. forty b. grammar
c. calendar
d. February e. obedience
f. height

5.

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

A. Listening and Speaking

- Reading
- Reading
- Sw –sweep
Cl – clean up, classrooms, cleanliness
Pr- proved, primary , protect
Gr- groups, grass
 - The grade 4 learners
 - To make the work easier and faster,
 - To use rakes to remove rubbish and drain stagnant water, to cut the long grass behind the classrooms, trim the fence, and sweep the compound.
 - Sweep, scrub and mop the floor tiles.
- a. yes b. no c. yes d. yes

B. Reading

- Keeping the environment clean.
 - Cleaning, planting trees, sweeping, cleaning, dusting and mopping the floors.
 - Clean and green.
 - Everyone
 - Cleanliness is next to godliness.
- Write 5 things you do at school to keep the environment clean.
- Two hands are better than one
 - A stitch in time saves nine
 - Better safe than sorry
 - Prevention is better than cure
 - Charity begins at home
 - Better late than never
 - Change is as good as rest
 - Practice makes perfect

Money

C. Grammar in Use

- | | | |
|---------|---------|---------|
| a. have | b. have | c. have |
| d. has | e. have | f. have |
| g. has | h. has | |
- | | |
|-----------------|----------------|
| a. have swept | b. has planted |
| c. have drained | d. has gone |
- | | |
|-------------------|---------------|
| a. had used | b. had mopped |
| c. had cultivated | d. had swept |
- Construct sentences in the past perfect tense using the words.

D. Writing

- Write a diary about the things you did at school last week.
- Give the diary to your friend to read for feedback.

A. Listening and Speaking

- | | |
|------------------|----------------|
| a. Government-n | b. Debt -b |
| c. Environment-n | d. Parking -r |
| e. Borrow -w | f. Business -u |
| g. Market -r | |
- Reading
- | | | |
|------------|-------------|-----------|
| a. parking | b. money | c. taxes |
| d. profit | e. business | f. credit |
| h. income | | |
- The box was very heavy but I carried it.
 - The journey was long but I reached on foot.
 - The match was tough but we still won.
 - The boy was hurt but he did not cry.
- Construct sentences using the words.

B. Reading

- | |
|--|
| a. Naivasha |
| b. Selling and buying of goods. |
| c. Withdraw money |
| d. The market was congested because there were many businessmen and many people were buying from them. |
| e. Because he parked his wrongly. |
| f. amount- quantity |
| proceed- go ahead with. |
| trip- journey. |
| congested- crowded. |
- Search for articles from different magazines or newspapers and read the stories that interest you. Narrate the stories to your classmates.

C. Grammar in Use

1. a. on b. next to c. in d. under
2. a. on b. outside c. under d. in
3. In, Inside, On, Under, Around
4. a. into b. along c. over
d. through e. to
5. a. across b. through c. beside

D. Writing

1. Construct sentences using the words.
2. a. bigger b. borrow
c. sell d. account

Assessment Test 1

1. a. Friend b. caregiver c. twins d. Chores e. relatives
2. a. Few, view b. tie, dye c. try, dry d. Fair, dare
3. a. Siblings are children born by the same parents.
b. Their parents died.
c. Their relatives
d. They live in a big home.
e. Their aunt and uncle
4. a. An umbrella b. A ball
c. An orange d. The moon
5. a. I saw a dog. The dog was very big.
b. The moon shines at night. It helps us to see in the dark.
c. A carpenter makes wooden furniture. The table he made is very firm.
d. Our teacher gave us an exercise. The exercise was difficult.
e. He ploughs with an ox. The ox looks very strong.
6. a. D.O.B b. Answer appropriately
c. Capital letters
7. a. Birthday b. balloon c. celebrate
d. Graduation e. wedding
- 8.
9. a. People dance a lot during wedding celebrations.
b. My birthday had a big cake.
c. My aunt brought me a gift during Christmas.
d. We had a feast during the family get together.
e. Karani's graduation was a colorful ceremony.
10. a. elves b. calves c. loaves d. wolves
e. leaves
11. a. Thank you b. sorry c. Please
d. Welcome
12. a. u b. l c. b d. r
e. b f. t g. b h. t
13. Write a friendly letter following the instructions given.
14. c, a, b, d.
15. Reading.
16. a. hers b. his c. mine d. yours
e. ours
17. a. more dangerous b. more serious
c. more amazing d. more qualified
e. more blessed
18. Write an SMS to your parent or guardian following the instructions given.
19. a. The car is faster than the bicycle.
b. The football is bigger than the tennis ball.
c. The pencil is longer than the pen.
20. a. North b. East

PERSONAL DETAILS

First name	Second name	Surname
Name: Natalie	Mali	Ratiyo
Date of Birth (D.O.B): 3rd March 2008		
Grade: Four		
Village: Gembe		
Estate: Jamri		
County: Nakuru County		

SCHOOL DETAILS

School: Bidii Primary School
Head Teacher: Mrs. Kimari
Class Teacher: Mrs. Rehema

Assessment Test 2

1.
 - a. Click on the email you want to read to open it.
 - b. Have you checked your inbox yet?
 - c. The email I sent you went to the outbox.
 - d. You should type fast to finish your homework on time.
 - e. We can search for information on any topic on the internet.
(Any correct sentences)
2.
 - a. The teacher has arrived.
 - b. All my family is helping today with the decorations.
 - c. A car and a bike are my means of transport.
 - d. My aunt or my uncle is available today.
3. **THE PICTORIAL COMPOSITION WRITING COMPETITION**

The pictorial composition writing competition was *as easy as abc*. I wrote the best one I could. I enjoyed writing it on my computer and saving the file in a folder. I sent it to the teacher through her E-mail address. At the end of the day, she had already replied to all of us with the results of the competition. I was the winner. When she came to class the next day, she called me to the front. I walked *as fast as lightning*. I received my laptop gift with a broad smile.
4.
 - a. over
 - b. inside
 - c. across
 - d. along
 - e. behind
5. Write down a story following the given instructions.
6.
 - a. planting
 - b. weeding
 - c. harvesting
 - d. watering

7. Juma went to play in the rain. He did not wear warm clothes. He ran, jumped, rolled and slid in the mud. He was tired when he got home. "Oh Juma! You look tired and dirty, you have a cough and are shivering. Why did you not take care of yourself during play? You will need to see a doctor. Remember to wear warm clothes in the rain next time."
8.
 - a. egg
 - b. ball
 - c. dinner
 - d. follow
 - e. dress
9. **CHEEKY MANU**

Manu went to the chemist to buy medicine. He asked the pharmacist to give him panadol, aspirin, cetrizine and a razor blade. The pharmacist asked "What is the razor blade for?" Manu said "My mother told me to buy a razor blade as well. It will be used to cut a hanging skin on her leg. She fell down and the skin peeled off." The pharmacist laughed and gave him everything he had asked for.
10.
 - a. He isn't harvesting the tomatoes.
 - b. They aren't eating a balanced diet today.
 - c. I won't fence the farm.
 - d. He wasn't watering the plants well.
11.
 - a. Sports day
 - b. i. football ii. Netball iii. Races
 - c. i. They help to develop the body.
ii. They help to strengthen the muscles.
iii. They help to develop communication, collaboration and language skills.
 - d. They have made Kenya known worldwide.
12.
 - a. I ate a balanced diet.
 - b. She plays for the school netball team.
 - c. Kato jumped with joy.

- d. They write neatly in their books.
e. She stood upright during the assembly.
13. a. Time waits for no man.
b. Beggars cannot be choosers.
c. Curiosity killed the cat.
d. As you sow, so shall you reap.
e. An apple a day keeps the doctor away.
14. a. Dec b. Kizito Pry Sch
c. Dr d. Jr e. St
15. a. Is your brother on Twitter?
b. My mother has a mobile phone.
c. Oh my! I forgot my password.
d. This is Susan's computer.
e. My phone has Facebook, Twitter, Instagram and Whatsapp.
16. Kuna went **to** the supermarket. He had his shopping list **in** his pocket. He removed his list and searched for the items. The items were neatly arranged **on** shelves. He put each item **in** the basket. Some items were **under** others. He went and made a queue **behind** other shoppers. When his turn came, he paid the money **over** the counter. He went back home and enjoyed the rest of the afternoon.
17. a. domestic animals b. orchard
c. vegetables, farm d. farm tools
18. a. duckling b. kid c. calf d. chick
e. kitten
19. a. Farmer Tom was not very rich.
b. We are not going to the farm.
c. The cow is not very big.
d. The chicken were not laying eggs.
e. She cannot milk the cows.
20. b. Gitonga woke up to milk the goat.
d. He looked around the fence but could not find Peps, their only goat.
e. He went back shouting and calling his mother.
- c. His mother came out looking very worried. They went around the home.
a. The goat was on the farm enjoying its favorite grass.

Assessment Test 3

1. a. When Ken fell and injured his knee, he was taken to the hospital.
b. I walk home from school every day.
c. She was on the way to the shops when she realized she had forgotten the money.
(Any correct sentences)
2. a. Sleeping - night
b. Taking supper - evening
c. Waking up - morning
d. Shortest shadow - noon
3. a. shave b. pierce c. cough
d. razor blade e. diet
4. a. Calm b. Lamb c. Debt
d. Government
5. a. beautifully b. politely c. thoroughly
d. loudly e. slowly
6. b. I will handle a needle, razor blade and tweezer with care.
c. What is tuberculosis?
e. Where do you buy medicine?
7. a. Behind the house
b. cows, goats, sheep, horses, hens, ducks and rabbits
c. The farm is supplied with manure.
d. spades, jembes, slashers and panga
8. a. acceptable b. accommodate
c. acquire d. receive e. address
f. almost g. annually
9. a. and b. so c. but d. for e. or
f. yet g. nor
10. Momanyi will not plant a fruit tree. He will not water the plant. He does not have a watering can. The plants will not grow strong and healthy
11. a. i. As clean as a whistle
ii. As tall as a giraffe

- b. When people work together, they can accomplish great things.
12. Watch a video of the 'Women's World Cup 2019 Finals' and answer the given questions.
13. a. competition b. whistle c. referee
d. exercise e. athletics
14. a. vacuum b. money c. across
d. biscuit e. ninth

15. THE SCHOOL PRESIDENT'S BRIEFING

“Good morning captains. I have called you here because I have something very important to say. I know you are all aware that we are in the second term of the year. It is the term **when** we usually have our sports day. The objective of this meeting is to make plans for our big day. I would like us to make suggestions on **when** we should hold the sports day. **When** do you think is the best day?” The school president asked. “I think the second Friday of next month would be good,” Sally, the captain of Red House, said. “That’s fine with us,” all the other captains said. “**Where** would you like us to hold the sports day? Is it in the junior school field or the senior school field?” The president asked. “The junior school field will be fine,” Allan, the Blue House captain said. “**What** are some of the games that you would like us to engage in?” The president asked. “Races, football, dancing chairs, balloon bursting and skipping rope,” the captains shouted. “**Who** is going to plan for each game?” The president asked. “Each captain will be in charge of a game,” the captains said. “Go and prepare your teams for the competitions. It is my expectation that you are going to present the best teams,” the president said. “Sure, we will,” the captains

said together. "You may now dismiss," said the president. "Before you leave, someone has left their sweater. Whose is it?" He asked. "It is Henry's, the Yellow House captain," the captains chorused. They all laughed as they left the meeting.

16. a. have b. has c. have d. have e. has
17. a. money
18. a. The airplane is flying above the houses.
b. He came in through the window.
c. My friend is seated beside me.
d. He walked to school.
e. Sasha walked on the bridge across the river.
f. The bank is between the tall buildings.
19. Match accordingly.

Assessment Test 4

1. a. We ate dinner at 7.30 o'clock.
b. Martin loves the cartoon channel on the television.
c. I got a new dress for my birthday party.
d. Mother asked us to collect the rubbish in the compound.
e. You should swallow food slowly to avoid choking.
(Any correct sentences)
2. a. had cried b. had eaten
c. had swept d. had slashed
3. a. i. We buy items ii. We pay rent
iii. We pay tax iv. We eat and drink
b. i. salary- money that employed people get at the end of the month.
ii. tax - money that is deducted from people's income by the government.
iii. flourishes- does well.
iv. profit- money gained in business.
v. loss- money lost in business.
vi. rent- money people stay to live in a house that does not belong to them.
4. a. medicine b. cough c. blood
d. razor blade e. shave
5. Mwala is an **honest** boy. He sells his goods at the **market** at a fair price. He is also a good listener and talks to his customers well. People love to buy things from him. One day he hopes to sell his wares to the **government** and build a **castle** for his parents.
6. a. sell b. loss c. collect d. borrow
e. business
7. a. Who is the best footballer in the team?
b. What are you doing?

- c. Whose whistle is the loudest?
 - d. When are we visiting the stadium?
 - e. Where are we going for the Olympics?
(Any correct questions)
8. a. What are the signs of malaria?
b. What is the prevention for AIDS?
c. What is the cure of tuberculosis?
d. Whose death was announced yesterday?
e. Where has the corona virus spread the most?
9. a. everywhere b. here c. outside
d. anywhere e. hospital
10. a. It is about making the environment clean.
b. To encourage people to keep their surroundings clean.
c. i. We should sweep and drain stagnant water.
ii. We should collect and pick up all the litter and throw it in the dustbin.
iii. We should plant very many trees.
iv. We should clear bushes.
- d. i. clean place ii. sweep iii. drain
iv. collect v. pick vi. throw vii. Plant
11. Using the internet:
a. Write the name of your favorite football player.
b. Write a place you would take your netball team for a tour.
c. A referee is the person who ensures that the rules of a game are followed.
d. In a court.
e. Early in the morning or evening
12. a. Did Milan download the application?
b. I cannot trust a stranger.
c. It is good to have a mobile phone, desktop, computer and laptop.

- d. Mr Baraza, Ken, Musa and Karimu have laptops in their classrooms.
 - e. Oh my! Why did you post such a hurtful comment?
13. Kimani came running, panting and sweating. He almost got late for the community clean-up event. “**Better late than never**,” he said. On his way out, he had seen a crack on the wall of his cowshed and decided to repair it, for **a stitch in time saves nine**. He wished that his younger brother was on holiday, so they could help each other for **two hands are better than one**. He finished repairing the cowshed as fast as he could. He did not want to miss the clean-up event, and indeed he made it for **where there is a will, there is a way**.
14. a. He doesn't have a book.
b. They didn't visit the farm.
c. They won't have lunch near the cowshed.
d. They aren't using a stick to dig.
e. She isn't feeding the chicken.
15. Write a short descriptive composition on the proverb, 'No pain no gain'.
16. a. sells b. profit c. money
d. parked e. credit
17. a. He weeded the farm.
b. You will eat vegetables today.
c. They have planted using manure.
d. She is using a farm tool now.
18. a. diarrhea b. faeces c. sanitation
d. infection e. dirty
19. s sh
a. sell sheep
b. soft dish
c. sun shirt
(Any other correct words)
20. a. b - ball b. g - girl c. a - apple
d. s - sit e. t - top f. d - dog

Assessment Test 5

1. a. razor blade b. cough
c. shave/ share d. prevention e. blood
2. round and round - adverb of manner.
early - adverb of time.
morning - adverb of time
3. Across
a. football
b. lose
c. netball
Down
a. field
b. referee
c. captain
d. coach
4. a. island b. market c. honest
d. government e. park
5. a. The story is about Katia and her brother, Kim, who were orphans but succeeded in life because of hard work.
b. She sold sweets at the local market using the money she got from begging passersby.
c. She expanded her business and started selling fruits and vegetables.
d. Yes. He worked very hard in school and helped his sister to grow her business until they became the richest people in the area.
(Any correct reasoning)
e. They invested their money to grow their business until it was very successful.
f. Answer with your own thoughts.
g. Where there is a will, there is a way.
(Any correct reasoning)
h. i. source of income- what people do to get money
ii. donations- items such as foodstuff and clothes given to people who are needy.
iii. begged- asked money or food humbly from passersby for charity.
iv. business- the activity of selling products or services for money.
v. budget - a plan on how to use money
vi. saved- store for future use.
vii. withdrew- removed from a bank account.
viii. invested- put money into something with the hope of making a profit.
ix. loans- money that is borrowed to be returned with interest.
x. interest - money charged on a loan.
i. a. Her source of income is selling clothes.
b. The children's home received many donations of food and clothes.
c. Kimani always begged for money on the street.
d. Father began a business of selling charcoal.
e. I always budget for my pocket money.
f. I have saved 3000 shillings in my piggy bank.
g. The lady withdrew all the money from her bank account.
h. I have invested part of my savings in rearing rabbits.
i. Most people borrow loans to start a business.
j. The money I put in my junior savings account at the bank has earned interest.

- (Any correct sentences)
6. a. Orphan- a child whose parents are dead.
 - b. Sister-in-law- The sister to my husband or wife.
 - c. Elder- A respected person in the community, who is often old in age.
 - d. Twins- Two children of the same parents, who are born on the same day.
 - e. Ancestor- An old person from whom someone is descended.
7. a. I am not going to the market.
I aren't going to the market.
 - b. It is not a big farm.
It isn't a big farm.
 - c. I do not have a juicy fruit.
I don't have a juicy fruit.
 - d. I will not plant flowers in the orchard.
I won't plant flowers in the orchard.
 - e. They are not milking the cows.
They aren't milking the cows
8. a. tw - twig, twin
 - b. t - today, tomorrow
 - c. d - dog, den
 - d. f - far, fetch
 - e. v - van, view

- (Any other correct words)
9. a. lvy
 - b. i. cousins ii. aunt iii. uncle
 - c. i. They helped her get out of the room, holding her hand and supporting her carefully.
 - ii. Her aunt sent for a wet cloth, and they placed it on her forehead.
 - iii. Her uncle came with a vehicle and transported her to the hospital
 - d. i. He examined lvy.
 - ii. He gave her anti-malarial drugs

to take without fail.
iii. He advised her to get a lot of rest and take a lot of water.

10. a. A swimming pool
 - b. An ice-cream
 - c. An eye
 - d. A desk
 - e. A bag
11. Fill in the given form with information about your pet.
 12. Write the first paragraph of the composition, 'My birthday' using the questions given as a guide.
 13. a. party parties b. man men
 - c. child children d. foot feet
 - e. loaf loaves f. spy spies
 - g. baby babies h. brush brushes
 - i. ribbon ribbons j. louse lice
14. a. May I go home?
 - b. Excuse me, I would like to pass.
 - c. You are welcome to our house.
 - d. Pardon me for stepping on you.
 - e. Congratulations on winning the race.

- (Any correct sentences)
15. a. a lot of b. a lot c. a lot of
 - d. a lot e. a lot of
 16. a. some b. much c. many
 - d. any e. many
 17. a. fl- flag, fly, flea
 - b. bl- blanket, blow, blast
 - c. pr- priest, prey, pray, prick
 - d. tr- tree, trench, triangle, truth, trap
 - e. sc- scale, score, scatter
 - f. ph- graph, phone, elephant, photograph
 - g. gh- enough, rough, tough

18.

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

19. a. computer b. laptop

 c. mobile phone d. tablet

20.a. Sunday b. Mister c. October

 d. Street



Kiswahili

Nyumbani

A. Kusikiliza na Kuzungumza

Matamshi bora

Sauti p, b, t, d, k, g, ch na j

1. Mwanafunzi atamke silabi kwa ufasaha.
2. Mwanafunzi asome maneno ipasavyo.
3.
 - a. panda, banda
 - b. taka, daka
 - c. kingi, gingi
 - d. mchuzi, juzi
 - e. pasi, basi
 - f. chozi, jozi
 - g. chana, jana
 - h. chini, jini
 - i. mkuu, mguu
4. Mfano;
 - a. pata, bata
 - b. tai, damu
 - c. kuku, gugu
 - d. chini, jini

(Kubali majibu mengine sahihi)

5.

Neno	Maana
a. Sebule	Chumba cha kupokelea wageni na kuzungumzia.
b. Tendegu	Mguu wa kitanda.
c. Neti	Chandarua cha kuzuia mbu wasikuume unapolala.

d. Tumbuu	Chombo cha chuma kinachowekwa kwenye mhimili wa mlango.
e. Mafiga	Mawe matatu yanayotumika kupika jikoni.

Vitanzandimi vya silabi za sauti p, b, t, d, k, g, ch na j

1. Vitanzandimi ni mafungu ya maneno yanayokaribiana kisauti na yanayotatanisha kimatamshi.
2.
 - a. Husaidia watu kuimarisha matamshi ya watu.
 - b. Huburudisha na kukuza ufahamu wa misamaiati ya lugha.
3. Mwanafunzi aweze kusoma vitanzandimi kwa ufasaha na kwa kasi inayofaa.
4.
 - a. Chaja ile ilinunuliwa na jaji Chacha ili kutia chaji.
 - b. Mtoto aliyevaa koti lilofika gotini alianguka na kuumia goti.
 - c. Kitaka alitaka kudaka mpira uliopigwa na Gataka.
 - d. Baba aliziba ufa uliokuwa kwenye paa.
 - e. Bibi alinunua pipi mbili.
 - f. Nilimpata bata majini.
 - g. Dada ameketi karibu na geti.
 - h. Juma alitoa doa kwenye nguo yake.
 - i. Kuku alitaga karibu na taka.

- j. Mwali alitamka neno damka.
- 5.
- toa na doa
 - chuma na juma
 - baa na paa
 - gamba na Kamba

Kubali majibu mengine sahahi

- Mwanafunzi atamke vitanzandimi alivyoandika.
- Mwanafunzi atafute vitanzandimi vya silabi za sauti husika na avitamke.

B. Kusoma

- Mwanafunzi atazame picha.
- kochi
 - kitanda
 - meza
 - dirisha
- Mtaa wa Kabiti
 - Aniashi na wazazi wake
 - Makochi manne
 - Furaha anapenda nyumba yao kwa sababu mna sebuleni pa kustarehe na vyakula vitamu.
- Mwanafunzi atunge sentensi sahihi kwa kutumia msamiati wa nyumbani.

C. Kuandika

- Mwanafunzi achague atakayeandika wasifu wake kisha kuanda insha hiyo.
- Mwanafunzi azingatie masuala aliyopewa.
- Mwanafunzi ampe mwalimu insha aliyoundika ili itathminiwe.

Hakikisha mwanafunzi amefuata masharti katika kuandika insha.

D. Sarufi

Nomino

- Kiti, jembe, chaki na mkoba
-

Nomino za pekee	Nomino za kawaida
Kitale	ndizi
Jumapili	soksi
Tanzania	fremu
Juma	kabati
	kompyuta
	maji
	chupa
	kitabu

- Nyumba hii ni kubwa kuliko ile.
 - Ng'ombe anakula nyasi.
 - Kiti hiki kimetengenezwa kwa mbao.
 - Mjomba wangu anaitwa Mutwiri.
 - Televiseni yetu imeharibika.
- Mwanafunzi atunge sentensi akitumia nomino zilizo rodheshwa.
- mwanafunzi ataje jina la nchi yake
 - mwanafunzi ataje jina la rais
 - Desemba, 25
 - mwanafunzi ataje kaunti yake
 - mwanafunzi ataje jina la shule yake

Vitenzi

- Mtoto anatembea.
Mvulana anaosha nyumba.
Mtoto anakula.
Mwanafunzi anacheza.
 - tembea, osha, kula, cheza
- lima, cheza, linda, pita, pata, toa

Nidhamu Mezani

3.
 - a. Mama anapika wali.
 - b. Wavulana wamesimama uwanjani.
 - c. Kobi alipata alichokuwa akitafuta.
 - d. Wanalima shambani pale.
 - e. Shama anaimba ukumbini.
4. Mwanafunzi atunge sentensi sahihi akitumia vitenzi vilivyoorodheshwa.

Vivumishi

1. safi, kizuri, cheupe, mweusi, mrefu, kifupi, mbali, chafu na hodari.
2.
 - a. Mwanafunzi safi atatuzwa.
 - b. Mwalimu yule ni mzuri.
 - c. Uwanja ule ni mkubwa.
 - d. Mbwa yule ni mkali.
 - e. Alikula chakula kitamu.
 - f. Darasa letu lina wanafunzi werevu.
 - g. Mti mrefu ulikatwa.
 - h. Yule ni mrembo.
 - i. Paka mweusi anapendeza.
 - j. Kitabu kizuri kilinunuliwa.
3. Mwanafunzi aandike vivumishi sahihi kwa maneno yaliyoorodheshwa.
4. Mwanafunzi atunge sentensi sahihi zenye vivumishi alivyoorodheshwa.

A. Kusikiliza na Kuzungumza

Maamkuzi

1. marahaba
2. asubuhi
3. ewaa
4. akheri
5. Habari ya asubuhi?
6. shikamoo
7. sina la kuamba

Maagano

1. alamsiki
2. lala salama
3. kwaheri
4. kwaheri ya kuonana
5. nawe pia
6. binuru

B. Kusoma

1. Nidhamu mezani
2. Kunawa kabla ya kula chakula chochote, kutozungumza ukiwa na chakula mdomoni na kushukuru Mungu kwa maombi kabla ya kula, kushukuru mpishi baada ya kula kuondoa vyombo ulivyovitumia na kuvipeleka jikoni.
3. Kutocheza unapokula, kutolia ukiwa na chakula mdomoni. (Kubali majibu mengine sahihi.)
4. Mwanafunzi atumie kamusi kutafuta maana za maneno aliyopewa.
5. chakula, meza, nawa, nidhamu, tabia

C. Kuandika

1. Mwanafunzi aandike vidokezo vya kumwongoza kuandika isha kuhusu nidhamu ya meza.
2. Mwanafunzi angizatie vipengele alivyopewa.
3. Mwanafunzi ampe mwalimu insha yake ili itathminiwe.

D. Sarufi

Viwakilishi

1. wao, yeye, lile, wangu, hiki, zile, wewe, sisi
2.
 - a. Mimi nitaimba.
 - b. Yeye ataenda dukani.
 - c. Kile kitauzwa sokoni.
 - d. Yeye atazungumza na wananchi.
 - e. Wao watawahutubia wanafunzi.
 - f. Wake utatumiwa kucheza kandanda.
 - g. Hiki kinawavutia wengi.
3.
 - a. Ule ni wa ndege.
 - b. Ule ulipandwa mwezi wa Januari.
 - c. Langu lina vitabu vingi.
 - d. Kile ni kitamu.
 - e. Yule alituzwa.
 - f. Changu kitasomwa na shangazi.
4.
 - a. Nyinyi ni wenzetu.
 - b. Sisi tutaimba.
 - c. Wao wametuzwa.
 - d. Lile lilinunuliwa jana.
 - e. Chake kimepatikana.

(Kubali sentensi zingine sahahi.)

Vielezi

1. polepole, haraka, sana, vizuri, kanisani, shuleni, mashakani
2.
 - a. Askari yule alisimama kituoni.
 - b. Ni vyema kusafisha mazingira yetu vizuri.
 - c. Si vyema kuongea chakula kikiwa mdomoni.
 - d. Wajukuu wake walisafiri salama.
 - e. Safari iling'oa nanga mapema.
 - f. Walipiga densi kwa furaha.
 - g. Mama amepika chakula kitamu.
3. Mwanafunzi atunge sentensi sahihi akitumia vielezi vilivyoorodheshwa.
4.
 - a. haraka
 - b. shuleni
 - c. vizuri
 - d. machafu
 - e. vyema
 - f. polepole
 - g. kesho
 - h. dukani
 - i. kitabuni
 - j. vizuri

Mavazi

A. Kusikiliza na Kuzungumza

Matamshi bora Vitendawili

1.
 - a. ardhi/ dunia/ nchi
 - b. nanasi
 - c. yai
 - d. blanketi
 - e. hewa
 - f. nyayo
 - g. kioo
 - h. macho
 - i. giza
 - j. blanketi
 - k. jua
2.
 - a. kisogo
 - b. mvua
 - c. miwa
 - d. barabara
 - e. moyo
 - f. samaki
 - g. yai
 - h. mate
 - i. kioo
 - j. usingizi
 - k. mshipi
 - l. viatu

B. Kusoma

1. mavazi
2. shati, blausi, sweta, fulana, rinda
3. suti: vazi lilloshonwa kwa kitambaa

cha aina moja lenye suruali na koti au sketi na koti lake.

4. soksi, shati, tai, suruali, viatu
5. viatu
6. Mwanafunzi achore mavzi yaliyoorodheshwa.

C. Kuandika

1.

a. kitengo cha uchakataji
b. bodi ya dota
c. kiwambo
d. kipanya
2. mwanafunzi afuate maagizo aliyopewa ipasavyo.

D. Sarufi

Viunganishi

1. lakini, vilevile, kwa sababu, na, au, wala
2.
 - a. Alienda dukani lakini hakununua sukari.
 - b. Nilimuonya lakini hakunisikiza.
 - c. Utakula wali au ugali?
 - d. Mwanafunzi yule amefurahi kwa sababu ametuzwa.
 - e. Asha na Julia ni marafiki.
 - f. Mvulana yule amenunua shati ingawa alitaka kaptura.
 - g. Alivalia kofia na skafu ili asihisi baridi.
 - h. Hakuwaheshimu wala kuwasikiliza wazazi wake.
 - i. Tusivute sigara wala kutumia dawa za kulevya.

3. Mwanafunzi atunge sentensi sahihi akitumia viunganishi vilivyoorodheshwa.

Vihusishi

1. juu ya, nje ya, karibu na, kabla ya, chini ya, baada ya
2.
 - a. Kuku amesimama karibu na mbwa.
 - b. Shati lipo kando ya sketi.
 - c. Usicheze karibu na barabara.
 - d. Weka kalamu ndani ya begi lako.
 - e. Wanafunzi wamesimama nje ya darasa lao.
 - f. Mwalimu amesimama mbele ya wanafunzi.
 - g. Rais alizuru nje ya nchi.
 - h. Paka amesimama juu ya meza.
 - i. Vitabu vimo ndani ya sanduku.
3. Mwanafunzi atunge sentensi sahihi akitumia vihusishi vilivyoorodheshwa.
4. Mwanafunze atumie vihusishi alivyopewa kuelezea anachokiona kwenye picha.

Vihisishi

1. ala!, hewala!, haiya!, oyee!, lo!, masaale!, lahaua!, jamani!, mashallah!, laiti!, maskini!, Mungu wangu!
2.
 - a. Maskini! Nani atamsaidia?
 - b. Oyee! Timu yetu imeshinda.
 - c. Zii! Mbona alimfanyia hivyo?
 - d. Nilipata habari kuwa ulikuwa mgonjwa, pole!
 - e. Alhamdulillah! Matokeo haya yanapendeza sana.
3. Mwanafunzi atunge sentensi sahihi akitumia vihisishi alivyoorodheshwa.
4. Mwanafunzi atunge aya fupi akityumia vihisishi ipasavyo kisha amtumie mwalimu wake kuitathmini.

A. Kusikiliza na Kuzungumza

Maneno ya upole

1. mjamzito, hodi, asante, haja, samahani, endesha
2. **mjamzito:** mwanamke aliye na mimba.
hodi: neno linalotumika kuita mlangoni ili kuomba ruhusa ya kuingia mahali.
asante: tamko analotoa mtu wakati wa kushukuru.
haja: enda msalani kujisaidia
samahani: ombi la kutaka kuhurumiwa, tamko la kutaka radhi
endesha: hali ya kuenda msalani mara kwa mara baada ya kuharibikiwa tumbo.
3.
 - a. pole
 - b. jifungua
 - c. endesha
 - d. ujauzito
 - e. kwenda haja
 - f. ameenda haja ndogo
4. Mwanafunzi atunge sentensi akitumia maneno aliyopewa
5.
 - a. Ahadi amejifungua watoto watatu.
 - b. Biko ameenda haja ndogo kando ya barabara.
 - c. Nilikula chakula kilichoharibika nikaendesha sana.
 - d. Mama mjamzito ameabiri gari.

B. Kusoma

Kusoma kwa mapana

1. Mwanafunzi atumie kifaa cha kidijitali kutafuta maana ya maneno aliyopewa.
2. Aandike maana hizo daftarinini mwake.
3.
 - a. Kutambua mitandao salama kwa sababu kuna watu hatari mtandaoni, kutotoa maelezo yako mtandaoni, kumwambia mwalimu unaposhuku jambo hatari, kuwa makini unapokuwa mtandaoni.
 - b.
 - i. Kutekwa nyara kwa kuoa .
 - ii. Kuwa na habari zisizo nzuri mtandaoni.
 - c. Mwalimu wangu, wazazi wangu au watu ninaowaamini.

C. Kuandika

Barua ya kirafiki

1. Anwani, kanuni za kisarufi, mpangilio wa mawazo, uakifishaji mwafaka na hati nadhifu. (Kubali majibu mengine sahihi)
2. Masuala ya kawaida
3.
 - a. Barua ya kirafiki
 - b. Shule ya Msingi ya Mliima
 - c. Kariuki
 - d. Upande wa magharibi
4. Aandae vidokezo vitakavyomwongoza
5. Aandike barua ya kirafiki
6. Azingatie mambo yaliyoorodheshwa.

D. Sarufi

Ngeli ya A-WA

1. mamba, kipepeo, ng'ombe, paka
2.
 - a. mtu
 - b. mkulima
 - c. chura
 - d. nzi
 - e. kiroboto
 - f. ng'ombe

3.

Umoja	Wingi
Msichana <u>a</u> naimba	Wasichana <u>w</u> naimba.
Mvuvu <u>a</u> navua samaki.	Wavuvi <u>w</u> anavua samaki.
Simba <u>a</u> nguruma.	Simba <u>w</u> ananguruma.
Kiwavi <u>a</u> meonekana.	Viwavi <u>w</u> ameonekana.
Mende <u>a</u> mekufa.	Mende <u>w</u> amekufa.

4.

- a. a
- b. wa
- c. a/wa
- d. wa
- e. a

5.

- a. ndege
- b. wavulana
- c. walimu
- d. wanafunzi
- e. samaki
- f. wazee
- g. ndovu

6. Kubali sentensi zozote sahihi.
7. Sahihisha wingi sahihi wa sentensi.

Ushauri-Nasaha

A. Kusikiliza na Kuzungumza

Methali

1. Mwanafunzi atambue apigie mstari methali zilizotumika kwenye hadithi
2. Mtoto hutazama kisogo cha nina. Samaki mkunje angali mbichi. Mkono mmoja haulei mwana. Mtoto wa nyoka ni nyoka.
3.
 - a. Mtoto wa nyoka ni nyoka.
 - b. Mtoto mleavyo ndivyo akuavyo.
 - c. Asifunzwa na mamaye hufunzwa na ulimwengu.
 - d. Mchelea mwana kulia hulia mwenyewe.
 - e. Mtoto msikivu ndiye abarikiwaye.

Maana ya methali

1.
 - a. Mtu anayeishi katika mazingira fulani mara nyingi anakuwa na ujuzi au maarifa yanayohusiana na mazingira hayo bila kufundishwa.
 - b. Mtu ambaye hatasikiliza ushauri au maelekezo ya wale wenye uzoefu au mamlaka anaweza kujikuta katika matatizo.
 - c. Ina maana kuwa mtu ambaye anasaidiwa au kubebwa katika maisha mara nyingi huangalia nyuma na kutambua juhudi za waliomsaidia.
 - d. Ina maana jinsi mzazi au mlezi anavyomlea mtoto, ndivyo mtoto

huyo atakavyokuwa katika maisha yake ya baadaye.

- e. Ina maana kwamba ni vyema kufanya marekebisho au kuunda tabia wakati bado mtu au kitu kipo katika hali yake ya awali, kabla ya kuwa na tabia zilizoshindikana kubadilika.
- f. Ina maana mtu anaposhindwa kumtunza au kumlea mtoto vizuri, anaweza kujikuta akiteseka mwenyewe baadaye.
- g. Ina maana kuwa watoto wanarithi sifa,tabia au uwezo wa wazazi wao.
- h. Ina maana kwamba heshima inapaswa kutolewa kwa hiari na sio kulazimishwa.
- i. Ina maana kuwa mtu hawezi kufika au kupita kiwango fulani cha mamlaka, uwezo au hadhi.

(Kubali majibu mengine sahihi)

2. Mwanafunzi atunge kifungu kinachosawiana na methali za malezi zilizotajwa.

B. Kusoma

Kusoma kwa ufahamu

1.
 - a. heshima- tabia njema; adabu
 - b. maadili- mwenendo inayokubalika katika jamii au katika kazi
 - c. wosia- maelezo yanayotolewa na mtu kwa jamaa zake kuhusu

anavyotaka yatekelezwe iwapo atakufa

2. Kukumbuka wazazi wakati wote.
3. Ili wabarikiwe na pia ni heshima kuwakumbuka wazazi.
4. Kukubali jibu sahihi.
5.
 - a. Elimu huwezesha mtu kupata kazi nzuri.
 - b. Elimu humfanya mtu kuishi maisha mema hasa akiwa na hela.
6. Beti tatu.
7. Mishororo minne katika kila ubeti.
8. Kielimika wasomi, mtukumbuke wazazi.
9. Atafute mashairi kwenye kifaa cha kidijitali.
10. Asume amashairi hayo
11. Atambue idadi ya beti katika shairi hilo.
12. Atambue idadi ya mishororo katika beti hizo

C. Kuandika

Insha ya maelezo

1.
 - a. Uchukuzi wa bidhaa na vyombo vya kusafiria
 - b.
 - i. Kuna sababu nyingi za kusafiri kama vile shughuli za kidini, kutafuta elimu n.k
 - ii. Kuna njia mbalimbali za usafiri unaohusisha vyombo tofauti kutumiwa katika njia hizo husishi.
 - iii. Uchukuzi huwa na faida nyingi ikilinganishwa na madhara
- (kubali majibu mengine sahihi)
2. Aandae vidokezo vitakavyomwongoza kuandika isha.

3. Aandike insha akitumia vidokezo alivyotayarisha.
4. Atumie vivumishi na vielezi kutoa picha dhahiri kuhusu suala atakalozungumzia la Ushauri nasaha.
5. Azingatie vipengele vilivyoorodheshwa.

D. Sarufi

Ngeli ya U-I

1.
 - a. muwa, mkate, mlima
 - b. mzoga, mji, mti, msumeno
 - c. mshale
 - d. mkuki, mto, mkia
 - e. mlango, mwezi, moyo
2.
 - a. mikia
 - b. mswaki
 - c. mwaka
 - d. miezi
 - e. mstari
 - f. misumeno
 - g. mishipi
 - h. mfuko
 - i. milima
 - j. mzabibu
3.
 - a. u
 - b. u
 - c. u
 - d. i
 - e. i

4.

a. Mwanafunzi asome sentensi.

b.

Umoja	Wingi
Mkono wangu <u>u</u> na vidole vitano.	Mikono yetu <u>i</u> na vidole vitano.
Mkate <u>u</u> lionunuliwa <u>u</u> meliwa.	Mikate <u>i</u> lionunuliwa <u>i</u> meliwa.
Mti ule <u>u</u> lipandwa na babu.	Miti ile <u>i</u> lipandwa na babu.
Moyo wangu <u>u</u> lidunda.	Mioyo yetu <u>i</u> lidunda.
Mwaka <u>u</u> meisha.	Miaka <u>i</u> meisha.
Mpira <u>u</u> linunuliwa.	Mipira <u>i</u> linunuliwa.

5. Mwanafunzi atunge sentensi akitumia nomino zilizooodhehswa.

Bendera ya Taifa

A. Kusikiliza na Kuzungumza

Kujieleza kwa ufasaha

1. Bendera yetu
2. Beti mbili.
3.
 - a. bendera- kitambaa chenye rangi au nembo maalumu kinachotambulisha nchi
 - b. nidhamu- tabia nzuri inayolingana na maadili; uendeshaji mzuri wa jambo
 - c. peperusha- tosa kitu hewani
 - d. heshima- tabia njema; adabu
 - e. mashujaa- wenye ujasiri, wanaokumbana na mambo ya hatari bila hofu
 - f. fahari- kitu cha kujivunia, faraja au utukufu

B. Kusoma

Kusoma ka kina Makala

1. Bendera yetu ya taifa- Kenya
2. Nne(4)
3.

Rangi ya kijani- inawakilisha ardhi yetu yenye rotuba.

Rangi nyeusi- inawakilisha watu wenye nguvu.

Rangi nyekundu-inaashiria damu ya mashujaa waliopigania uhuru wa nchi yetu.

Rangi nyeupe- inaashiria amani tunayoitaka kila siku.

4. Bendera yetu ni muhimu kwa sababu,
 - a. Inatufundisha umuhimu wa nidhamu na heshima.
 - b. Inatukumbusha juhudi na maarifa ya wale waliotutangulia na kujitolea kwa ajili yetu.
 - c. Ni alama ya utambulisho wetu.
5.
 - a. **Umoja**- kuwa na muungano; ushikamano, ushirikiano; hali ya kuwa moja tu
 - b. **Heshima**- tabia njema; adabu. Thamani ya ubinadamu
 - c. **Bendera**- kitambaa chenye rangi au nembo maalumu kinachotambulisha nchi
 - d. **Matumaini**- hali ya matarajio ya kupata kitu
 - e. **Maarifa**- mbinu ya kufanya jambo; ujuzi

C. Kuandika

Insha ya wasifu

1. Anwani, mpangilio mzuri wa mawazo, hati safi, tahajia, kanuni za kisarufi, uakifishaji mwafaka, lugha ya kiubunifu.
2. Kubali insha iliyoandikwa kwa usahihi.
3. Zingatia maelezo uliyopewa katika uandishi wako.
4. Zingatia uliyopewa katika uandishi.

D. Sarufi

Ngeli ya LI-YA

- sikio, goti, koti, kabati, jembe, zulia, mapera, maua, jino
- | umoja | wingi |
|------------|-----------|
| a. jicho | macho |
| b. shavu | mashavu |
| c. sikio | masikio |
| d. paja | mapaja |
| e. fenesi | mafenisi |
| f. tufaha | matufaha |
| g. limau | malimau |
| h. jino | meno |
| i. chungwa | machungwa |
| j. embe | maembe |
- magoti, mashati, sikio, chungwa, makufuli, maua, jina
- li
 - ya
 - ya
 - li
 - li
 - ya
 - li
 - li
- Mawe hayo yalianguka kutoka kwa milima.
 - Mayai ya mama yamevunjika.
 - Meko zao zilikuwa na moto mkubwa.
 - Tulinunua mananasi haya sokoni.
 - Majukwaa ya shule zetu yako juu sana.
- Kukubali sentensi sahihi.

7

Matunda na Mimea

A. Kusikiliza na Kuzungumza

Nahau

- Piga chafya-** kusukuma hewa kwa nguvu kutoka puani kutokana na mwasho unaosababishwa na vumbi au mafua
 - Omba kibali-** kuomba ruhusa
 - Piga hodi-** kubisha mlango
 - Omba ruhusa-** kuomba nafasi
 - Tii amri-** fuata sheria
 - Fanya haki-** hali ya kutenda linalofaa
 - Chapa kazi-** kujituma kazini
- piga hodi
taka idhini
omba radhi
piga goti
- Piga hodi-** bisha mlango
Taka idhini- taka ruhusa
Omba radhi- omba msamaha
piga goti- nyenyekea
- Kukubali sentensi sahihi.

B. Kusoma

Kusoma kwa mapana

- kukubali matini yanayohusiana na maktabani.
- Bustani-** sehemu iliyo nje ya majengo yenye miti au maua

- inayotumika kwa ajili ya kupumzikia au kupunga upepo
- ii. Faida-manufaa anayopata mtu kutokana na jambo au tukio fulani
 - iii. Maradhi- kitu kinachoathiri afya ya mtu au mnyama
 - iv. Kivuli- mahali ambapo mwanga wa jua umezuiwa na kitu k.m matawi ya mti ili usipenye
- b. magonjwa
 - c. kubali majibu yote sahihi.
 - d. Mimea hutupa hewa safi (oksijeni).
Mimea pia huongeza rotuba kwenye udingo.
kubali majibu yote sahihi.

C. Kuandika

Insha ya maelezo

1. Chagua mada utakayoandikia.
2. Andika vidokezo vya kukuongoza.
3. Tumia vitenzi na vivumishi vifaavyo.
4. Andika insha yako kadri na maelezo uliyopewa.

D. Sarufi

Ngeli ya KI-VI

1.
 - a. kibatari
 - b. vitanda
 - c. kilemba
 - d. viatu
 - e. vidato
2.
 - a. vi
 - b. ki
 - c. vi
 - d. ki
 - e. vi

- f. ki
 - g. ki
 - h. vi
 - i. ki
3.
 - a. Vyoo vile ni safi.
 - b. Vitanda vilinunuliwa jana.
 - c. Vijiko vyetu ni vizuri.
 - d. Vijiji vyetu vina wanariadha wengi.
 - e. Vidonda vilipona.
 4.
 - a. Kiti kile ni cha mwalimu.
 - b. Kijiko kilitumiwa na mwanafunzi.
 - c. Kilio chake kilisikika.
 - d. Kirutubishi kilitiwa shambani.
 - e. Cheo chake kina umaarufu.

Ngeli ya LI-LI

1. joto, giza, jasho, jua
2.
 - a. chaguo
 - b. jasho
 - c. jua
 - d. joto
 - e. huba
3. (a-e)- Li
4.
 - a. Giza lilimwogofya sana Maria.
 - b. Jasho liliwatiririka nyusoni.
 - c. Chaguo lao liliwafurahisha.
 - d. Jua liliwaka sana jana.
 - e. Joto liliwafanya watoe sweta.
5. Kukubali sentensi sahihi.

Wanyama wa Porini

A. Kusikiliza na Kuzungumza

Visawe

1.
 - a. **Pesa**; fedha, fulusi, hela, mbuda
 - b. **Mvulana**; ghulamu, mvuli
 - c. **Msichana**; binti, ghashi, mwanamwali
 - d. **Heroe**; flamingo
 - e. **Mungu**; mola, muumba, bwana
 - f. **Mzazi**; mvyele
2.
 - a. **Ndege**; nyuni
 - b. **Barua**; waraka
 - c. **Lumbwi**; kinyonga
 - d. **Televisheni**; runinga
 - e. **Ami**; amu
 - f. **Ukuta**; kiambaza
3.
 - a. ndege
 - b. kiambaza
 - c. nina
 - d. jimbi
 - e. waraka
 - f. runinga
 - g. mwendani
 - h. tembo
 - i. mtima
 - j. mbogo
5.

mavazi- nguo
mbuga- nyika
ndovu- tembo
barabarani- njiani
watu- binadamu

B. Kusoma

Kusoma kwa ufasaha

1. Mchezo wa kuigiza ni maigizo ya jukwaani ambapo watendaji huiga maneno na matendo ya wahusika mbele ya hadhira.
2.
 - a. Simba
 - b. Ndovu
 - c. Sungura ana ujanja na ana akili. Ana hekima tele. Sungura ni rafiki wa kila mnyama na ana moyo safi.
 - d. simba, kobe, nyati, swara, chura,nyoka, kima
 - e. Simba na baadaye kobe
 - f. Sungura
3.
 - a. Tafuta mchezo mtandaoni.
 - b. Usume mchezo huo
 - c. Andika majina ya wahusika.
 - d. Andika ujumbe wa wahusika.

C. Kuandika

1. Andaa vidokezo.
2. Zingatia maelezo katika uandishi wako.
3. Mpatie mwalimu au mwenzako kazi aihakiki.

D. Sarufi

Mnyambuliko wa vitenzi

1. soma, lia, andika,cheza, cheka
2. chekwa, andikwa, pikwa, limwa, somwa, chorwa

3. limia, andikia, somea, chorea, ombea, nunulia
4.
 - a. andika
 - b. lia
 - c. cheza
 - d. kimbia
 - e. tembea
5.
 - a. limia
 - b. chekea
 - c. nunulia
 - d. endeshea
 - e. andikia
6.
 - a. chorwa
 - b. someshwa
 - c. pikwa
 - d. viswa
 - e. chekwa
7. Kukubali sentensi sahihi.

A. Kusikiliza na Kuzungumza

Mazungumzo

1.
 - a. nyumbani
 - b. sokoni
 - c. mchezoni
 - d. mkahawani/ hotelini
2.
 - a. Sanau, Mama
 - b. Nyumbani
 - c. sharubati, pipi na keki
 - d.
 - i. sasa mama
 - ii. Haaya!
 - iii. nataka kushiba
 - iv. sasa hivi
3.

hudumisha heshima.
huleta uwiano mzuri kati ya wazungumzaji.
hupunguza makali ya maneno.
4. Fanya ulivyoelekezwa.
5. Fuata maagizo uliyopewa.

B. Kusoma

Kusoma kwa mapana: Matini

1. Chagua matini ya afya bora mtandaoni au maktabani.
2. Isome matini.
3. Tambua msamiati.
4. Andika ujumbe.
5. Eleza lugha iliyotumiwa.

C. Kuandika

Insha ya maelezo

1. Andika insha kwa njia sahihi.
2. Fanya ulivyoagizwa.
3. Fanya ulivyoagizwa katika uandishi wako wa insha.
4. Hakikisha kuna ubunifu katika uandishi wako.
5. Mpe mwalimu au mlezi wako aitathmini insha.

D. Sarufi

Vinyume vya nomino

1.
 - a. rafiki
 - b. uhuru
 - c. malkia
 - d. mchana
 - e. mgeni
 - f. maskini
2.
 - a. uhuru
 - b. Malkia
 - c. njoo
 - d. furaha
 - e. rafiki
3. Kukubali sentensi sahihi.
4.
 - a. mkonde- mnene
 - b. shibe- njaa
 - c. upendo- chuki
 - d. milima- mabonde
5.
 - a. Mgeni, mwenyeji
 - b. Maskini, tajiri
 - c. Milima, mabonde

Kukabaliana na Uhalifu

A. Kusikiliza na Kuzungumza

Tashbihi

1.
 - a. nyundo
 - b. nguruwe
 - c. twiga
 - d. sindano
 - e. ng'onda
2. Kukubali sentensi sahihi.
3.

Mweupe kama pamba
Mwembamba kama sindano
Mfupi kama nyundo
Mrefu kama twiga
4.
 - a. twiga
 - b. ng'onda
 - c. nyundo
 - d. twiga
 - e. simba
 - f. fisi
5. Kukubali sentensi sahihi.

B. Kusoma

Kusoma kwa mapana

1.
 - a. Wanasoma matini ya kijiditali
 - b. Chanzo cha taarifa, ubora wa maudhui, muktadha, kiwango cha matini.
 - c. Kutafuta tovuti, kutumia vyanzo vya kuaminika, kutumia programu za kusoma mtandaoni, kujisajili kwa akaunti.

- d. Kagua ujumbe, ripoti ujumbe, wasiliana na familia, kuwa mwangalifu.
- 2. Kulinda nenosiri lako, kuwa mwangalifu na taarifa za kibinafsi, kutozungumza na watu usiowajua.
- 3.
 - a. Wazazi
 - b. mchwa
 - c. kipakatalishi
 - d. Kusoma, mazungumzo, kujua mambo yanayoendelea mtandaoni.
 - e. Alikitumia anapopata changamoto kwa kazi yake ya shule alikua anatumia kipakatalishi kutafuta majibu.
 - f. Kubali jibu linalohusiana na mada.
- 4. Fanya ulivyoagizwa.

C. Kuandika

Insha ya masimulizi

1. landike insha.
2. Zingatia uliyoelezwa.
3. Mwalimu au mlezi aitathmini.

D. Sarufi

Nyakati na hali

1.
 - a. Juma anaandika ubaoni.
 - b. Wanafunzi wananafanya kazi ya ziada.
 - c. Waimbaji wananatunga nyimbo za injili.
 - d. Seremala anapiga randa.
 - e. Biko anaenda shuleni.
2.
 - a. Mama alianadika barua.
 - b. Kitabu chake kilanasomwa.
 - c. Wahalifu walanakamatwa.

- d. Chifu alianaaelimisha wananchi kuhusu madhara ya uhalifu.
- e. Mwalimu alianawatuza wanafunzi wote.
- 3.
 - a. Mama anaenda sokoni.
 - b. Kazi hiyo itanafanywa na watu wale.
 - c. Kizito anaendesha gari lake.
 - d. Kibao kitanawekwa barabarani.
 - e. Wagonjwa waanatibiwa bila ya malipo.

Nyakati mbalimbali hali ya kuendelea

1.
 - a. ujao hali ya kuendelea
 - b. uliopita hali ya kuendelea
 - c. uliopo hali ya kuendelea
 - d. uliopo hali ya kuendelea
 - e. uliopo hali ya kuendelea
 - f. uliopita hali ya kuendelea
 - g. ujao hali ya kuendelea
 - h. uliopo hali ya kuendelea
 - i. uliopo hali ya kuendelea
 - j. uliopo hali ya kuendelea
3. Kubali majibu yote sahihi.
4. Kubali majibu yote sahihi.

MAPATO

A. Kusikiliza na Kuzungumza

Kujieleza kwa ufasaha

1. Fanya kama ulivyo elekezwa.
2. Kubali majibu yote sahihi.
3. Buni simulizi ipasavyo.
4. Fanya masimulizi ipasavyo.

B. Kusoma

Kusoma kwa ufasaha

1.
 - a. Kuuza na kununua.
 - b. Bidhaa mbalimbali kama vile matunda, mboga, na viungo vya kupikia.
 - c. Mtu anayenunua bidhaa kutoka kwa muuzaji.
 - d.
 - i. Soko- Mahali pa kuuzia na kununua bidhaa.
 - ii. Mapato- Ni kitu chochote anachopata au malipo anayopewa mtu baada ya kufanya kazi.
 - iii. Bidhaa – Ni mali au kitu ambacho kinauzwa au kutolewa kwa matumizi.
 - iv. Mizigo – Ni vitu au mali ambazo zinabebwa, kusafirishwa au kuhamishwa kutoka sehemu moja hadi nyingine.
 - v. Rukwama-Gari la kuvutwa linalotumika kubeba mizigo.
2. Fanya kama ulivyo elekezwa.

3. Zingatia yaliyomo katika usomaji wako.
4. Fanya ulivyo elekezwa.

C. Kuandika

Barua ya kirafiki

1. Anwani, salamu, utangulizi, mada, hitimisho, saini.
2. Kuimarisha uhusiano, kuhifadhi kumbukumbu, uhuru wa kujieleza bila hofu.
3. Andaa vidokezo vya kuandika barua.
4. Andika barua na mwalimu au mlezi aitathmini.
5. Zingatia muundo sahihi katika uandishi.

D. Sarufi

Ukanushaji

1. Hachezi, hasomi, haruki, halii, hatembe, halali, hajalima.
2. Mwanafunzi asome sentensi pamoja na ukanusho wake.
3.
 - a. siimbi
 - b. sito
 - c. sikimbii
 - d. hachezi
 - e. hawatalala
 - f. hawakuli
 - g. hataenda
 - h. hakununua
 - i. sikuuza
4.
 - a. Babu hauzi matunda.
 - b. Watoto hawachezi.

- c. Linda hanunui nguo.
- d. Mimi siandiki hadithi.
- e. Mkulima halimi shambani.
- f. Mahindi hayakuuzwa sokoni.
- g. Mwalimu haandiki ubaoni.
- h. Juma hajaenda shuleni.
- i. Rais hakuzuru eneo hilo.
- j. Karina hataenda hospitalini.

Ukubwa wa nomino

1.
 - a. jiti
 - b. jito
 - c. jiji
 - d. jichi
 - e. jibwa
2.
 - a. Jito lile litafurika.
 - b. Jibwa lile linabweka.
 - c. Jitu lile ni lema.
 - d. Jiji hilo linawapendeza wengi.
 - e. Jiti litawasaidia majigeni yale.
3. Kubali sentensi sahihi yenye maneno kwenye maagizo.

Udogo wa nomino

1.
 - a. mto,mji,mke,mti
2.
 - a. kijiti
 - b. kijito
 - c. kijiji
 - d. kijichi
 - e. kijibwa
3. Kubali majibu yote sahihi.

Tathmini 1

1. Kubali majibu yote sahihi.
2. Zisome sentensi.
3.
 - a. Mahali ambapo watu huishi.
 - b. Sebuleni, jikoni, chumba cha kulala, bafu.
 - c. Jikoni.
 - d. Ndogo na kubwa, za mashambani na za mjini.
4.
 - a. Sarufi
 - b. blanketi
 - c. kochi
 - d. sabuni
 - e. nyumba
 - f. mafiga
5.
 - a. Mwalimu anaandika ubaoni.
 - b. Wazazi watakuja shuleni kesho.
 - c. Bendera inapeperushwa na upepo.
 - d. Kiti hiki kimevunjika.
 - e. Dada anafagia chumba cha kulala.
 - f. Ng'ombe wanavuka barabara.
6. Kubali majibu yote sahihi.
7.
 - a. Naam
 - b. vyema, salama
 - c. hatujambo
 - d. nzuri
 - e. njema
 - f. vyema
8.
 - a. **Dema** – Enda kwa kuchechemea, mtego wa samaki.
 - b. **Gogota** – piga piga kitu au mahali, aina ya ndege.
 - c. **Mjusi** – mnyama, ugonjwa unaomfanya mtu kutoka damu.
 - d. **Tendegu** – Mguu wa kitanda.
 - e. **Chandarua** – kitambaa chenye tundu ndogo kinachotumiwa kuzuia mbu.
 - f. **Wasifu** – taarifa ya maisha ya mtu.
9. Kwaheri, buriani, siku njema, alamsiki, usiku mwema, ndoto njema. Kubali majibu yote sahihi.
10.
 - a. Polepole
 - b. haraka
 - c. vizuri
 - d. taratibu
 - e. upesi
11.
 - a. skrini/kiwambo
 - b. kipanya
 - c. bodi ya dota
 - d. kitengo cha uchakataji
12.
 - a. kwa sababu
 - b. na
 - c. kwa hivyo
 - d. lakini
 - e. ingawa
13. Kubali sentensi sahihi zenye vihusishi vilivyoelekezwa.
14. Andika insha.
15.
 - a. akaendesha
 - b. samahani
 - c. msalani
 - d. alijifungua
 - e. usiende haja ndogo

Tathmini 2

1.
 - a. Shuleni
 - b. Mtu asiyemjua
 - c. Mahali pa faragha
 - d. Kubali jibu mwafaka.
2. Kubali majibu yote sahihi.
3.
 - a. mikebe
 - b. mikono
 - c. milango
 - d. mikuki
 - e. misumeno
 - f. mwiko
 - g. miezi
 - h. miaka
4. Mwanafunzi aweze kuandika vichwa vya matini ambavyo amevisoma mfano michezo,mazingira,teknolojia
5.
 - a. Kenya
 - b. Nne. Nyeusi, nyeupe, nyekundu, kijani kibichi
 - c. Nyekundu
 - d. Jumatatu na Ijuma
 - e. Saa kumi na moja.
6. andazi, dawati,bega,goti,rinda.
7.
 - a. Maembe yameiva.
 - b. Masikio yanauma.
 - c. Madarasa haya yatafagiliwa.
 - d. Makabati yale yalifungwa.
 - e. Madirisha yatapanguzwa kesho.
8. Kukubali sentensi sahihi.
9.
 - a. cheza
 - b. omba
 - c. andika
 - d. soma
 - e. chora
 - f. tembea
10. Mwanafunzi aweze kuandika pande za dira, Kaskazini, Mashariki, Magharibi, Kusini kwa usahihi.
11.
 - a. tembo
 - b. hasimu
 - c. barua
 - d. nyanya
 - e. mvyele
 - f. mwandani,ibu.
12.
 - a. kivuli
 - b. yai
 - c. nyayo
13. buibui, kanzu, sindiria, rinda,shati, kaptura,chupi,kilemba, kofia. Kubali majibu kadhaa sahihi.
14.
 - a. pekee
 - b. pekee
 - c. kawaida
 - d. kawaida
 - e. kawaida
 - f. kawaida
15.
 - a. mpe
 - b. Mwenda tezi na omo
 - c. hufunzwa na ulimwengu.
 - d. Mtoto umleavyo

Tathmini 3

1.
 - a. somea
 - b. chekwa
 - c. sema, semwa
 - d. piga, pigia
 - e. andikia, andikwa
 - f. chora, chorwa
 - g. paka, pakia
 - h. pendea, pendwa
2.
 - a. usiku mchana
 - b. mgeni mwenyeji
 - c. adui rafiki
 - d. mwalimu mwanafunzi
 - e. lia cheka
 - f. ongea nyamaza
3.
 - a. nguruwe
 - b. tausi
 - c. makaa
 - d. sungura
 - e. mchwa
4.
 - a. Baba aliendesha gari.
 - b. Msichana ataruka kamba.
 - c. Mkulima alivuna mazao.
 - d. Wanafunzi wanaandika insha kwa hati safi.
 - e. Wageni walifika mapema.
5. Biashara, kazi ya kulipwa, kuwekeza. (kubali majibu mengine sahihi)
6. Mwanafunzi aandike barua kutumia mtindo mwafaka.
7.
 - a. Jiti, kijiti
 - b. Jiji, kijiji
 - c. Jito, kijito
 - d. Jibwa, kijibwa
 - e. Jike, kijike
 - f. Jizee, kijizee
8.
 - a. Jana nilichana nywele zangu.
 - b. Asiyesikia la mkuu huvunjika guu.
 - c. Jini lilianguka chini.
 - d. Amevaa nguo inayofaa.
 - e. Paka alikunywa mchuzi wa juzi.
9.
 - a. kulala
 - b. kupokelea wageni
 - c. kuoga
 - d. kupika
 - e. kujisaidia
10.
 - a. bakuli, kijiko, maji
 - b. kisu, kitabu, msichana
 - c. blanketi, kioo, meza
 - d. dirisha, jua
 - e. mzee, Nairobi, mji
11. Salaale! Oyee! Lo! Ahaa!
Alhamdulillah! Kefle! (Kubali majibu mengine sahihi.)
12.
 - a. kikubwa
 - b. zuri
 - c. chafu
 - d. kitamu
 - e. nzito
13.
 - a. maamkizi
 - b. maagano
 - c. maagano
 - d. maamkizi

- e. maagano
- 14. Mwanafunzi atunge sentensi sahihi kutumia viwakilishi alivyopewa.
- 15. Aandike insha akitumiwa muundo ufaao.

Tathmini 4

1.
 - a. Habari yako?
 - b. Hujambo?
 - c. U mzima?
 - d. Umeshindaje?
 - e. Shikamoo?
2.
 - a. huzuni
 - b. polepole
 - c. makini
 - d. furaha
 - e. darasani
3.
 - a. chupi
 - b. shati
 - c. rinda
 - d. sweta
 - e. tai
 - f. kofia
4.
 - a. Mkuu wa shule amefika.
 - b. Mama aliwagawia wanawe pipi.
 - c. Mtoto alitema mate kwa uwanja.
 - d. Mwalimu amejifunga tai nyekundu.
 - e. Mpishi alipika chakula kitamu.
5.
 - a. Viti vilianguka vikavunjika
 - b. Vyakula hivi ni vitamu.
 - c. Vidole vyake vinauma.
 - d. Hivi ni vikombe vya nani?
6. kitanda, vyeti, chakula, vizingiti, kiatu, chombo, kijiti, kitabu.
7.
 - a. Chai ilipikwa na mama.
 - b. Mti ulikatwa na mjenzi.
 - c. Mlango umefungwa na nani?
 - d. Chakula kitaliwa na mtoto.
8.
 - a. Kuku atadona mahindi.
 - b. Kikombe kilianguka chini.
 - c. Wageni watatutembelea shuleni.
 - d. Wewe ulikula nini?
 - e. Matunda haya yaliiva.
9.
 - a. Mikuki
 - b. mabega
 - c. vitanda
 - d. wakulima
 - e. chaguo
10.
 - a. rafiki
 - b. mwenyeji
 - c. adui
 - d. mchana
 - e. furaha
11.
 - a. bidhaa
 - b. mteja
 - c. malipo
 - d. akiba
 - e. mshahara

12.

- a. huba
- b. chaguo
- c. bombo
- d. giza
- e. jua

13.

- a. kaptura
- b. mshipi
- c. soksi
- d. koti
- e. viatu

14.

- a. juu
- b. ndani
- c. chini
- d. kando

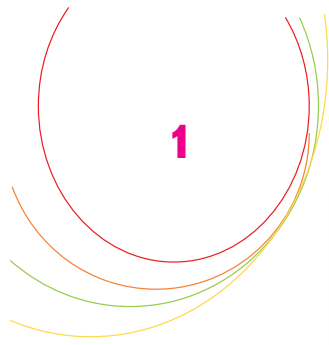
15. Kubali sentensi sahihi iliyo na viunganishi.

Tathmini 5

1.
 - a. Sitatembea barabarani.
 - b. Hakulala usingizi mzito.
 - c. Mama hakununua unga na sukari.
 - d. Sijapata zawadi maridadi.
 - e. Kitabu hakitasomwa na Mwele.
2.
 - a. pamba
 - b. nanga
 - c. nyundo
 - d. mlingoti
 - e. sindano
3.
 - a. kweli
 - b. La
 - c. kweli
 - d. d.kweli
 - e. kweli
4. Kubali majibu yote sahihi.
5. Andika insha sahihi.
6.
 - a. machungwa
 - b. rinda
 - c. masikio
 - d. jicho
 - e. mabega
 - f. jani
7. Mwanafunzi atunge sentensi sahihi akitumia viunganishi alivyopewa.
8.
 - a. ndani
 - b. karibu
 - c. juu
 - d. kando
 - e. karibu
9.
 - a. wewe
 - b. wao
 - c. sisi
 - d. nyinyi
 - e. yeye
10.
 - a. Kobe hutembea polepole.
 - b. Wanafunzi wanacheza uwanjani.
 - c. Jana mvua ilinyesha sana.
 - d. Haraka haraka haina baraka.
 - e. Watoto hao waliimba vizuri.
11. Hawa ni wasichana warembo. Wao wako katika madarasa ya nne. Wanapenda kusoma vitabu vya hadithi. Pia wao huruka kamba na kucheza kandanda. Wasichana hawa wansa tabia nzuri.
12.
 - a. Mtoto umleavyo ndivyo akuavyo.
 - b. Samaki mkunje angali mbichi.
 - c. Asiyefunzwa na mamaye hufunzwa na ulimwengu.
 - d. Mwana hufuata kisogo cha nina.
 - e. Mtoto akililia wembe mpe.
Kubali methali zinahusiana na malezi
13.
 - a. mito
 - b. miaka
 - c. milango
 - d. mipapai
 - e. mili
14. Mwanafunzi apake bendera rangi inavyostahili.
15.
 - a. liwa
 - b. pigwa
 - c. somwa
 - d. fungwa
 - e. pandwa



Science and Technology



Living Things and their Environment

A. Plants

1. Plants feed by taking in food substances as nutrients from the soil and the leaves as foliar feeds.

Some plants such as those that grow in nutrient-deficient soils, feed directly on small animals and insects.

2. Plants remove waste.

Plants grow and die.

Plants feed.

Plants respond to their environment in different ways such as bending toward the sunlight, or some flowers open in the day and close at night.

Plants reproduce or make themselves more by producing seeds. These seeds grow into new plants. Some plants produce seeds through flowers while others are non-flowering.

3. a. Gloves, overall
b. Gumboots, mask, goggles
4. Do not touch or smell any plant without your teacher's permission. Some plants may be poisonous and have stinging hairs or prickly thorns.

Do not taste the leaves, roots, or stems of plants that you are studying.

Wear protective clothing such as gloves, goggles, and overalls when collecting parts of plants or plants that have thorns or stinging hairs.

Use forceps or tongs when uprooting hairy or poisonous plants.

Always wash your hands with enough water and soap after handling plants.

- | 5. Plant | Function |
|-----------|---|
| a. Leaves | Make plants food through photosynthesis |
| b. Roots | Absorb water and nutrients from the soil. |
| c. Stem | Holds the branches and leaves up. |
6. Leaves make food for the plant through photosynthesis.
Help the plant lose water through transpiration.
 7. Deep roots help the plant reach water and nutrients that are far below the soil surface.
 8. Stems transport water and nutrients between the roots and leaves and support the plant to stand upright.
In some plants such as sugarcane and Irish potatoes, the stems store food for the plant.
 9. Stems help climbing plants hold onto support structures for growth.
 10. Spines reduce water loss and protect the plant from animals.

B. Animals

1. i. a-Parrot b- Lion c- Snail d-Housefly
ii. Parrot and Lion (a,b)
iii. Snail and Housefly (c,d)
2. Vertebrates
3. Both the butterfly and the cat feed, grow, breathe, reproduce, remove waste, move, respond to changes in their environment, and eventually die.
4. Animals remove waste through urination and excretion (solid waste).
5. This shows that animals respond to changes in their environment.

6. Breathing provides oxygen, which is needed to produce energy in the body.
7. Vertebrates have a backbone, while invertebrates do not.
8. Vertebrates: Dog, Fish.
Invertebrates: Spider, Snail.
9. A cow is a vertebrate because it has a backbone, while an ant is an invertebrate because it does not have a backbone.
10. Their backbone provides support for their body and helps them to move and fly.
11. Caring for animals ensures they remain healthy, protects biodiversity, and prevents them from becoming extinct.
12. Feeding them properly
Keeping their living areas clean.
13. Responding
14. Reproduce and grow
15. gloves, forceps, overcoats, goggles, gumboots
8. Foods rich in fiber, such as fruits, vegetables, and whole grains.
9. Encourage him/her to eat balanced meals with more fruits and vegetables and to drink enough water.
10. Stomach ache, bloating, diarrhoea, and vomiting.
11. He/she may develop stomach pain, bloating, and other symptoms caused by worms.
12. He/she might experience vomiting, stomach pain, and diarrhoea.
13. Chicken and chips are junk foods that lacks fiber, which helps in softening stool and easing excretion.
14. It ensures that food is properly digested and nutrients are absorbed to provide energy and maintain good health.
15. Exercise improves the movement of food through the digestive system, preventing constipation.
16. Stop eating that food and seek medical attention if the ache continues.
17. Healthy teeth help chew food properly, making it easier for the digestive system to break it down.

C. Human Digestive System

1. A- Oesophagus
B- Liver
C- Stomach
D- Large Intestines
E- Small intestines
2. a- Ileum
b- Gullet
c- Colon
3. Digestion begins in the mouth and ends in the small intestines.
4. Mouth, oesophagus, stomach, small intestine, large intestine, rectum, and anus.
5. Temporarily stores food, mixes it with digestive juices to initiate protein digestion, and then passes it in small portions to the small intestine for further processing.
6. Small intestine
7. Water helps soften food and prevent constipation.

Matter

A. Properties of Matter

- Matter is anything that has mass and occupies space.
- Solids, Liquids, Gases
- Liquid
- True
 - Gases have no fixed shape or volume and can expand to fill its container, while solids have a fixed shape and volume.
- Gas will usually take the shape of a container. They do not have a fixed shape or volume.
- Gases Oxygen, steam, smoke

Liquids Juice, paraffin, ink, milk

Solids Stone, leaves, sugar
- Ice is the solid state of water. When heated, it transitions to liquid water melting, and further heating can cause it to become water vapor by boiling.
- Solids
- Liquids have no fixed shape while solids have fixed shape.
- A gas does not have a fixed volume and can expand to fill its container, while a liquid has a fixed volume.
- The mass of the bottle will increase after James adds the water because the water adds additional weight to the bottle.
- If I leave a glass of water in the sun for several hours, some of the water will evaporate and turn into water vapour, causing the water level in the glass to go down.
- Farmers need to understand the properties of water because it helps them know how water moves through soil, how plants absorb it, and how much water crops need. This helps in proper irrigation, prevents water wastage, and supports healthy plant growth.

B. Management of Solid Waste

- Decomposable waste: kitchen waste, garden leaves.

Non-decomposable waste: plastic bottles, metal cans.
- Decomposable waste is easier to manage at home because it can be composted, turning it into useful soil for gardens.
- It can lead to pollution of water bodies if waste is dumped in rivers or lakes. It can cause soil contamination, affecting plant growth and animal health.
- Burning plastic releases harmful chemicals into the air, which can cause respiratory problems and environmental pollution.
- Reduce: Use less paper by writing on both sides.

Reuse: Use old newspapers for craft projects.

Recycle: Collect plastic bottles and send them to a recycling facility.
- Plastic waste
 - Metal waste
 - Kitchen waste
 - Paper waste

b.

Decomposable	Non-decomposable
Kitchen waste	Plastic waste
Paper waste	Metal waste

- Recycling involves breaking down waste materials and making new products from them, while reusing means using an item again for the same or a different purpose without changing its form.

8. One effective method to manage kitchen waste at home is composting.
9. Schools can encourage learners to recycle waste by providing labeled recycling bins, teaching lessons about the importance of recycling, organising clean-up and recycling activities, and rewarding learners who recycle regularly.
10. Reusing
11. Safety gloves, a face mask, closed shoes or boots, and protective clothing or an apron to protect yourself from germs, sharp objects, and harmful substances.
12. It helps avoid direct contact with potentially harmful or contaminated waste, reducing the risk of injury or exposure to bacteria, viruses, or chemicals.

These tools allow for quicker and more effective waste collection, especially in hard-to-reach areas.

By using tools to handle waste, people are less likely to spread litter or damage the environment while picking up trash.

Using tongs or grabbers helps to minimise physical strain, such as bending over repeatedly, making the process more comfortable, especially during extended cleanup efforts.

By using appropriate tools, there's less chance of touching sharp objects or hazardous waste, which can cause cuts or other injuries.

13. Materials needed

- Plastic or metal container (such as an old bucket or large can)
- Old newspapers or cardboard
- Scissors or a knife
- Glue or tape
- Paint (optional)
- Fabric (optional for decoration)

Steps

a. Choose the Container:

Find a sturdy container that can be used as the base of your dustbin. It could be an old plastic bucket, large can, or any other container with enough capacity to hold waste.

b. Prepare the Materials for the Outer Layer

If you're using old newspapers or cardboard, cut the material into strips or large sheets. This will serve as the decorative and protective outer layer of your dustbin.

c. Cover the Container

Take the strips or sheets of paper or cardboard and glue or tape them around the outside of the container. This step will give your dustbin a fresh, new look while reinforcing its structure.

d. If you'd like a lid, you can use a piece of cardboard or a larger plastic plate to create a simple lid. Cut it to fit the top of your container, and attach it with glue or tape. You can also add a small handle made from string or an old piece of fabric to make it easier to open.

e. You can decorate the dustbin using paint or fabric to make it more appealing and personal. This step is especially fun for schools or public spaces to make the dustbin more attractive and encourage its use.

f. Once everything is dry and set, make sure the dustbin is sturdy and the materials are well-attached. Test its stability to ensure it can hold waste properly.

g. Place your homemade dustbin in a convenient location, such as in your home, classroom, or yard, where it can be easily accessed.

14. Plastic bottles, cardboard, boxes plastic lids, old newspapers, plastic straws, tin cans or metal containers, old CDs or DVDs and cloth scraps/ old clothing.

C. Water Conservation

1. Water conservation is the careful use and protection of water resources to prevent wastage and ensure it is available for future use.
2. To ensure we have enough clean water for drinking, farming, and other essential uses, and to protect the environment.
3. Leaving taps running
Overwatering plants.
4. Turn off taps after use.
Use buckets instead of hoses for cleaning.
5. Fixing leaking taps stops water from being wasted drop by drop.
6. It can be used to water plants in the garden.
7. Use water from cleaning floors to water the flowers, use water from cleaning floors to clean their latrines .
8. Recycling water means treating used water so it can be used again for another purpose.
9. They practice reusing water for example water used for washing clothes can be used to mop the floor, water used to wash utensils can be used to water the kitchen garden
10. To save money on water bills and ensure there is enough water for all family members.
11. To instill lifelong habits of responsible water conservation and ensure enough water for all school activities.
12. At home: Use a bucket for bathing instead of a shower.
At school: Use water collected from handwashing to clean floors.
13. Turn off taps when not in use
Fixing leaking taps and pipes
Use bucket instead of shower when bathing.

14. Suggest using drip irrigation or a watering can instead of a hose pipe.

15. "Turn off taps after use!"

"Reuse water wherever possible."

"Fix leaks to save every drop!"

"Water is life—let's protect it!"

Accept any other correct answers

Force and Energy

A. Force and its Effects

1. Force is a push or a pull on an object.
2. a. True
b. True
c. True
3. If you kick it back, the ball changes direction and moves away from you.
If you stop it with your foot, the ball comes to a stop (its motion is stopped).
If you deflect it to the side, the ball changes direction without stopping.
4. Force
5. Force of gravity
6. Cart and bicycle
7. Friction between our shoes and the ground prevents slipping and allows us to move forward.
8. c. A leaf falling from a tree.
9. It slows down, stops for a moment, and falls back to the ground because of gravity.
10. On a smooth surface, the toy car moves faster and further because there is less friction compared to a rough surface where the toy car will move slowly.
11. Friction between the tyres and the ground slows it down and eventually stops it.
12. Pulling force
13. Hammer. Scissors, wheelbarrow.
14. The force changes the shape of the clay.
15. It can change the shape of an object.
It can start motion or stop moving objects.
16. b. Using oil or grease.
17. Apply oil or grease.
Use ball bearings.

18. Gravity pulls the water downhill, allowing it to flow toward lower areas like lakes and oceans.
19. The boy is using force from his hands to push the box.
20. d. A brake slowing a car down.
21. They would continue moving upward and not fall back down.
22. Pushing a door to open it.
Pulling a cart to move it.
23. To increase friction between their shoes and the ground for better grip.
24. Push force

B. Light

1. The sun
2. a. i. Candle
ii. Lightning
iii. Lamp
iv. Firefly
b. Lightning and firefly.
c. Candle and lamp.
3. Helps us see our surrounding and objects.
To keep places lit to avoid accidents.
To provide enough brightness to read and work comfortably.
4. Translucent roofs
Windows to let sunlight into the house.
5. By making them feel unsafe.
6. Candle
7. a. Transparent b. Transparent
c. Opaque d. Opaque
8. To allow light to pass through while keeping the classroom covered.
9. Using light
10. Lamps, candles.

C. Heat

1. Fire, electricity, gas.
2. a. Fire b. Gas.
3. To kill germs.
Make it easier to digest
Improve taste and texture
To increase the food safety.
4. Helps in preparing food
Keeps us warm
Dries clothes
Enables some machines to work
5. For safety against hot objects.
6. Keep flammable materials away from open flames.
7. It provides warmth to the earth and helps plants grow.
8. Ironing, hang them near a fireplace.
9. Electricity
10. To avoid serious or injuries that may be caused.
11. Switch off heat when not in use.
Wear kitchen gloves when handling hot objects.
12. To protect our bodies from heat.
13. Cooking, drying, ironing, warming.
14. Leather, cotton fabric, canvas.
Accept any other correct answer.
15. Using heatproof gloves to handle hot pans.

1. Photosynthesis
2. The learner should be able to label the following parts correctly. Leaves, roots, stem.
3. Breathing brings in oxygen needed in the body to produce energy.
4. Vertebrates – mammals, fish, birds, reptiles and amphibians.
Invertebrates – spiders, worms, snails.
5. They make the air clean, to prevent soil erosion, to make the school compound beautiful, to make the environment cool.
6. Mass, space.
7. Absorb water and minerals, form and store solid waste.
8. a. Blanket. b. light, opaque.
9. Environmental pollution, risks health.
10. Composting
11. Can change the shape of an object, can move an object.
12. Sun, fire.
13. Wear gloves
14. Reducing wastage
Recycling
Reusing water
15. Cardboard boxes, old plastic containers, worn out buckets.
16. It helps our feet grip the ground thus prevents slipping.
17. Digest food and absorb nutrients.
18. Mouth
Stomach
Large intestines
Small intestines
19. Heat
20. To avoid pollution of the environment.
21. Decomposable -food, paper, fallen leaves, garden waste.
Non-decomposable -plastics, metals, glass.

22. Studying, for security, to see their surrounding, to keep places lit to avoid accidents.
23. Turning off taps when not in use.
Fixing leaking taps.
Monitor water use to spot unusual spikes.
24. Reduces wastes
25. Accept a well designed poster showing ways people can conserve water.

Assessment Test 2

1. Flowers
2. To ensure the survival of their species.
3. Vertebrate-mammals, birds, fish.
Invertebrate -spiders, snail.
4. To take of animals not to kill them.
5. Volume, shape.
6. Oxygen, carbon dioxide, nitrogen.
7. Melted
8. Decomposable- banana peel, apple core.
Non-decomposable- plastic bag, metal can.
9. Pollutes the environment, risks people's health.
10. A leaf falling from a tree.
11. Lubrication, use of rollers.
12. Recycling paper to produce new notebooks.
13. In a smooth road there is less friction and resistance between tires and a surface while on a rough road more friction and resistance slows down the car.
14. Candle
15. Break down food
16. Air pollution
17. Improves visibility
Prevents accidents like tripping, falling.
Deters crimes- light makes it hard for criminals to commit crime.
18. It's free and natural
19. It starts moving
20. It reduces water bills.
21. To protect the environment since they don't decompose easily.
22. Improves visibility
Prevents accidents like tripping, falling.
Deters crimes- light makes it hard for criminals to commit crime.
23. Accept a well designed poster showing an encouragement to the community on how to the 3R's; reduce, reuse and recycle

24. Feeding

25. Air

Assessment Test 3

1. Going to school
2. Similar- They both feed. Difference- Caterpillar has no wings butterflies have wings.
3. For photosynthesis.
4. Watering them, weeding, pruning.
5. Backbone
6. Solids have a fixed shape liquids do not have.
7. The air filled in occupied space making it to expand.
8. Treat used water for reuse.
Harvesting rainwater.
9. All of the above
10. Lubricating, use of rollers.
11. It speeds up evaporation of water from the clothes.
12. Avoid handling hot objects.
Avoid direct contact with open flames.
13. Using water wisely to reduce wastage.
14. Recycling
15. They have less interlocking surfaces.
16. Reduces wastes on the land.
17. It melts
18. Their toxic emissions pollute the air.
19. Force of gravity
20. Reducing wastage
Reusing water
Recycling water
21. Natural- sun, lightning, stars, fireflies.
Artificial -candle, lamp, torch, bulb.
22. Reduces water bills
23. For easier recycling and disposal.
24. Leading by an example, telling them the importance of conserving water.

25. Materials

1 plastic container, lid, an old plastic bag [used as a liner], a pair of scissors, glue or tape.

Steps.

Clean the container

Cut and smooth edges

Insert liner for easy waste removal

Add lid

Assessment Test 4

1. Roots
2. Leaves –make food for the plant.
Stem –supports the plant by holding it.
Roots- holds the plant in the ground, absorbs water and nutrients from the soil to help the tree grow.
3. To catch, kill and tear prey; animals such as carnivores
4. They have no back bone.
They are cold blooded.
5. Some animals can be dangerous may hurt if not handled with care.
6. Solid- Wood.
Liquids- Water.
Gases- Oxygen.
Accept any other correct examples.
7. Gase
8. Gloves, gumboots.
9. To use water sparingly.
10. Water waste
11. Friction
12. Objects falling down, walking and standing, water flowing downhill.
13. Artificial light
14. Sun
15. The condition of the iron box.
16. Vomiting, diarrhea, bloating.
17. Reducing
18. By causing motion
19. The water cools
20. Water pollution
21. Mulch reduces water loss from the soil.
22. There's more friction on a rough surface with high resistance stopping the toy.
23. Bulbs, candles, torches, lamp.
24. Store food
25. Organize interactive sessions to educate residents.

Assessment Test 5

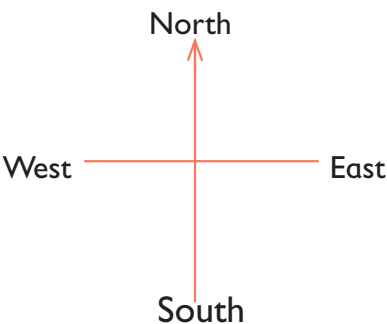
1. It germinates
2. a. True b.True. c.False.
3. To protect animal health and safety.
4. Decomposable- papers
Non-decomposable -pens.
5. Desk, chalk.
Accept any other correct answer.
6. Reuse water for rinsing clothes to clean floors.
7. Gravity
8. Change in motion, direction, shape, state.
9. Ensure proper ventilation
10. Wash the classroom, sprinkle flower garden.
Accept any other correct answer.
11. Stomach ache, bloating, diarrhea, vomiting.
12. Closing taps when not in use, reusing water.
13. By using mulch
14. A smooth ball has less friction thus less resistance rough ball has more friction slowing the ball.
15. Bulbs, lamps, torch, candle.
16. To prevent environmental pollution.
17. Absorbs nutrients and water from the soil to help a plant grow.
18. Transporting food from the mouth to the stomach.
19. Organizing interactive sessions to educate them.
20. Staying hydrated, doing exercises, eating a balanced diet.
21. Used to make furniture, used to build houses, used to hold items.
22. They grow and die
They reproduce
They feed
They excrete
23. In walking and running friction between our feet and ground prevents us from slipping, friction in brakes helps stop cars, vehicles.
24. Firewood
25. Lamp, candle.



Social Studies

Natural and Built Environments

A. Compass Direction

1. 
2. East, west
3. The direction of my home from school is north-east
4. If someone is lost in a forest, knowing the direction of the nearest road or village (like east or west) can help them find their way out safely.
5.
 - a. In the morning, the sun rises in the east, so if you face the rising sun, east is in front of you, west is behind you, north is to your left, and south is to your right.
 - b. In the evening, the sun sets in the west, so if you face the setting sun, west is in front of you, east is behind you, north is to your right, and south is to your left.
6. From the main gate, walk straight heading east. Continue past the classrooms, and when you reach the flagpole, turn left and walk north. The headteacher's office is the first door on your right

B. Location and Size of the County

1. sub-county
2. Let the learners answer according to the county where they come from.
3. Let the learners answer according to the sub-county where they come from.

4. county
5. What I love most about my sub-county is the friendly people and the peaceful environment. It's a place where everyone knows each other, and there's a strong sense of community.
6. county
7. 47
8. Let the learners answer according to the county where they come from.
9. Let the learners answer according to the county where they come from.
10. Mombasa, Turkana
11. Let the learners answer according to the county where they come from.
12. Let the learners answer according to the county where they come from.
13. neighboring counties or adjacent counties
14. Let the learners answer according to the county where they come from.

C. Physical Features in the County

1. Physical Features
2. plain
3. man-made
4. Let the learners answer according to the county where they come from.
5. a. Mountain. b. River c. Ocean
6. Drawing a river, valley, mountain and hill.
7. higher
8.
 - a. River
 - b. Lake
 - c. Swamp
9. Let the learners answer according to the county where they come from.
10. conserve

11. well
12. A lake.
13. Plain.
14. a. Plateaus provide flat land that is good for farming and building houses.
- b. Plateaus often have cooler temperatures which can be good for growing certain crops.

D. Seasons in the County

1. Hot, dry, wet or cold
2. Let the learners answer according to the county where they come from.
3. a. wet, cold
- b. dry, hot
- c. wet, cold
4. season
5. Rainy season.
6. Dry season.
7. Cold season.
8. Rainy season.
- 9.

	Season	Activity
a.	rainy season	a)planting b)fishing
b.	dry season	a)prepareing land for farming. b)harvesting.
c.	cold season	c)weeding. d)keeping ourselves warm.

E. Historic Built Environments in the County

1. Monuments.
2. a. Monument (National Museum of Kenya in Nairobi).
- b. Kenyatta International Convention Center Tower (Nairobi).
- c. Vasco Da Gama pillar (Malindi).
- d. Fort Jesus (Mombasa).

3. a. Monuments.
- b. Museums.
- c. Cultural centers.
4. Museum.
5. museum curator.
6. Bomas of Kenya, Bombolulu cultural centre
7. a. They help us learn about our history and culture.
- b. They attract tourists, which brings income to the community.
8. They preserve and promote our traditions, customs, and heritage, and they also attract visitors and create job opportunities for local people.
9. Museums
10. They help us understand and learn about the history, culture, and way of life of people from the past.
11. museums
12. a. Protecting them from vandalism and damage
- b. Regular maintenance and repairs
- c. Creating awareness and educating the community about their importance
13. signboards
14. a. Avoiding littering and keeping the area clean.
- b. Respecting and not damaging the structures.
- c. Sharing knowledge about their importance with others.

People and Population

A. Inter-dependence of People

1. Interdependence.
2. doctors
3. Teachers
4. Traders
5. Religious leaders
6.
 - a. It helps people share skills and services.
 - b. It creates strong relationships and unity in the community.
 - c. It allows people to get the goods and help they need from others.
7.
 - a. Fishermen are important because they provide food, create jobs, and support trade in our country.
 - b. They maintain law and order, protect people and property, and help keep our communities safe.
 - c. They grow crops and rear animals to provide food for the country.
8. a. True b. False c. True
9. love
10. development

B. Population Distribution in the County

1.
 - a. Linear settlement
 - b. Scattered settlement
 - c. Nuclear/clustered settlement
2. Population
3. population distribution.
4. Densely
5.
 - a. Dense population
 - b. Sparse population
 - c. Even population

6. sparsely
7. densely
8.
 - a. Availability of water
 - b. Fertile soils
 - c. Climate
9. sparsely
10. densely
11. These places are often flooded, have poor drainage, and can cause health problems due to mosquitoes and waterborne diseases.
12. True
13. Better access to services and opportunities like schools, hospitals, and jobs.
14. The answer depends on the county the learner comes from.

Culture and Social Organisations

A. Aspects of Traditional Culture in the County

1. Culture
2. a. Luhya Community.
b. Luo Community.
c. Maasai Community.
d. Agikuyu Community.
3. Manyatta.
4. Luo
5. a. Traditional dances and music
b. Local clothing and jewelry
c. Food and traditional ceremonies
6. artefacts.
7. Wrestling, racing, hunting, bullfights, board games, e.t.c.
8. Culture is the way of life of a group of people, including their customs, beliefs, traditions, language and arts.
9. animal skins, bark cloth
10. a. Initiation ceremonies
b. Marriage ceremonies
11. The learners to answer according to the community they are coming from.
12. They guide the community, settle disputes, and pass on cultural knowledge and values.
13. oral stories and observation.
14. a. It brings people together and promotes unity.
b. It helps preserve the identity and values of a community.
15. music and dance
16. language, clothing
17. They help us learn about our history and preserve our cultural heritage.
18. Store harvested grains and keep them safe from pests, moisture, and theft.

B. The School

1. School
2. public schools.
3. Open-ended question
4. The headteacher.
5. A short, meaningful phrase that shows the vision or goal of the school.
6. Open-ended question.
7. Timetable
8. A school routine helps us stay organised and use time properly.
9. a. School gate
b. Exercise books or school notice board
10. a. Learning in class
b. Sports and games
11. Write the motto clearly, decorate it with drawings or symbols of learning (like books, pens, or a school badge), and use neat, bold letters with bright colours.
12. They encourage learners to always work hard, stay focused, and never give up in their education.
It motivates learners to keep improving and not to repeat past mistakes.

- e. Deciding on the things that need to be bought for the projects
- c. Sharing duties
 - a. Making rules for the project
 - b. Checking on the success of the project
- 8. needs
- 9. a. It helps raise money for school activities
 - b. It teaches learners business skills
- 10. losses.
- 11. teamwork
- 12. commitment, teamwork, respect.

A. Good Citizenship in School

1. citizen
2. citizenship.
3. democracy.
4. He should return it to the owner or give it to the teacher.
5. a. Cleaning the environment.
 - b. Voting.
6. good citizen.
7. A good digital citizen is someone who uses technology responsibly, respectfully, and safely.
8. They were showcasing the quality of caring for the community and responsibility.

B. Peace

1. Peace means living in harmony, without fighting or conflict.
2. It shows respect and helps us learn from each other.
3. He should apologise and correct his mistake.
4. By listening when they speak, using polite words, and being kind.
5. a. Respecting others
 - b. Following school rules
 - c. Helping one another
6. love
7. a. Sharing
 - b. Forgiving each other
8. Report the matter to a teacher or adult.
9. It helps build friendship and makes everyone feel safe and happy.
10. Take deep breaths, walk away, or talk to a teacher.
11. working together

Governance in Kenya

12. a. Respect each other
b. Share and help others
c. Say sorry when wrong
d. Settle disagreements calmly
13. a. Encourage kindness and respect.
b. Make sure everyone is listened to and treated fairly.
14. Tell a teacher immediately and support the person being bullied.
15. Talk calmly, listen to each other, and find a fair solution.
16. obey
17. True
18. Respect each other, play fairly, and work as a team.

C. Human Rights

1. a. Neglect
b. Child labour
c. Child trafficking
d. Early pregnancy
2. a. Female genital mutilation (FGM)
b. Early marriage
c. Denial of education
3. rights, harm
4. Female Genital Mutilation (FGM)
5. Poor performance in school, trauma, health problems, and loss of self-esteem.
6. a. Low self-esteem
b. Physical injury
7. Tell a trusted adult like a teacher or report to the police or child protection services.
8. a. Avoid talking to strangers.
b. Report any abuse to a trusted adult or authority.
9. Say no, run away, and report the man to a teacher or parent immediately.

A. Democracy in School

1. Democracy is a system of leadership where people are allowed to choose their leaders and express their opinions freely.
2. Fairness, participation, and equal rights for all learners.
3. a. Learners feel included and valued.
b. It promotes peace and cooperation.
c. Everyone gets a chance to express their ideas.
4. a. Voting for school leaders.
b. Listening to others' opinions.
c. Respecting other people's choices.
d. Allowing everyone to participate in group activities.
5. False.

B. Children's Government in School

1. By voting for student leaders, following school rules, and taking part in discussions and decision-making.
2. a. Respecting and listening to student leaders.
b. Participating in elections and school activities.
3. a. School president.
b. Class representative.
c. Head prefect.
4. Learners.
5. School.
6. a. Helping to maintain discipline.
b. Representing learners' views to teachers.
7. False

C. Community Leadership

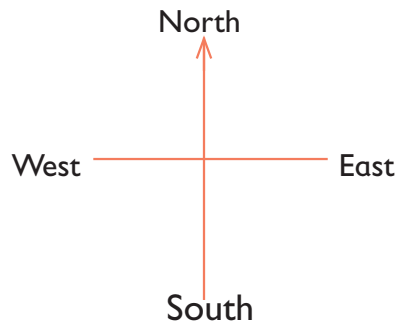
1. A leader in the community is a person chosen or appointed to guide, make decisions, and help others in the community.
2.
 - a. Religious leader – Guides people in spiritual matters.
 - b. Chief – Helps maintain law and order.
 - c. Teacher – Educates and guides learners.
 - d. County government leader – Provides services like water and health care.
3. By listening to them, obeying rules, and using polite language when speaking to them.
4. They solve problems, provide services, maintain peace, and guide decision-making.
5. They teach moral values, encourage kindness, and guide people on how to live peacefully.
6. Honest, Responsible, Respectful
7. Elder or Clan leader.

D. County Governments in Kenya

1. The Governor.
2.
 - a. Governor
 - b. Deputy Governor
 - c. Members of County Assembly (MCAs)
3. To lead and oversee development and services in the county.
4. They make laws and oversee how money is spent in the county.
5. By attending meetings and working with the national government on county matters.
6. Answer depends on the county of the learner.
7.
 - a. Ward Representative (MCA).
 - b. Speaker of the County Assembly.
 - c. Clerk of the County Assembly.
8.
 - a. Taxes.
 - b. Business permits and licenses.
 - c. Parking fees.
 - d. Funds from the national government.

Assessment Test 1

1. Compass.
2. Four
- 3.



4. Turkana, Mombasa
5. The Governor.
6. a. Valley. b. Mountain. c. River.
d. Forest
7. physical
8. a. They attract tourists, which brings income.
b. They provide natural resources like water, wood, and fish.
9. season
10. weather
11. a. Hot and dry.
b. Cold and wet.
12. Fort Jesus, Gede Ruins, Kariandusi Prehistoric Site.
13. A school motto is a short statement that expresses the goals or values of a school.
14. Head teacher.
15. Artefacts
16. a. Linear. b. Scattered.
17. cooperation.
18. Museum curator
19. densely
20. sparsely
21. love.
22. Culture
23. Language, Food, Dressing.
24. county.
25. a. True. b. False. c. False.
26. Police officer.
27. Open-ended question.
28. timetable
29. a. Wildlife.
b. Water resource.
c. Forest resource / Natural vegetation.

Assessment Test 2

1. A- West B- East C- South
2. An enterprise project is a small business or income-generating activity started to make money.
3. a. communication b. trading c. fishing
d. tourism
4. a. Spiritual leaders – They help people in prayers and teach them about religion.
b. Cultural leaders – They preserve culture and lead traditional ceremonies.
5. population.
6. a. Barter trade (exchange of goods for goods).
b. Cash trade (exchange of goods for money).
7. a. Respecting one another.
b. Listening carefully during discussions.
c. Helping and cooperating with others.
d. Following school rules.
e. Solving disagreements calmly.
f. Showing kindness and understanding.
8. Voting.
9. children's government
10. A parliament session is going on.
11. wards
12. Artefacts.
13. conservation
14. Matching
15. economic activities.
16. north.
17. west.
18. rainy
19. museum.
20. Physical features
21. museum.
22. a. Buying and selling goods.
b. Helping during community projects.
23. a. Title.
b. Key/Legend.
c. Compass direction.
24. Drawing
25. Cultural dancing.
26. County Speaker
27. a. Learners get a chance to choose their leaders.
b. Everyone's opinion is respected.
c. It promotes fairness and peace in school.
28. revenue.
29. tax.
30. season

Assessment Test 3

1.
 - a. Northeast
 - b. North
 - c. manufacturing
 - d. chief
 - e. Christians
2.
 - a. Many people settle in big towns because there are more job opportunities.
 - b. Big towns have better access to services like schools, hospitals, and markets.
3. Linear settlement.
4.
 - a. Managing the county government and implementing policies.
 - b. Overseeing the development projects in the county.
 - c. Representing the county and coordinating with the national government.
5. cultural
6. Drivers depend on passengers for their livelihood through fares, while passengers depend on drivers to transport them safely to their destinations.
7. motto.
8. service industry.
9. sexual abuse.
10. rights.
11. elected
12.
 - a. Obeying school rules.
 - b. Respecting teachers and fellow learners.
 - c. Participating in school activities.
13. even, uneven, and sparse.
14. Cars.
15. manyattas.
16. A time plan or a schedule.
17. The Deputy Governor.
18.
 - a. A river provides water for domestic use, farming, and animals.
 - b. A forest provides timber, homes for animals, and helps in rainfall formation.
19.
 - a. False
 - b. True
 - c. True
20. learners.
21. We can preserve our culture by practicing our traditions, speaking our local languages, and teaching them to the young generation.
22. a. Sea, Lake
23. Trade
24. honest
25.
 - a. Obeying school rules.
 - b. Respecting teachers and fellow learners
 - c. Participating in school activities.
26.
 - a. Road transport
 - b. Rail transport
 - c. Air transport

Assessment Test 4

1. compass
2. Turkana.
3. Head teacher
4. The president.
5. False.
6. The County Governor.
7. Population distribution is the way people are spread out in a given area.
8. densely, sparsely.
9. They help preserve culture and unite people to celebrate their heritage.
10. Cultural practices
11. Primary industry.
12. A citizen is a person who legally belongs to a country and has rights and responsibilities in that country.
13. technology
14. forest
15. manufacturing industries.
16. yes, no, no, yes, yes, yes
17. a. Barter trade
b. Money trade (cash or mobile money)
18. Money trade
19. Because money is easy to carry, makes trade faster, and is accepted by everyone.
20. a. Poor performance in school.
b. Low self-esteem.
c. Injuries or emotional trauma.
21. Open ended question
22. Cold season or Rainy season.
23. The County Governor.
24. Core values are the important beliefs and principles that guide how people behave and relate to others.
25. a. gnytrieit - Integrity
b. tyiun - Unity
c. cinlpseidi - Discipline
26. a. Poultry keeping.
b. Tree planting or vegetable gardening.
27. a. Traditional Leader.
b. Religious Leader.
28. right
29. school
30. Speaker.

Assessment test 5

1. NE, E, SE, S, SW, W, NW
2. a. Head boy or Head girl.
b. Class prefect.
3. peace.
4. a. They create job opportunities.
b. They improve the living standards of people.
5. Manyatta.
6. barter trade.
7. a. Executive
b. County Assembly (Legislature)
8. False
True
9. a. Assists the governor in running the county.
b. Acts as governor when the governor is absent.
10. tourists.
11. baskets
12. drought
13. floods.
14. Matching
15. a. Esummu - Museum
b. Tenunomm - Monument
16. a. Farming
b. Fishing
c. Trading
d. Tourism
17. a factory.
18. a. Right to education.
b. Right to food and shelter.
c. Right to protection from harm.
d. Right to play and rest.
19. Scattered settlement.
20. sparsely
21. a. Honesty
b. Responsibility
22. a. MCA – Member of County Assembly
b. CS – Cabinet Secretary
23. a. False
b. True
c. 47 counties
24. election.
25. revenue.
26. Cess .
27. voter's
28. scream
29. local
30. Pick it up and return it to him or report it to a responsible adult.



Agriculture

Conservation of Resources

A. Soil Conservation

1. Rotten plants and animals are applied to the soil to increase production.
2.
 - a. Grass.
 - b. Kitchen refuse (peelings) and leaves.
 - c. Animal waste (dung).
 - d. Maize stalks.
 - e. Animal wastes.
 - f. Wood ash.
 - g. Water
3. Compost pit.
4.
 - a. a, b, c
 - b. Water
5. Nutrients
6. Compost manure conserves the environment by reducing landfill waste, lowering greenhouse gas emissions, enriching soil health, preventing water pollution, promoting recycling, and supporting biodiversity through natural, sustainable processes.
7. Rake - To gather the materials needed in compost making.
Wheelbarrow - To transport the materials to the compost pit.
Spade - To scoop/mix the materials.
8. Three months.
9.
 - a. areas that are protected from high rainfall.
 - b. in the shade of a tree.
10.
 - a. it improves soil fertility
 - b. It improves the physical properties of the soil and aerates it.
 - c. It improves the water and nutrient holding capacity of the soil.
11.
 - a. Wood ash - speeds decomposition, increases heat and increases

oxygen levels.

- b. Water - it helps to keep the organic materials moist and promotes the growth of the microorganisms that break down the materials.
12. Decompose means to break down or rot. It is the process where dead plants, animals, or waste materials are broken down into smaller parts by microorganisms, insects, and other natural forces, turning them into soil-like material.
13. Compost manure is ready for use when it is dark brown or black in colour, has a crumbly texture, smells like fresh earth, and no longer shows visible remains of the original materials.
14. c. Turning the compost.
15. The compost manure will be helpful to the crops by improving soil fertility, helping the soil retain moisture, and providing nutrients that make the crops grow healthy and strong.

B. Water Conservation

1. It is a method of crop irrigation that allows little water to flow to the soil around the crop.
2.
 - a. Yes.
 - b. We should conserve water in the farm to ensure crops have enough water to grow, reduce water waste, save money, and protect the environment by using water wisely and sustainably.
3. Drip.
4.
 - a. i. Had plastic bottles with some nails and hammers.
 - ii. Make a small hole on the cap

- using the nail.
 - iii. Fill the bottle with water and close the cap.
 - iv. Dig a hole near the plant's stem.
 - v. Place the bottle into the hole with the cap side down.
- b. i. Empty plastic bottles.
 - ii. A sharp object (like a nail or knife) to make holes.
 - iii. Water for irrigation.
5. a. 5-metre plastic pipe.
 - b. Container with pipe connection.
 - c. Tap.
6. a. place your tank on a raised ground or a stand.
 - b. place your pipe along the row of your crops.
 - c. Make small holes along the pipe at each place where there is a crop.
 - d. Close the end of your pipe.
 - e. Connect your pipe to the tap on your tank.
 - f. Open the tap to irrigate your crops.
7. Water.
8. a. 25
 - b. It reduces runoff and evaporation
9. Make a tiny hole at the bottom of the bottle to allow air pressure to push the water out.
10. Drip irrigation. Because drip irrigation saves water by delivering it slowly and directly to the roots of each seedling, which is especially helpful in areas with little rainfall, like Manoa's village.
11. a. Hold the nail firmly and keep fingers away from the hammer's path to avoid injury.
 - b. Use the hammer carefully and gently to avoid slipping or hitting your hand.

C. Fuel Conservation

1. Heat, light.
2. Firewood, Charcoal, Kerosene, Gas, Electricity, Biogas.
3. a. To cook
- b. To heat or warm the house
4. a. True
- b. False
- c. True
- d. True
5. Charcoal or firewood
6. a. Gas is expensive.
- b. Gas is dangerous when not used correctly.
7. Charcoal, kerosene.
8. Always cook in a well-ventilated area to avoid smoke inhalation.
9. Plant more trees and use alternative sources of energy like gas, biogas, or energy-saving stoves to reduce the need for charcoal.
10. b. Check the gas cylinder to ensure that the gas is not leaking.
11. a. Wood.
- b. Charcoal.
- c. Kerosene.
- d. Gas
12. a. Proper ventilation
- b. Proper storage
13. a. Charcoal.
- b. Wood.
- 14.

Type of fuel	Uses at home
electricity	lighting and cooking
kerosene	lighting
gas	cooking
firewood	cooking

D. Conserving Wild Animals

1. roots
2. a. Using safe traps
b. Using hunting dogs
c. Using scarecrows
3. scarecrows.
4. Monkey
5. Scaring animals.
6. Tablets, smartphones, laptops, computers.
7. a. Rabbit
b. Monkey
c. Bird
d. Squirrel
8. a. Old clothes
b. Sticks
c. Dry sticks
d. Caps.
9. guavas, tomatoes and other fruits.
10. a. Eating or destroying leaves, stems, and fruits.
b. Uprooting or trampling young plants.
11. Help control pests and spread seeds.
12. By reducing the need for harmful chemicals like pesticides, and maintaining a balanced ecosystem that supports natural processes like pollination and seed dispersal.

Food Production Processes

A. Direct Sowing of Tiny Seeds

1. It is a place where seeds are planted and nurtured until they are ready for harvesting.
2. By clearing the land, loosening the soil, removing stones and weeds, and making the soil fine and smooth so the small seeds can grow easily.
3. Direct sowing
4. directly sown
5. a. Choose a clean container with small holes at the bottom for drainage.
b. Fill the container with fine, loose soil mixed with compost.
c. Remove any stones, sticks, or lumps from the soil.
d. Level the soil gently using your hand or a small stick.
e. Water the soil lightly to make it moist.
f. Sow the tiny seeds evenly on the surface.
g. Cover the seeds lightly with a thin layer of soil.
h. Place the container in a shaded area and water gently when needed.
6. a. By watering them
b. By mulching
c. Thinning
7. a. Clear the area of any debris or weeds.
b. Loosen the soil with a rake or hoe to create a fine, level surface.
c. Create shallow furrows or rows for planting seeds.
d. Sow the tiny seeds evenly along the rows
Water gently and keep the soil moist until seeds germ
8. a. Carrots
b. Millet
9. roots

10. a. Tiny seeds may not germinate uniformly, leading to uneven plant growth and spacing.
- b. It can be difficult to ensure that tiny seeds are planted at the correct depth for optimal germination.
- c. Birds, insects, or other animals may consume the tiny seeds before they have a chance to germinate.
11. This is because it can make the carrots grow with many small roots or become twisted and deformed.
12. a. Watering regularly.
- b. Weeding the seedbed.
- c. Thinning extra seedlings.
- d. Protecting the crops from pests and animals.
13. Covering seeds with a fine layer of soil helps to protect them from birds, insects, and harsh weather.
14. a. Saves time and effort as there is no need to transplant seedlings.
- b. Reduces transplant shock, helping the seeds grow better in their final planting spot.

B. Growing Fruits

1. a. Mango tree
- b. Orange tree
- c. Avocado tree
- d. Banana tree
2. - Passion plants
- Goose berries plants
- Grapes berries plant
- Black berries plants
3. Because they are a healthy source of vitamins, minerals, and fibre that help our bodies grow and stay strong.
4. Woody
5. Planting.
6. a. Collect mature seeds from ripe fruits.
- b. Clean the seeds to remove any pulp or fruit flesh.
- c. Dry the seeds in a shaded area for a few days.
- d. Soak the seeds (if necessary) in water to soften their outer coating.
- e. Store the seeds in a cool, dry place until ready to plant.
7. Because the shade helps protect the seeds from too much sun, keeps the soil cool and moist, and creates a good environment for the seeds to germinate and grow.
8. a. Planting trees.
- b. Water the seedlings before removing them to make the soil soft.
- c. Carefully lift the seedlings with a small amount of soil around the roots.
- d. Dig a hole in the new planting spot big enough for the roots.
- e. Place the seedling in the hole and cover the roots with soil.
- f. Press the soil gently around the seedling to hold it firmly.
- g. Water the seedling after planting to help it settle.
- h. Provide shade if the sun is too hot to protect the young plant.
9. If we don't eat enough fruits, our bodies may not get important vitamins and we can become weak or fall sick more often.
10. It helps the seeds to germinate, keeps the soil moist, and supports the healthy growth of seedlings.
11. a. Watering them regularly
- b. Weeding around the plants
- c. Adding manure or fertiliser
- d. Protecting them from pests and animals
- e. Pruning to remove dead branches
- f. Supporting weak stems with sticks
12. a. Passion fruit

- b. Grape vine
 - c. Pumpkin plant
13. a. Passion fruit seedlings or seeds
 - b. Well-prepared soil
 - c. Compost or manure
 - d. Watering can
 - e. Stakes or support poles for the plant to climb on
 14. We should buy fruits from local farmers, take care of fruit trees, and encourage others to plant and eat fruits to support the work of fruit farmers in our community.
 15. When it changes colour, becomes soft, smells sweet, and easily comes off the tree.
 16. Store them properly, share with others, sell them or make juice and jam to avoid waste.
 17. We support the vines to climb, preventing them from sprawling on the ground.

C. Uses of Domestic Animals

1. They are animals kept at home for their usefulness.
2. a. Cow
 - b. Goat
 - c. Chicken
 - d. Dog
3. Feathers and manure.
4. Milk, Transport
5. a. Cow
 - b. Donkey
 - c. Dog
 - d. Hen
6. Helps us to carry things
7. Shearing
8. Ox
9. a. Chicken
 - b. Turkey
 - c. Duck
 - d. Goose
10. Milk, meat, hides.
11. a. Eggs

- b. Meat
 - c. Feathers
12. a. To guard the home and property
 - b. To provide companionship and help with herding animals
 13. Buck or Billy.
 14. a. Camels provide milk and meat.
 - b. Camels are used for transport in dry areas.

D. Balanced Diet

1. a. Rice
 - b. Maize (ugali)
 - c. Bread
 - d. Sweet potatoes
 - e. Bananas
2. Vitamins/ Protective foods.
3. a. Beans
 - b. Eggs
 - c. Meat
 - d. Milk
4. a. Orange
 - b. Cassava
 - c. Carrot
 - d. Watermalon
 - e. Fish
 - f. Spinach
5. Energy-giving foods, body-building foods, and protective foods.
6. Ugali, Sukuma wiki, Meat.
7. They protect the body from diseases, help us grow strong, and keep us healthy.
8. Young children should be given a lot of proteins to enable them to grow.
9. It's Nixon who ate a balanced diet meal.
10. Carbohydrates.
11. It is not a balanced meal because it lacks vitamins.
12. Fruits and vegetables.
13. To avoid buying expired bread.
14. Carbohydrates.

15. a. Lettuce
- b. Cucumber
- c. Bell peppers
- d. Tomatoes
- e. Onions

16. Proteins.

17. It gives the body all the nutrients it needs to grow, stay strong, fight diseases, and have enough energy to work and play.

18. a. Fish
- b. Orange
- c. Rice

E. Boiling and Shallow Frying Food

1. This is where food is fried in a small amount of oil, covering the bottom of the pan, with the food partially submerged, usually turning it halfway through to cook both sides.
2. a. Eggs
- b. Chapati
- c. Pancakes
3. A frying pan.
4. Grilling, deep frying, roasting, steaming.
5. a. Use a stable and flat pan to avoid the egg slipping or spilling.
- b. Keep the handle of the pan away from the edge to prevent accidental burns.
- c. Be careful of hot oil splashes by gently cracking the egg into the pan.
- d. Use a spatula to handle the egg instead of touching it with your hands.
- e. Do not leave the pan unattended while frying to avoid accidents.
- f. Wear a protective apron to prevent oil splashes from burning your skin.
- g. Turn off the heat when done to prevent the oil from overheating.
6. a. Wash your hands thoroughly before handling food.
- b. Clean all cooking utensils and surfaces to prevent contamination.
7. a. Eggs.
- b. A frying pan and spatula.
- c. Shallow frying.
- d. Pancakes, Fish fillets.
8. a. Use a stable pot and make sure it is placed securely on the stove.
- b. Handle hot pots carefully by using oven mitts or a towel to avoid burns.
- c. Keep the kitchen area dry to prevent slipping.
- d. Keep sharp knives away from your body when peeling the arrowroots.
- e. Do not leave boiling water unattended to avoid spills and burns.
- f. Turn off the stove after use to prevent accidents.
9. a. Easy to eat.
- b. Easy to digest.
- c. Last longer.
- d. Good taste.
- e. Make it soft.
- f. Kill germs.
10. a. Boiling.
- b. Deep frying, shallow frying, grilling.
- c. Boiling.

Hygiene Practices

A. Personal Hygiene

1.
 - a. Washing hands regularly with soap and water.
 - b. Brushing teeth at least twice a day.
 - c. Bathing daily to keep the body clean.
2. Mary did not observe personal hygiene before eating the mangoes. She developed a stomachache because of the bacterial germs
3. Nitrile gloves.
4.
 - b. Wash the hands with running water.
 - d. Apply soap in cupped hands.
 - c. Rub your hands palm to palm.
 - e. Rinse your hands well.
 - a. Dry the hands with a clean towel.
 - f. Turn off the water.
5.
 - a. Face mask.
 - b. Goggles.
6.
 - a. Gloves (to protect hands from dirt and chemicals)
 - b. Dust masks (to protect from inhaling dust)
 - c. Boots (to protect feet from dirt and sharp objects)
7. It helps prevent waterborne diseases and keeps our bodies healthy.
8. It helps keep the body clean, removes dirt and sweat, prevents body odour, and reduces the risk of skin infections.
9. Sneezing.
10.
 - a. Gloves (to protect hands from thorns and harmful plants)
 - b. Long sleeves and trousers (to protect the skin from scratches and insect bites)

- c. Closed shoes or boots (to protect feet from sharp objects and snakes)
11. By preventing the spread of germs and infections, keeping the body clean, reducing the risk of skin problems, and maintaining overall physical well-being.
12. Clean clothes prevent the growth of germs, reduce body odor, and keep us comfortable and healthy.
13. Long nails can accidentally scratch the skin, leading to cuts and puncture wounds. These scratches can become entry points for bacteria and increase the risk of infection.
14. Headgear.
15. It helps prevent the spread of diseases, keeps us healthy, and promotes a clean and comfortable living environment.
16. It helps prevent the spread of germs and viruses to others, keeping them healthy.
17. It helps prevent the spread of germs, bacteria, and infections that can cause health problems.
18. Clean the wound with clean water, apply antiseptic, and cover it with a clean bandage to protect it from infection.
19. Brush their teeth regularly, use mouthwash, and drink plenty of water to keep the mouth hydrated.

B. Domestic Hygiene

1.
 - a. Rake
 - b. Broom
2. Soap, Water, Broom, Mop, Brush, Detergent, Disinfectant, Bucket, Cleaning cloth or rag, Dustpan
3. He is mopping the floor.
4.
 - a. A stick
 - b. Rubber band

- c. Long grass
 - d. Palm fronds
5.
 - a. Put on an apron and dust mask when sweeping.
 - b. Sprinkle water on the floor to remove dust before sweeping.
 - c. Do not walk on a dusty floor.
 - d. Wait for the floor to dry before arranging furniture.
 6. They are disposing off litter in the rubbish pit.
 7. Sweeping, Mopping, Dusting.
 8. Broom, Mop, Dustpan, Cleaning cloth or rag, Water, Soap or detergent, Bucket.
 9. Scrubbing brush or scraper.
 10.
 - a. Wheelbarrow.
 - b. To carry and transport heavy or bulky items like soil, sand, firewood, or tools easily from one place to another.
 - c. Spade, Rake.
 11. Clean water can be used for tasks like cleaning outdoor surfaces and flushing toilets.
 12. Washing them after use, drying them properly, and keeping them in a clean, dry place away from children.
 13. Dustpan.
 14. Duster or a broom.
 15.
 - a. It keeps the home clean and healthy.
 - b. It helps prevent the spread of diseases.
 - c. It makes the home comfortable and pleasant to live in.
 16. It can become dirty and smelly, spread diseases and make it hard for learners to concentrate and enjoy learning.
 17. You should put garbage in a dustbin and make sure it is properly disposed of or collected regularly.
 18. You should use a clean cloth and soapy water to clean tables and countertops.

C. Cleaning Personal Protective Equipment

1.
 - a. Gloves
 - b. Dust masks
 - c. Gumboots
 - d. Headgears
2.
 - a. Start by rinsing off any dirt or debris with water.
 - b. Use a mild detergent and a scrubbing brush to clean the surface of the gumboots.
 - c. Rinse the gumboots to remove any soap residue
 - d. After washing, allow the gumboots to air dry in a well-ventilated area away from sunlight.
3. Cleaning gloves removes sweat, oil, and other residue that can cause skin irritation, promoting comfort and safety to the wearer.
4.
 - a. Water
 - b. Soap or detergent
 - c. Brush
 - d. Clean cloth or rag
5. Remove the laces from the shoes. Shake off dust and dirt from the surface. Use a brush and soapy water to scrub the shoes gently. Rinse with clean water to remove soap. Dry the shoes in a shaded place, not directly in the sun. Wash the laces separately and dry them too.
6. This is because excessive moisture can damage the leather, causing it to lose its shape, texture, and colour.
7. To remove dirt, sweat, and germs, keeping it clean and safe for the next use.
8. Washing the face mask helps to remove dirt, oils, and any germs that may have accumulated on the surface.
9.
 - a. Wearing gloves to protect his hands from soap and dirt.
 - b. Using clean water to avoid infections or skin irritation.

- c. Drying the shoes in a safe place away from fire or direct heat.
10. To remove dirt and sweat, prevent bad smell, and keep it safe and comfortable to use.
11. Overall.
12. To protect their eyes from the bright sunlight and harmful rays.
13. Keep it clean, prevent damage, and make sure it is ready and safe to use next time.
14. We should stop using it and replace it with a new one to stay safe and protected.
15. Shake off dust and loose dirt. Soak the overall in water with soap or detergent. Scrub it using a brush, especially on dirty areas. Rinse well with clean water. Wring out the water and hang it to dry in a clean, shaded place.

A. Making Tacking Stitches

1. stitch
2. a. Running stitch
b. Backstitch
3. a. Needle
b. Thread
4. a. They can be used to join two fabrics
b. They can be used to repair torn areas
c. They can be used to decorate a house hold garment
5. Tackling stitches are temporary stitches used to hold the fabric in place temporarily before permanent stitching is applied.
6. a. Long and short tackling
b. Even tackling stitches
7. a. Always use a thimble when sewing.
b. Never leave a needle lying on the ground.
c. Never put needles in your mouth.
d. Keep a good space when working with a needle.
e. Be careful when using cutting tools to avoid injuring yourself.
8. To hold and guide the thread through the fabric.
9. a. Use a pair of scissors to cut a thread.
b. Hold the needle between your thumb and index finger.
c. Use the other hand to hold the thread near the tip.
d. Put the thread through the eye of the needle.
10. a. Fold the fabric into the desired size and shape.
b. Use a needle and thread to make small, loose stitches along the edges to hold the folds in place.
c. Tie a knot to secure the thread and cut off the excess.
11. Tape measure, Scissors, Needle, Thimble, Pencil
12. To avoid hurting or cutting their fingers by accident.
13. Needle, Thread, Scissors, Thimble
14. Even tacking stitches are all the same length and evenly spaced.

Long and short tacking stitches have stitches of different lengths, some long and some short.

15. Eye.
16.
 - a. Needles – in a needle case or pincushion
 - b. Pins – in a pin cushion
 - c. Scissors – in a safe place, like a drawer or scissors holder
 - d. Threads – in a thread box or wound neatly on thread reels
17. To hold pieces of fabric together temporarily before sewing permanently.

Assessment Tests

Assessment Test 1

1. a. bird
 - b. i. Using scarecrows or noise makers to scare the birds away.
 - ii. Covering the plants with nets or bird-proof mesh.
2. a. Dry leaves
- b. Cow dung
3. Conserving.
4. It delivers water directly to the plant roots, reducing water waste through evaporation and runoff.
5. a. Carrot seeds
- b. Onion seeds
6. a. Washing hands regularly with soap and water.
- b. Taking a bath or shower daily.
7. d. pen.
8. Gloves, Helmet, Face mask
9. Conserving
10. The male goat (on the right) is bigger, has longer horns, and often has a beard. The female goat (on the left) is smaller with shorter horns and usually no beard.
11. Amina needs body-building foods to grow big like her father.
12. Monkeys, Squirrels, Moles, Rats
13. a. It helps plants to grow well by reducing overcrowding.
- b. It allows each plant to get enough sunlight, water, and nutrients.
14. Energy
15. It helps to rot or break down the materials faster and keeps the compost pile moist for microorganisms to work well.
16. Wash his hands with clean water and soap before eating.
17. a. Fruits (like oranges, mangoes, and bananas)
- b. Vegetables (like carrots, spinach, and sukuma wiki)
18. Gumboots
19. a. Eggs – Boiling or shallow frying
- b. A mixture of maize and beans – Boiling
20. a. Use a fuel-saving stove (jiko) – It uses less firewood and cooks faster.
- b. Use dry firewood – Dry wood burns better and produces more heat, saving fuel.

Assessment Test 2

1. Cat
2. Body-building foods (like meat, eggs, or beans).
3. Joshua
4. stored, safe
5. Compost manure helps by making the soil fertile and healthy, which helps crops grow better.
6. a. False
b. True
c. False
7. bottles, pipes
8. Thinning is done by carefully removing some seedlings from the seedbed or garden to give the remaining plants enough space to grow well.
9. dog, wild cat, fox, or hyena.
10. The water from the tap was dirty or contaminated with germs or bacteria. Drinking unsafe water can make people sick.
11. Bucket.
12. Gloves protect your hands from dirt, germs, and injuries.
13. Milk, Meat, Wool (hair)
14. Oranges, Carrots
15. To avoid hurting ourselves or others.
16. I can make it at home using plant and animal waste.
17. a. Use scarecrows to frighten the monkeys away.
b. Put up fences or nets around the farm to keep monkeys out.
18. I would advise Lexy to use dry grass or straw for mulching in a carrot seedbed.
19. plastic bottles
20. Potatoes, rice

Assessment Test 3

1. Charcoal
2. Mr Olunga wore gloves to protect himself and Jane from getting infections or germs while giving first aid.
3. long
4. a. Remove the shoelaces and brush off loose dirt from the shoes.
b. Mix warm water with a small amount of mild soap or detergent.
c. Use a soft brush or cloth dipped in the soapy water to gently scrub the shoes.
d. Rinse the shoes with clean water and let them air dry away from direct sunlight.
5. Pork
6. Rice, Bread, Maize (corn), Potatoes, Sugar
7. d. book
8. Hoe, Spade
9. Use of scarecrows
10. Water
11. b. dry firewood.
12. a. Watering crops (irrigation)
b. Giving water to animals (livestock)
c. Cleaning farm tools and equipment
13. a. Gloves
b. Mask or respirator
c. Protective boots
14. To remove dust and dirt from furniture, which helps keep the room clean and prevents allergies and respiratory problems.
15. a. Mix flour with water and a little salt to make dough.
b. Knead the dough until smooth and soft.
c. Divide the dough into small balls.
d. Roll each ball into a thin, round shape using a rolling pin.
e. Place the rolled chapati on a hot pan or griddle.
f. Cook one side until small bubbles appear, then turn it over.
g. Cook the other side and press gently with a spatula or cloth until it puffs up.
16. Turkey.
17. Monkeys, Birds
18. Washed
19. a. Rice — Boiling
b. Chapati — Shallow frying or Grilling
c. Meat — Boiling or Frying
d. Pancakes — Frying
20. Overall

Assessment Test 4

- Running stitch
 - Tacking stitch
- Old cloth or rags
 - A stick or broom handle
- In the shade
- Cow
- It provides the body with all the essential nutrients needed for growth, energy, and maintaining good health.
- Running stitch.
- Rat
- Hoe, Rake
- gloves
- To use oven gloves or pot holders to safely remove the hot cooking pot from the fire.
- fences
- Planting trees
 - Recycling waste materials
 - Properly disposing of garbage
- To keep the PPE in good condition and make them last longer.
 - To prevent the spread of germs and stay safe while using them.
- Mole
- Energy-giving foods
 - Body-building foods
 - Protective foods
- Needle
 - Thread
 - Cloth
- Chicken
 - Goat
 - Cow
- Washing hands before and after handling food.
 - Cleaning cooking surfaces and utensils before use.
 - Wearing clean clothes or an apron while cooking.
 - Covering hair to prevent hair from falling into food.
- Dog
- Passion fruits
 - Grapes
 - Pumpkins
 - Watermelons

Assessment Test 5

- playing football
- Wheelbarrow
- Cleaning to remove dirt, stains, and germs from surfaces.
- I would have advised the man to treat the donkey kindly because animals also feel pain and should not be mistreated.
- Body-building foods – Examples: Eggs, meat, milk, beans.
 - Energy-giving foods – Examples: Rice, maize, bread, potatoes.
 - Protective foods – Examples: Fruits (like mangoes, oranges), vegetables (like carrots, spinach).
- Drip irrigation
 - Harvesting rainwater
- To make and use compost manure from available organic waste to improve soil fertility naturally.
- Boiling
 - Frying
- Mongoose
- compost pit
- Improves the soil's nutrients, making it fertile and helping crops to grow healthy and strong. It also improves soil structure and moisture retention, which benefits crop growth.
- Drip water method
- Release it carefully in a suitable wild area away from your home where it can find food and shelter safely.
- Dry leaves
 - Kitchen waste (vegetable peels, fruit scraps)
 - Animal manure
 - Grass cuttings
- Firewood, Charcoal
- Millet, Sesame, Mustard
- Using fences or barriers
 - Setting traps
 - Using noise makers or alarms
 - Applying natural repellents or deterrents
- To improve its fertility and provide nutrients for healthy plant growth.
- Carrot
- Jane could advise her friend to wash the gumboots regularly with clean water and soap to keep them clean.



Christian Religious Education

Creation

A. Self-Awareness

1. Accept any relevant answer.
2. Image
3. Special
4. Wonderfully
5. Unique
6. Names
7. Body size, height and colour
8. God
9. She should stop showing off.
(Accept any relevant answer)
10. Human beings, Himself, male and female
11. Keeping them clean, avoiding injuring them.
(Accept any relevant answer)

B. Thoughts and Feelings

1. Bad
2. Being kind to others, helping our parents, sharing with others.
(Accept any relevant answer)
3. He should talk to someone or pray to God.
(Accept any relevant answer)
4. Washing utensils, cleaning the compound, washing clothes.
(Accept any relevant answer)
5. Joyful
6. Forgive
7. Kindness, love, respect, helpfulness and joy.
8. They are strong feelings we get when something good or bad happens to us.
9. Playing with friends, listening to his favourite songs, forgiving those who wrong him, reading an interesting storybook.
(Accept any relevant answer)

C. Making Choices

1. Pleases
2. Sharing with others, obeying our parents and teachers, helping others.
(Accept any relevant answer)
3. a. good
b. Kabua could have got punished, Kabua could have lost the teacher's trust, Kabua would have made God unhappy.
(Accept any relevant answer)
4. a. Return the extra change to the shopkeeper.
b. Keep the extra change for himself.
(Accept any relevant answer)

D. My Family

1. Family
2. Nuclear and extended family
3. Sister
4. His father, aunt, uncle, grandparents.
(Accept any other relevant answer)
5. Accept a well-drawn diagram of the family tree.
6. Cousin
7. Uncle
8. Listening when they speak, telling them the truth and obeying them.
9. Happy
10. Obey, commandment, promise.

E. Relationships within the Family

1. King David.
2. Jonadab
3. Sick

4. People of opposite sex can abuse us sexually, she should not allow herself at risky places.
(Accept any relevant answer)
5. Run away, scream, call for help.
(Accept any relevant answer)
6. Temple
7. Pure
8. Avoid risky places alone, not to allow people of opposite sex to touch our private parts.
(Accept any relevant answer)
9. Police officers, teachers, church leaders, our parents or guardians.
10. Strangers
11. A. False. B. False. C. False. D. False.

F. Attributes of God

1. Attribute
2. a. holy b. loving c. creator
3. He answers our prayers, He forgives us our sins.
(Accept any relevant answer)
4. Healer
5. Holy
6. God love is unconditional.
(Accept any relevant answer)
7. a. Holy b. Creator c. Loving
8. Loving
- 9.

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

A. Respect for the Holy Bible

1. God
2. Holy
3. Bible
4. A. True B. False C. False D. True
5. Old
6. Luke and Revelation
7. Revelation
8. 39, 27
9. New Testament Old Testament
Matthew Genesis
Luke Esther
Timothy Job
Philippians Isaiah
James Proverbs
Revelation Malachi

B. Bible Stories

1. Short
2. Tax
3. To see Jesus
4. Because Jesus had agreed to go to the house of a sinner.
5. He accepted to give half of his wealth to the poor and return four times to those he cheated.
6. We should repent
(Accept any relevant answer)
7. Cheating/ stealing
8. Guest
9. Planning for the future, investing, clearing her debts.
(Accept any relevant answer)
10. Repented
11. To stop and repent his sins.
(Accept any relevant answer)

C. Balaam's Donkey

1. Moab
2. Three times
3. He went to curse the Israelites despite God had wanted him to bless them.
4. The Angel of God blocked his way.
5. We should obey to God.
(Accept any relevant answer)
6. To develop a good relationship with God.
(Accept any relevant answer)
7. Teachers, parents, community leaders.
(Accept any relevant answer)
8. God's anger arose, death- Balaam was killed in the war.
9. Obedient
10. Positively

D. Samson Kills a Lion

1. Timnah
2. Parents
3. Hands
4. God
5. Bees.
6. When we are sick, when we are in danger.
(Accept any relevant answer)
7. a. False b. True. c. False
8. To trust in God.
(Accept any relevant answer)
9. a. Samson. b. Lion. c. Power. d. Timnah.
10. God gives us power to handle challenges.
(Accept any relevant answer)
11. God.
12. Trust in God to give us power.
(Accept any relevant answer)

E. Joseph Interprets a Dream

1. Pharaoh
2. Accept any relevant answer.
3. God
4. seven years of abundance in Egypt
5. Represented seven years of famine
6. We should trust in God for wisdom.
(Accept any relevant answer)
7. Power
8. Fear, Lord
9. God, interpretation
10. He served his country
11. His action saved Egypt and his family too.

F. Bible Patriarchs

1. 75 years old
2. a. He would have many descendants.
b. He would make him a great nation.
c. He would make his name great.
d. He would bless those who bless him and curse those who curse him.
e. He would bless nations through him.
(Accept any other relevant answer)
3. His wife Sarah and his nephew Lot.
4. Bless, bless, curse, curse, nations.
5. Because He wanted to make him the ancestor of many nations.
6. Abram.
7. Obedience.
8. We should be obedient to God.

The Life of Jesus Christ

A. The Birth of Jesus Christ

1. Mary
2. Joseph
3. David
4. Angel Gabriel
5. Elizabeth
6. She should have trust in God's power.
(Accept any relevant answer)
7. Sixth
8. Holy
9.
 - a. His birth was announced by an angel.
 - b. He would rule forever.
 - c. He was born by a virgin.
 - d. He would be called Son of the Most-High God.
 - e. He would be great.
 - f. His name was given by the Holy Spirit before birth.
(Accept any relevant answer)
10. He should not be afraid God will be gracious to him.
(Accept any relevant answer)
11. She was chosen for a divine role, that is, giving birth to the Son of God.
12. God.
13. We should trust God's message.
(Accept any relevant answer)

B. The Birth of John the Baptist

1. Zechariah and Elizabeth
2. Angel Gabriel

3. A priest
4. He did not believe the Angel's message.
5. John
6. Cousin
7. His priestly work
8.
 - a. They were both announced by an angel.
 - b. In both the recipient did not immediately trust the message.
9. His wife was to have a son.
10. Prophet, road.
11.
 - a. Preach repentance for the forgiveness of sins.
 - b. Baptise people.
 - c. Proclaimed the coming of the Messiah.
 - d. He called for moral and ethical renewal.
 - e. He encouraged people to bear good fruits in their lives.
12. Because there's nothing difficult before God.
(Accept any relevant answer)
13. Repent.

C. Healing of Blind Bartimaeus

1. A person who is unable to see.
2. Timaeus
3. Jericho
4. Roadside
5. Jesus, Son of David, take pity on me.
6. They told him to keep quiet.
7. He spoke a word of healing.

8. Yes. When healing him Jesus told him your faith has healed you.
9.
 - a. We should have faith
 - b. We should show concern to the less fortunate.
 - c. Jesus has power to heal.
(Accept any relevant answer)
10. Faith.
11. Stop him and ask him to ask for forgiveness.
(Accept any relevant answer)
12.
 - a. Helping without being asked.
 - b. Showing love.
 - c. Sharing what you have.
 - d. Forgiving others.
(Accept any relevant answer)
13. Ignore their advice and continue going to church.

D. Healing the Ten Lepers

1. 10
2. They were regarded as unclean and so they should stay away from others.
3. Jesus, Master take pity on us.
4. Priests
5. True
6. One
7. Samaritan
8. Get up and go your faith has healed you
9. Thank you
10.
 - a. When they have been offered help.
 - b. When gifted.
 - c. When forgiven.
(Accept any relevant answer)
11.
 - a. Following His commandments and teachings.
 - b. Appreciating God's blessings.
 - c. Helping others through sharing.
 - d. Singing songs of praise.

12.
 - a. Jesus has power to heal.
 - b. We should be thankful to God.
 - c. We should have faith in Jesus.
13. Leper
14.
 - a. By obeying them.
 - b. Helping them in doing chores.
 - c. Listening to their advice.
 - d. By saying thank you.
15. Accept the way they are and encourage them to trust God.
(Accept any relevant answer)

E. Jesus Raises a Widow's Son

1. Nain
2. Only
3. Pity
4. He gave the man back to his mother.
5. Death
6. Accept any relevant answer
7.
 - a. Believe in God.
 - b. We should pray.
 - c. We should seek help.
8. Jesus has power over death.
9. Resurrection and the life (John 11.25)
10.
 - a. Listening to them
 - b. Praying for them.
 - c. Being there for them.
 - d. Offer them help.
(Accept any relevant answer)

F. Forgiveness

1. Revenge
2.
 - a. To restore the broken relationship.
 - b. To promote physical health.
 - c. To show love.
 - d. To make others comfortable with us.
 - e. To stop feeling angry.
3. To forgive his friend Katana.
4. Accept any relevant answer

5. Evil
6. At all times
7.
 - a. Not seeking revenge.
 - b. Serving those who hurt us after forgiveness.
 - c. Releasing bitterness from ourselves.
 - d. Speaking kindly to those we have forgiven.
 (Accept any relevant answer)

G. Helping the Needy

1. Anyone who needs help.
2. The poor, the homeless, orphans, elderly, people with disabilities, the sick.
(Accept any other relevant answer)
3. Take him by his hand and cross the road together.
4. Giving them food, taking them to children's home for accommodation.
(Accept any relevant answer)
5. A person who lost both parents.
6. Food, books, pens, knowledge.
(Accept any relevant answer)
7. Love
8.
 - a. To promote humanity.
 - b. To strengthen our bond.
 - c. To make God happy.
 - d. To reduce suffering and inequality.
9. By sharing what they have with them, by showing them love and kindness, by praying for them.
(Accept any relevant answer)
10.
 - a. Raising a friend after tripping.
 - b. Helping the elder walk.
11. a. True b. True c. False.
12.
 - a. By praying for them.
 - b. By showing them love
 - c. By sharing what we have with them.
 (Accept any relevant answer)

H. The Parable of the Lost Coin

1. Is a simple story that Jesus used to teach a deeper spiritual or moral lesson.
2. A woman
3. 10
4. A Christian who lost from the way of life.
5. Accept any relevant answer.
6. Call him to the righteous way of life.
7. Like the woman, Jesus is much concerned with that one individual who loses their way to get them back to the right way.
8. Every soul is important and so Jesus loves all.
9. She called her neighbours and friends for a celebration.
10. The community of believers who rejoice when sinners repent.
11. Sinners
12.
 - a. We should be persistent in seeking the lost.
 - b. Every soul is important to God.
 - c. God is happy when one sinner repents.
 - d. God is always ready to welcome us back no matter what sin we commit.

I. The Parable of the Mustard Seed

1. Like a tiny mustard seed.
2. Mustard seed
3. Sower
4. The Kingdom of God grows from small beginnings.
5.
 - a. Praying faithfully, support and uplifting fellow believers.
 - b. Spread the message of God, lead an exemplary lifestyle.
6. By living an exemplary life, by praying regularly, sharing encouraging words.
7. Love and unity among believers, increased faith and prayer, evangelism and discipleship.

8. They both start from small beginnings to a great impact, they are both quiet and steady in growth.
9. Jesus Christ
10. How the kingdom growth starts from a small beginning, how it grows in people's hearts, how one person can make a difference in the kingdom growth, how churches and believers help the kingdom grow.
(Accept any other relevant answer)
11. People from various nations who find safety in the kingdom of God.
12. Accept any relevant answer.

J. Nicodemus' Encounter with Jesus Christ

1. Jews
2. How can a grown man be born again.
3. At night
4. Baptised
5. To repent your sins and live a life that pleases God.
6. To be baptised
7. One must be born of water and spirit.
8.
 - a. To demonstrate repentance.
 - b. To make them live a holy life.
 - c. To receive the holy spirit.
 - d. To show obedience to God's commandments.
9. Acknowledging wrong doing and asking for forgiveness of the same.
10. God
11. Repent
12. Sins
13. Water and spirit
14. Everlasting/eternal
15. Accept any relevant answer.

A. Trust

1. Potiphar
2. He was hard working
3. Egypt
4. The ability to manage emotions, thoughts and behaviours to achieve goals.
5. Family members, the police, church leaders, teachers.
(Accept any other relevant answer)
6. People we don't know or we are not familiar to.
7. (Accept any relevant answer)
8. He did not want to sin against God.
9. She accused him of wanting to rape her.
10. They may sexually abuse us.
11.
 - a. We become strong and protected.
 - b. God keeps promises.
 - c. God is faithful to us.
 - d. He provides for us.
12. Say no to him respectfully.
13. Self-control
14. He ran away leaving his cloak behind.
15. False

B. Truthfulness

1. Truthful
2. You earn trust and respect, makes God happy, we create true friendship with others.
(Accept any relevant answer)
3. Lie, truth
4. Truth
5. They lose respect.
(Accept any other relevant answer)
6. We live happily with each other.
7. By trusting in God to enable you speak the truth.
8. By teaching them the importance of telling the truth.

9. Refuse and tell him the importance of saying the truth.
10. Trusting in God
11. Accept any relevant answer.

C. Obedience at Home and School

1. Doing what you are told to do willingly.
2. Obey your father and mother so that you may live long in the land that I am giving you.
3. Happy
4. Doing what they instruct us to do willingly.
(Accept any other relevant answer)
5. We hurt those we disobey, leads to rebellion, God will not be happy, we make parents and teachers feel disrespected.
6. Live longer
7. Other workers, fellow learners
8. a. To strengthen family bond.
b. To help avoid mistakes.
c. To live long on earth.
d. To obey God.
9. Happy
10. a. To make them happy.
b. To take instructions.
11. Happy
(Accept any other relevant answer)
12. Accept any relevant answer.
13. To be obedient to his teacher.
14. We make them unhappy.
15. To avoid mistakes and punishments.
16. Accept any relevant answer.

D. Jesus Loves Little Children

1. Love
2. Loves
3. He told them the kingdom of God belonged to them.
4. Disciples
5. He blessed them.
6. Little children

7. Little children.
8. False.
9. Being happy with them, sharing with them, praying for them.
(Accept any other relevant answer)
10. By being kind to others.
11. Accept any relevant answer.
12. Happy

E. Responsibility

1. School
2. Care for
3. Washing them to be neat, storing them properly, using them for the right purpose.
4. Using them for the right purpose, storing them properly, cleaning them. Accept any other relevant answer.
5. a. school property b. personal c. personal
d. personal e. school f. personal
6. pencil writing
rubber rubbing
crayon colouring
bookshelf storing book
water bottle carrying water
7. a. good. b. bad. c. good. d. good.
8. No. Damaging the door.
9. To become responsible.
10. a. Learners destroying property.
b. No
11. They become damaged.
12. By telling them the importance of being responsible.
13. To stop and be responsible to his property.
14. Irresponsible

F. Holiness

1. Holy Spirit
2. To glorify God
3. Is a state of being without a sin.
4. Holy Spirit

5. Keeping our bodies pure, using our body for worship, resisting temptations.
6. Sins
7. Having sex before marriage, accusing others falsely, fighting, disobeying, cheating.
8. Avoiding bad company, saying no to actions leading to sin, practising self-control, asking God for guidance.
9. Holy
10. Disobedience, fighting, sex before marriage.
(Accept any other relevant answer)
11. To stop and use his body to glorify God.
12. Praying, being kind to others, loving each other. (Accept any relevant answer)
13. b. body, God
14. To keep her body Holy.
15. a. unholy b. holy c. unholy d. holy.
e. unholy.

A. House of God

1. God
2. To praise and worship God.
(Accept any other relevant answer)
3. Not making noise in the church, avoiding unnecessary movement, not sleeping in church, by not doing ungodly things.
4. By praying, singing, assisting in collecting offering, wiping seats.
5. Accept any relevant answer.
6. Buying and selling
7. Thieves
8. God
9. They disrespected the church
10. Spiritually
11. Making noise in church, making movements anyhow, playing in church, sleeping in church.
12. Prayer
13. Praying, singing, clapping, dancing.
(Accept any relevant answer)
14. To respect the house of the God.
15. a. true b. true c. false

B. The Early Church

1. Jesus Christ
2. 12
3. a. Simon Peter
b. Andrew
c. James son of Zebedee
d. Bartholomew
e. John
f. Philip
g. Thomas
h. Mathew
i. James son of Alphaeus
j. Thaddeus
k. Judas Iscariot
l. Simon the patriot

4. Simon
5. Simon
6. Judas Iscariot
7. Mathew
8. James and John
9. Peter
10. He called people to repentance
11. Day of Pentecost
12. To drive out evil spirit and heal the sick
13. Peter
14. Repent and be baptised
15. Engage in outreach services.

(Accept any relevant answer)

16.

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

C. Standing Firm in Faith

1. Stephen
2. Faith
3. Martyr
4. Jesus
5. Stephen
6. Praying daily, avoiding sins, fellowshiping with others, being an active church member.
7. Antioch
8. Spirit
9. Outside

10. Groups of people that do not do the will of God.
11. Terrorists, drug traffickers, those who do not regard Jesus Christ.
12. Temptations
13. They lead to sin, one could get killed, they influence negativity, they cause fear among people.
14. We should stand firm in our faith.
15. Pray and being faithful.
16. Stop attending the group.
17. Stand firm on my faith.
18. Sin
19. Unhappy

D. The Lord's Prayer

1. It is an earnest request for help or expression of thanks addressed to God.
2. Pray
3. Lord's prayer
4. It is a way of communication to God, it a way of asking strength and guidance from God.
5. Strength, guidance, protection.
(Accept any other relevant answer)
6. Thy kingdom come, give us this day our daily bread, forgive us our debts as we forgive others.
7. God
8.
 - a. Its channel of communication to God.
 - b. Prayer gives us strength and guidance.
 - c. Through prayer our sins are forgiven.
9. Our Father in Heaven Hallowed be your name, thy kingdom come, thy will be done on earth as it is in heaven, give us this day our daily bread and forgive as our trespasses as we forgive those who trespass against us, lead us not into temptations, but deliver us from the evil one, for thine is the kingdom, the power, and the glory, forever and ever. Amen.

10. Our Father in Heaven hallowed by thy name.
11. Faith

E. Fruits of the Holy Spirit

1. Spiritually
2. Love, joy, peace, patience, kindness, goodness, faithfulness, humility, self-control.
3. Peace
4. Humility/ patience
5. Love
6. Peace

F. Self-control

1. Self-control
2. Holy Spirit
3. Living peacefully, avoiding to fall into trouble, make God happy, avoid regrets of actions done out of anger.
4. Right
5. Self-control
6. Joseph
7. To exercise self-control
8. Self-control
9. The act of making something dirty, impure or unclean either spiritually, morally or physically.
10. Being clean always, being honest, having self-control, making right decisions.
11. Avoid temptations, set clear goals, be mindful, practice saying no.
(Accept any relevant answer)

A. Use of Social Media

1. a. Tablet. b. Laptop. c. Computer. d. Mobile phone.
2. Communication, watching news, doing researches.
(Accept any relevant answer)
3. Refers to online channels where people create and share information.
4. Facebook, twitter, Instagram, WhatsApp, telegram.
5. Sharing scriptures and encouragement, publicly offer prayer and support, use the platform to serve God.
6. a. good. b. bad. c. good e. good. f. bad.
7. Responsible
8. Chatting with strangers, abusing people in social media, watching ungodly movies.
Accept any other relevant answer.
9. Strangers
10. She will be addicted.
11. Making communications, spiritual growth by reading the bible, educating yourself through e-book.
12. Mobile phone
13. Are principles and values that guide people to do what is right, fair and respectful.
14. Accessing online books, online courses and study materials. Accept any relevant answer.
15. To use her device responsibly.

Assessment Test 1

1. Right
2. He should show gratitude to other regardless of how they were born.
3. Sun
4. Giving back the money
5. Aunt
6. a. David b. Tamar c. Amnon
7. Omniscient, omnipotent, omnipresent, holy, living, merciful.
8. Two, old and new
9. Return
10. Abraham
11. Patience, humility, love, goodness, kindness, faithfulness, self-control, peace, joy.
12. Prepare
13. Accept any relevant answer.
14. Evil
15. Accept any relevant answer.
16. Lit the lamp, swept everywhere.
17. God, world, son, perish, life
18. Zion
19. False
20. Children

Assessment Test 2

1. Temple
2. Respect
3. 3000
4. Prayer
5. True
6. Accept any relevant answer.
7. Children, heaven
8. Work
9. Lion
10. Leading in singing, collecting offerings, cleaning the church.
(Accept any other relevant answer)
11. Pleases
12. Body size, height, body colour
13. Parents, teachers, church leaders, the elderly.
(Accept any relevant answer.)
14. Little children
15. A ruler of the Jews
16. Is a simple story that Jesus used to teach moral or spiritual lesson,
17. Timaeus
18. Listening to them, offering help, forgiving others, standing up for others, respecting others.
19. When they have gifted us, when they show us directions, when they pardon us.
(Accept any other relevant answer)
20. a. Police officer b. Priest

Assessment Test 3

1. Forgive
2. Accept any relevant answer.
3. Family
4. Father
5. Persistence
6. Tax
7. It is used identify us
8. Children
9. Healer
10. Happy, overjoyed
(Accept anyother relevant answer)
11. Cleaning utensils, cooking for them, washing clothes for them, cleaning the house for them.
12. She called friends and neighbours for a celebration.
13. Zaccheaus
14. Stranger
15. Yes
16. Church
17. Stephen
18. Sharing scriptures and encouragement, publicly offer prayer and support, use the platform to serve God
19. False
20. 66

Assessment Test 4

1. Betrayed
2. King Saul
3. Faith
4. Kindness
5. Responsibility
6. Lord's prayer
7. a. true b. false. c. true
8. First
9. Genesis
10. Genesis
11. Accept any relevant answer.
12. Forerunner of Jesus Christ, preacher to repentance, baptise sinners.
13. David
14. Thank you
15. True
16. A sinner
17. It demonstrates our repentance, it makes us live a Holy life, makes us receive the Holy Spirit.
18. Sexual abuse, inflict us injuries. (Accept any relevant answer)
19. Obedience
20. a. Twitter b. Tik Tok c. WhatsApp.
d. Facebook.

Assessment Test 5

1. Accept a well-drawn coloured Bible.
2. He should forgive his friend because he should not stay angry till the sun sets.
3. To strengthen family bond, to obey God, to avoid rebellion. Accept any other relevant answer.
4. Angry, day
5. Second Samuel 13
6. Willing to sacrifice his son Isaac.
7. We should have trust in God.
8. Accept any relevant answer.
9. Through prayer and praising, obedience, being holy, helping others.
10. Praying to God, seeking help. Accept any relevant answer.
11. Revenge.
12. a. books. b. clothes. c. foodstuff
13. False
14. Matthew, Hebrews, Jude
15. Because He has power over everything.
16. Responsible
17. Judgement
18. Self-control
19. True
20. To pray and have trust in God.
(Accept any other relevant answer)



Islamic Religious Education

A. Selected Surahs

1. a. Arabic: Bismillahi Ar-Rahmani Ar-Rahiim.
b. English: In the name of Allah (S.W.T.), the Most Gracious, the Most Merciful.
2. 7 verses.
3. The Opening (Al-Fatihah).
4. a. Allah (S.W.T.) is the Lord of all creation and the Master of the Day of Judgement.
b. We should always ask Allah to guide us on the straight path.
5. It is recited in every unit of swalah (prayer).
6. Master
7. straight
8. Verse 7
9. swalah (prayer).
10. Allah (S.W.T.)

Basic meaning of Surah An-Naas

1. The Mankind.
2. Allah (S.W.T.)
3. reciting
4. a. Say: I seek refuge in the Lord of mankind.
b. The King of mankind.
5. protect
6. jinns and men.
7. Surah An-Naas.
8. Write the second verse of Surah An-Naas in Arabic
9. From among jinn and mankind.
10. sleeping.

Basic meaning of Surah Al-Falaq

1. Daybreak.
2. In the morning and evening, before sleeping, and for protection.
3. Seek Allah's protection by reciting the Surah with sincerity and trust.
4. the evil of darkness, witchcraft, and envy.
5. Envy.
6. Allah (S.W.T.)
7. Write the first and second verse of Surah Al-Falaq in Arabic
8. a. Thieves
b. Witch doctors
c. Sorcerers
9. morning, evening.
10. And from the evil of the envier when he envies.

Basic meaning of Surah Al-Ikhlās

1. Tawheed.
2. 4 verses.
3. Purity (of faith) or Sincerity
4. One.
5. Verse 3.
6. Allah is Eternal and does not depend on anyone. Everyone depends on Him.
7. no one.
8. idols.
9. Allah (S.W.T.) for all your needs.

Basic meaning of Surah Al-Masad

1. Al-Lahab
2. Ummu Jamil
3. fire
4. 5 verses.
5. uncle of Prophet Muhammad (S.A.W.)
6. Swafa.

7. curse Abu Lahab and his wife.
8. Jibril.
9. dirt on Prophet Muhammad (S.A.W.).
10. blazing fire

Basic meaning of Surah An-Nasr

1. victory.
2. 3 verses.
3. thanking Allah (S.W.T.).
4. forgive others.
5. Thank Allah and seek His forgiveness.
6. Victory.
7. Write the first verse of Surah An-Nasr in Arabic.
8. few Muslims.
9. repent.

Basic meaning of Surah Al-Kafirun

1. kafirun
2. 6 verses.
3. ayah.
4. Quraish
5. to me mine.
6. freedom of worship.
7. Islam is the true religion.
8. idols.
9. shirk.
10. b

A. Prophet Muhammad (S.A.W.) a model of good character

1. a .
Kindness b. Honesty c. Patience d.
Forgiveness e. Generosity
2. Responsibility
3. Respect and concentration
4. Fairness and kindness
5. a. True b. True c. False
d. True
6. Character Trait Tick (✓)
a. Kindness ✓
b. Lying
c. Generosity ✓
d. Trustworthiness ✓
e. Stealing
f. Peace maker ✓

B. Hadith on Etiquette of Eating

1. Bismillahi
2. To stay clean and remove dirt or germs.
3. Right
4. In front of us
5. a. Wasting food
b. Speaking with food in the mouth
6. Alhamdulillah
7. Bismillahi awwalahu wa akhirahu
8. a. False b. True
9. a. Right b. Right c. Wrong d .
Right

C. Hadith on brushing teeth

1. To keep our mouth clean and avoid bad breath or tooth decay.
2. A toothbrush and toothpaste

3. Miswak
 4. Miswak are natural toothbrushes made from the twigs of special trees, used to clean teeth and keep the mouth fresh.
 5. It cleans the teeth, freshens the mouth, and is a Sunnah of Prophet Muhammad (S.A.W.), which brings reward when used.
 6. a. True b. False c. True

d. False
 7. a. Before prayers.
b. After waking up.
c. Before going to bed.
d. After eating.
9. Islam forbids pride and arrogance; Muslims should be humble.
 10. It keeps the body healthy, strengthens the heart and muscles, and helps the mind stay active and focused.

D. Hadith on Fitness

1. A strong believer is better and more beloved to Allah than a weak believer.
2. a. Horse riding
b. Swimming
3. To be strong and healthy for worship and daily duties.
4. It helps one perform movements in Swalah properly and without difficulty.
5. Boys should wear modest, loose clothes that cover between the navel and knees.
Girls should wear modest clothes that cover the whole body except the face and hands.
6. a. Avoid cheating.
b. Play fairly and respect others.
c. Do not use bad language or hurt others.
7. Do not let sports make you miss prayers or other religious duties.
8. It teaches cooperation, honesty, respect, and discipline.

A. Twahara (Ritual Purity)

1. Impurities
2. Twahara
3. Clean
4. a. Mutawasitah - Medium najis
b. Mughalladhwa - Heavy or thick
c. Mukhafafah - Light najis
5. Water
6. blood, vomit, pus, urine, stool
7. Mughalladhwa
8. 7

B. Wudhu (Ablution)

1. swalah.
2. clean water
3. 3
4. elbow
5. ankle
6. a. Face
b. Hands/arms
c. Feet
7. a. False b. False c. True
8. a. Passing wind (releasing gas)
b. Touching a person of the opposite gender
(non-mahram)
c. Passing urine
d. Epilepsy

C. Conditions for Swalah

1. second
2. worship
3. Muslims
4. navel to knees.
5. face and hands.
6. the right
7. a. Body

- b. Clothes
- c. Place of prayer
8. Qiblah
9. clean.
10. True

D. Pillars of Swalah

1. Takbiratul Ihram.
2. a. Rukuu – Bowing with hands on knees.
b. Sujud – Prostration with forehead and nose on the ground.
c. Qiyam – Standing while reciting.
d. Jalsah – Sitting position between sujud or during Tashahhud.
3. Qiyam
4. Rukuu
5. Tahiyyat
6. Salaam
7. God is great
8. Subhana rabiul adhiim
9. Subhana rabiul a'la
10. Standing after Rukuu

A. Virtues: Kindness to Allah (S.W.T)'s Creatures

- Allah (S.W.T).
- a. Humans b. Animals c. Birds
d. Fish e. Plants
- a. Feeding animals
b. Providing clean water
c. Helping the elderly and disabled
d. Taking care of the sick
e. Not harming or overworking animals
- ✓ a. Beating animals
✗ b. Feeding and watering animals
✓ c. Branding animals
✗ d. Showing compassion to animals
✓ e. Locking animals up
- take care
- Abdi should help the blind man cross the busy road safely.
- sadaqah
- a. True b. False c. True

B. Islamic manners of dressing

- Tick on the 2nd picture
- clean
- tight
- face and hands.
- ladies'
- navel to the knees.
- a. False b. True c. True
d. False

C. Positive Usage of media

- a. Computer b. Smartphone
c. Television
- a. Educational shows (e.g. Know Zone)
b. Religious programs (e.g. Quran

Recitation

Hour)

- Documentaries or news for children (e.g. Kids' News Show)
- a. Singing
b. Acting or drama
c. Public speaking or poetry
- Ramadhan
- a. Listening to Islamic or educational content
b. Communicating with family in a respectful manner
c. Using learning apps or doing research for school work
- a. Entertain b. Educate
c. Learning d. Reading
- a. True b. False
- Statement ✓ / ✗
a. Do not use media to spread lies and gossip. ✓
b. Do not use media to announce haram activities. ✓
c. Use media to watch or listen to negative material. ✗
d. Do not use media too much and forget your duties. ✓
e. Use media to give out information about your family. ✗
f. Use media to cause conflicts. ✗

D. Prohibitions in Islam

1. beggar
2. lazy
3. a. Markets
b. Mosques
c. Bus stations
4. Work
5. Axe
6. a. Farming b. Business
7. Steal
8. Work
9. False
10. False

E. Dua (Supplication) For Leaving And Entering The House

1. “Bismillahi, tawakkaltu 'alallah, la hawla wa la quwwata illa billah.”
2. protection
3. “Bismillahi walajna wa bismillahi kharajna wa 'ala Rabbina tawakkalna.”
4. la hawla wa la quwwata illa billah
5. Allah (S.W.T.)
6. spirits
7. dua
8. harmful

A. Obligations of parents to children

1. good
2. a. Providing food and shelter
b. Taking me to school/madrasa
3. parents
4. Qur'an
5. Adhaan, Iqaamah
6. Tahneeq
7. a. True b. False c. True
d. False

B. Obligation of children to their parents

1. obey
2. pray
3. respect
4. kind
5. humble
6. a. Helping them with chores.
b. Listening to their advice.
c. Speaking respectfully to them.
7. a. Washing the dishes
b. Cleaning the house
8. dead.
9. respond.
10. a. sweeping the compound.
b. Wiping the window.

C. Children's obligations to other family members

1. relatives
2. extended
3. False
4. visit

5. help
6. accept
7. Janazah
8. peace
9. Jannah

History Of Islam

A. Earliest converts in Islam

1. Khadija (R.A)
2. Wife
3. 10 years old
4. Caliph (Khalifah) or First Caliph of Islam
5. Ali (R.A)
6. He accompanied the Prophet (S.A.W.) and supported him during the journey.
7. wealth (Khadija (R.A) used her wealth to support the Prophet and the early Muslims.)
8. It shows that even young children can be brave and stand up for the truth.
9. She comforted him, believed in him, and supported him.
10. His closest friend and companion.

B. Call to prophethood

1. 40
2. Basra
3. safe
4. Jibril
5. Hira
6. Madina
7. Muhajiruns
8. Ansar
9. Hijra
10. Al-'Alaq

C. Prophet(S.A.W)'s journey to Taif

1. Taif
2. He wanted to invite them to Islam and call them to worship Allah alone.

3. They mocked him, rejected his message, and threw stones at him.
4. He prayed for their guidance and forgiveness, saying, "O Allah, guide my people, for they do not know."
5. It teaches us patience, forgiveness, and perseverance in the face of hardship.
6. He went to Taif.
7. The people of Taif, especially the street boys and slaves, were ordered to throw stones at him.
8. Angel Jibril (Gabriel) and the Angel of the Mountains came to him.
9. He forgave them and did not ask for their destruction, but prayed for their guidance instead.
10. He went to seek support and protection after facing rejection and hostility in Makkah, and to spread the message of Islam.

Assessment Test 1

1. Rabbana laka al-hamd.”
2. 99
3. Most powerful.
4. health
5. False.
6. beneficial
7. True
8. messengers.
9. No
10. uncle
11. worship
12. Before
13. True
14. a. He is begging, he is being helped by the woman.
b. i. The poor and needy
ii. The elderly
iii. Orphans and widows
15. cleanliness.
16. water
17. Islam.
18. unhappy
19. ears.
20. mankind
21. dawn.
22. True.
23. forgive
24. Qadar
25. Izrail.
26. trustworthy.
27. Hajj.
28. Swalah
29. 7 times.
30. Tick The forth picture

Assessment Test 2

1. blessings.
2. True Majesty.
3. gambling
4. Islam.
5. light.
6. can
7. 25
8. True
9. Makka
10. b
11. miswak
12. False.
13. water.
14. thrice.
15. wealth
16. a. The Quran should be handled with a lot of care. ✓
b. We should say dua only when leaving the house. ✗
c. Begging is haram in Islam. ✓
d. The urine of a baby is heavy najjis. (It is light najjis) ✗
e. We recite Surah An-Nas every day before going to sleep. ✓
17. Cave Hira
18. a. Feeding animals and birds
b. Helping the elderly and weak
c. Not hurting or abusing any creature
19. six
20. No
21. A widow in need
22. Qul yaa ayyuhal kaafirun
23. everything
24. Munaafiq
25. neighbours
26. True
27. False

- 28. True
- 29. True
- 30. a. by feeding the dog.
b. By feeding chicken.

Assessment Test 3

- 1. False
- 2. The Most Gracious.
- 3. Muhammad (S.A.W.).
- 4. True
- 5. miswak
- 6. 4
- 7. seven
- 8. touching private parts.
- 9. king
- 10. Hira
- 11. sujuud.
- 12. darkness
- 13. True
- 14. As-Salaam.
- 15. victory
- 16. medium
- 17. prostration
- 18. Al-Kafirun.
- 19. a must
- 20. Dhuhur
- 21. Surah Al-Ikhlās
- 22. Master of the Day of Judgement.
- 23. making dua after eating
- 24. a. Surah Al-Ikhlās ✓
b. Surah Al-Falaq ✓
c. Surah An-Naas ✓
- 25. Abu Lahab
- 26. victory
- 27. a. After waking up ✓
b. After performing wudhu ✓
c. Before reciting the Quran ✓
d. Before sleeping ✓
e. When eating ✗
- 28. a. Improve physical health
b. Develop teamwork and cooperation
c. Refresh the mind and reduce stress
- 29. hell fire.
- 30. a. Heavy najasaat (najasatul

mughallazah)

b. Medium najasaat (najasadul mutawassitah)

c. Light najasaat (najasadul mukhaffafah)

Assessment Test 4

1. Allah (S.W.T.)
2. refused
3. The King of Kings.
4. True
5. Prophet Isa (A.S.)
6. Al-Masad
7. Nakiir
8. paradise
9. Swalah
- 10.

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

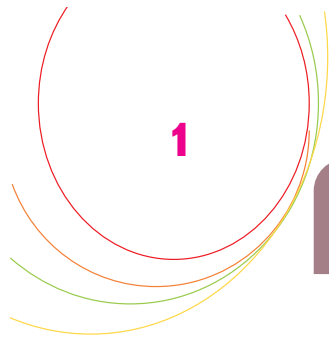
11. Answaris
12. stand straight
13. evil
14. Makka
15. False
16. heavy najasaat
17. Hajj
18. Al-Ikhlash
19. Mikail
20. lord
21. No
22. Sujuud
23. Asalaam Alaykum
24. a. Passing wind
b. Deep sleep
c. Touching private parts
25. Qiblah

Assessment Test 5

1. The Mighty One
2. six
3. promote
4. Taurat
5. True
6. three
7. before
8. ground
9. Al-Fatiha
10. envy
11. True
12. Sawm
13. Tawheed
14. Ridhwan
15. Rukuu
16. Paradise is under the feet of our mothers
17. Prayer
18. Iman
19. a. Observe privacy (especially for girls)
b. Avoid injuries and hurting others
c. Play honestly and fairly (no cheating)
20. a. Muhammad (S.A.W.) ✓
b. Suleiman A.S ✗
c. Issa A.S ✓
d. Ismail A.S ✗
e. Daud A.S ✗
f. Ibrahim A.S ✓
g. Adam A.S ✗
21. True
22. a. Silk (for men)
b. Clothes with images of living beings or that expose awrah
23. Because it encourages laziness and dependence instead of hard work and trust in Allah (S.W.T.)
24. a. Teaching
b. Fishing
c. Preaching in the Mosque
d. Selling things
25. False
26. right
27. a. Do not eat while lying down
b. Do not talk with your mouth full
c. Do not waste food
28. Total Provider
29. obey
30. Heavy



Creative Arts



Creating and Executing

A. Percussion Instruments (Drawing)

1. Melodic percussions
Non-melodic percussions
2. Bottle tops, Y-Y-shaped sticks, wire, nail
3. Melodic instruments are percussions that, when played, produce a tune, while non-melodic percussion instruments are those that, when played, cannot produce a tune.

4

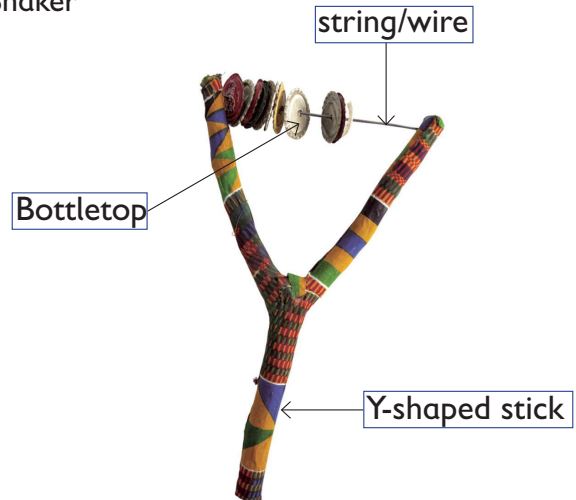
Melodic	Non-melodic
Marimba	Kayamba
Adongo	Kigamba
Kalimba	Snare drum

5. Marimba, adongo
6. The instrument is called kayamba. It is a non-melodic percussion instrument.
7. Guide learners and all answers are acceptable.
8. They help in keeping the rhythm of the song. They make special sounds and make music exciting. They attract the attention of the audience. They make the music enjoyable and entertaining.
9.
 - a. Sticks, cutting tools, tin kiln, fire
 - b. Cutting green sticks.
Peel off the bark.
Cut to size.
Pack in a tin with a hole in the lid.
Put in the sticks to burn.
Allow it to cool.
10.
 - a. Wood, animal skins, and metal rings to make drums.

- b. By wearing protective gear like gloves and goggles, keeping the workshop organized, and using tools carefully.

11.

- a. Shaker



- b. Drum



12.
 - a. wear gloves, use tools under supervision and keep fingers away from sharp edges when making instruments.
 - b. Correct tuning ensures instruments sound good together and create harmonious music.
13. Step 1: Gather materials.
Step 2: Cut wood into drum shape.
Step 3: Stretch and attach animal skin tightly.
Step 4: Add metal rings for tuning.

14. a. Thin lines: Use the tip of the charcoal lightly.
Thick lines: Hold charcoal flat and press down.
- b. Light pressure for light tones, heavy pressure for dark tones.
15. Decorate with colourful drawings of drums, marimba, rattle and any other percussion instrument and add musical notes for a theme.
16. It is a drum; it is played by hitting.
17. Instrument Community
Kayamba Mijikenda
Isukuti drum Luhya
Bul Luo
Kigamba Kikuyu
Mukanda Kamba
Mchirima drum Mijikenda

B. Netball

1. There are 14 players, seven players from each team.
2. a. Shooting
Passing
Catching
- b. Shooting
Passing
Catching
3. Cloth rags
Newspapers
Twine
Shopping bags
Sisal string
4. Follow the teacher's instructions.
Wear the proper attire.
Use the correct technique to pass the ball.
5. You hold the ball with both hands close to your chest, with your fingers spread on the sides. Then, you step forward with one foot and push the ball out in a straight line by quickly stretching your arms and flicking

your wrists. The ball should go straight to your teammate's chest so it is easy for them to catch.

6. Start by collecting soft materials like old pieces of clothes, polythene papers, banana fibres, or other soft waste. Put these materials into an old carrier bag and shape it into a ball. Tie the bag tightly using a strong string so it keeps its round shape. Next, cut more strips from old clothes, carrier bags, or banana fibres to use for macramé. Tie these strips around a small ring or gather them together at the top. Begin knotting the strips using simple macramé knots like square knots, working your way around the carrier bag ball to cover it evenly. Once you reach the bottom, tie the strips together to close the ball.
7. e. Stand with your feet shoulder-width apart, keeping your knees slightly bent for better balance.
- d. Bring both arms forward, keeping them at shoulder height with fingers spread wide and thumbs almost touching the ball.
- c. Keep your eyes on the ball as it approaches.
- b. Reach out with both hands to catch the ball.
- a. Bring the ball towards your chest to protect it from defenders.

C. Painting and Montage

1. Primary colours cannot be created by mixing other colours. They include red, blue and yellow. Secondary colours are created by mixing primary colours. They include green, purple, and orange.
2. Red, blue and yellow
3. Red + yellow = orange
Yellow + blue = green

Blue + red = purple

4. Ruler, pencil, paper
5. Green, purple, orange
6. Adding more of the color white.
7. A technique where related pictures are cut, rearranged and glued to create new images.
8. Old magazines, old newspapers or old calendars, scissors, glue, surface like cardboard or manilla paper.
9. Old magazines, old newspapers or old calendars.
10. Learners' creativity.
11. It enhances critical thinking.
It encourages creativity.
It promotes recycling and resourcefulness.
It improves visual communication.
12. Select good pictures.
Use neat and colourful pictures and arrange them well.
Creatively spread the pictures out.
Add a title
Include short notes that tell what is picture is about.
13. Accept any relevant answer
(Learners' creativity).

D. Rhythm

1. d. The pattern of sounds and beats.
2. b. crochet
3. c. Ta-te
4. b. The speed of the song.
5. b. Clapping hands.
6. a. True
b. False
c. False
d. True
e. True
7. Taa represents a long sound (crotchet) while ta-te represents two short sounds (pair of quavers).
8. Clapping

Snapping

Stomping

Tapping

Patting

9. It guides the song.
It helps maintain the beat.
It sets the mood.
It creates patterns.
10. Tempo is how fast or slow a song is. Accept any relevant answer for fast or slow songs.
11. Humming or singing.
Dance along to a beat.
Clap to music.
Stamp your feet.
12. Accept any relevant answer.
13. Accept any relevant answer.
14. Accept any relevant answer.
15. Dancing, drumming, running, sports
16. Variation of note values.
Repetition of patterns.
Ending on a long note.

E. Melody

1. 6
2. Lowness
3. Sol-fa ladder
4. D, r, m
5. Melodies are created by combining both low and high pitches with rhythm.
6. Descant recorder, marimba
7. African xylophone
8. Re, mi, do
9. Ascending order
10. Do, Re, Mi, Fa, Sol, La, Ti, Do
11. Ma--ry had--a li----ttle cat
d r m r d d d
li----ttle cat
r r r
li----ttle cat
d d d

A. Athletics

12. A good melody is easy to remember.
A good melody should convey emotions and moods.
It should strike a balance between repetition and variation.
13. Accept any relevant answer
14. Recognizing solfa syllables "d r m" helps students learn new songs by understanding the pitch relationships. When they encounter these syllables in a new song, they know the relative pitch and can sing it accurately.
15.
 - a. Stepwise motion is important for a pleasing melody because it creates a smooth, natural flow that is easy to follow and sing.
 - b. Variation of solfa syllables and sound duration adds interest and texture to a melody, making it more dynamic and memorable.
16.
 - a. Coiling technique
 - b. They can use primary colors like red (d), yellow (r), and blue (m) to paint the clay models, associating each color with the corresponding solfa syllable.
17. Vocal warm-up is important before singing melodies to loosen up vocal muscles, improve range, and ensure clear articulation, leading to better performance.
18. Performing hand signs for solfa syllables enhances understanding and retention by adding a visual element.

1. Medium sprint start.
Elongated sprint start.
2. It is a method of starting sprint races where the legs are close together, with the knee of the back leg placed opposite of the front leg.
3. Perform warm-up activities before participating.
Use proper sports attire.
Follow the teacher's instructions.
4. Run through finish technique
Drop finish technique
5. Let all with one accord.
In common bond united,
Build this our nation together,
And the glory of Kenya,
The fruit of our labour
Fill every heart with thanksgiving.
6. During national holidays.
During presidential inauguration.
In schools, when raising the flag.
During national celebrations.
7. Black, White, Red, Green
8. It represents the black people of Kenya and their struggle for independence.
9. It serves as a unifying symbol by reminding citizens of their shared values, history and commitment.
It is a ceremonial expression of loyalty to the country.
It represents the Kenyan cultural heritage.
Singing the national anthem is a way of expressing respect for national symbols.
10. It serves as a symbol of unity, and playing it during athletic events reinforces the idea of national togetherness.
11. Green

12. Amkeni ndugu zetu,
Tufanye sote bidii,
Nasi tujitoe kwa nguvu,
Nchi yetu ya,
Kenya tunayoipenda,
Tuwe tayari kuilinda.
13. Singing with accuracy
Pronouncing words well
Presenting appropriate tempo
14. Body alignment helps students stay balanced and push off powerfully for a good sprint start.
15. Focus on the start helps students get a good beginning, and focus on the finish helps them finish strong and not slow down.
16. The Kenyan Flag is important in athletics as it represents Kenya and its athletes proudly on the world stage.
Holding it with care shows respect for their country and unity with other Kenyan athletes.

B. Gymnastics

1. With gentle stretches, loosen up your body, especially your neck, shoulders, and core muscles.
Choose a spot with enough room around you to avoid hitting anything if you lose balance.
Start with a soft surface like a folded blanket to cushion your head and forearms.
Kneel on the mat with your hands interlocked and elbows shoulder-width apart.
Position your head so that the top of your head (not your forehead) is touching the mat, just in front of your hands.
Slowly lift your hips upward, keeping your knees bent and your feet close to your body.
Once your hips are lifted, gradually straighten your legs, engaging your core and leg muscles to maintain balance.

Focus on evenly distributing your weight between your head, forearms, and hands, adjusting to find stability.

Maintain the headstand for as long as it is comfortable, keeping your neck relaxed and breathing steadily.

Lower your legs back down with control, bend your knees if necessary, and return to kneeling before resting.

2. Songs often convey messages of courage hope and other positive messages, which can inspire gymnasts to push themselves to their limits and strive for excellence in their performances.
3. Warm-up activities are essential for preparing the body and mind for the physical demands of gymnastics and reducing the.
4. Shakers
Drums
Rattles
Marimba
5. Do warm ups first.
Perform them on mats or grass areas.
Use proper technique when performing.
Follow instructors' directions for proper execution.
6. Gymnastics involves mental focus and problem-solving as students learn to execute complex movements and sequences.
7. Empty containers, for example, a bucket
Animal skin
8. Use a padded or soft surface to prevent injury.
Clear the surrounding area of obstacles and hazards.
Warm up properly to prepare your muscles and joints.
Wear comfortable, fitted clothing and remove any accessories.
Place hands and feet firmly on the ground with proper alignment.

Lift your hips slowly and with control.
 Keep your head in line with your spine to avoid neck strain.
 Engage your core and glutes to maintain stability.
 Avoid arching your back too much to protect your spine.
 Breathe steadily throughout the balance.
 Stop immediately if you feel pain or discomfort.

C. Songs

1. c. East African Community Anthem
2. a. To praise God.
3. b. gesture
4. d. Community traditions
5. b. The speed of the song.
6. a. False
 b. False
 c. True
 d. True
 e. False
7. a. Patriotic
 b. Religious places
 c. Diction
 d. tempo
8. Gestures, facial expressions, and diction.
9. Work songs - To motivate people while working.
 Funeral songs - To comfort mourners.
10. It helps convey the mood and meaning of the song.
11. It promotes unity and pride among East African countries.
12. To praise God
 To bring people together in worship.
13. Sacred Song - b) Sung at religious events
 Patriotic Song - a) Celebrates national pride
 Work Song - d) Sung to make tasks enjoyable
 Folk Song - c) Used to teach traditions
 Topical Song - e) Talks about current events

14. It urges members of the East African Community to work hard and develop their community.
 It urges them to live in peace.
 It urges them to live in unity.
 It urges members to respect each other's values.
15. Songs teach us about the traditions, values, and customs of different communities.
16. It makes the performance sound better and more enjoyable.
17. Assess the learners' response.
18. They help express the emotions and story behind the song, making it more interesting for the audience.

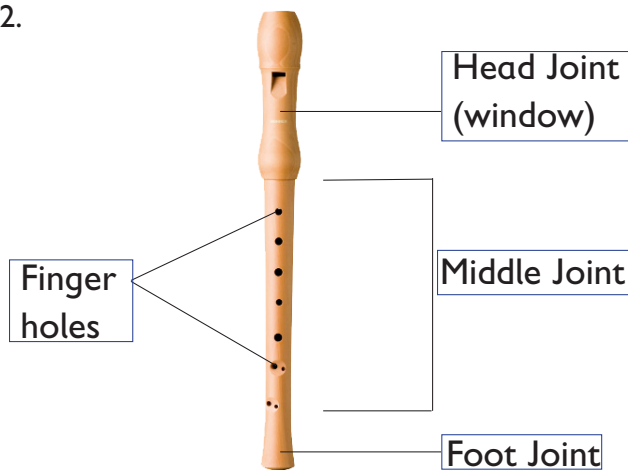
D. Photography

1. b. digital camera
2. c. sun
3. It draws attention to the main subject.
4. Good lighting makes the photo clear and detailed.
5. Too much sunlight or bad weather.
6. Assess the learners' response.
7. d. The main subject of the photo.
8. Digital Camera, Smartphone, Webcam
9. It makes the photo clear and more beautiful.
10. The main subject of the photograph.
11. Use lamps, open curtains or move closer to a light source.
12. Assess the learners' response.

E. Descant Recorder

1. A descant recorder is a small, high, high-pitched musical instrument. It is commonly used in schools for teaching music, and often, the first recorder beginners learn to play.

2.



3. Playing a descant recorder involves holding the instrument properly, covering and uncovering the finger holes to produce different notes, blowing gently into the mouthpiece and practising regularly to improve technique and musicality

4. Flute

Saxophone

Bassoon

5. Regularly clean the descant recorder after each use to remove moisture and debris.

Store the descant recorder in a protective case.

Keep the recorder away from extreme heat or cold, as it can affect the instrument's tuning.

Hold the descant recorder by its body and avoid putting pressure on the keys to prevent bending.

Check for wear or damage signs and promptly address them by consulting a professional repair technician.

Use a moisture-absorbing swab to remove excess moisture after playing to prevent mould growth.

- 6. a. True
- b. True
- c. False
- d. True
- e. False

7. Note B

8. Maintain steady and controlled breath pressure when playing the descant recorder to produce clear notes.

Avoid blowing too hard, which can result in a harsh sound, or too softly, which may cause notes to sound weak.

Practice proper finger placement and coordination to accurately cover the recorder's tone holes and produce the desired notes.

Ensure fingers are positioned correctly and lift them cleanly to avoid muffled or incorrect pitches.

Focus on articulating each note clearly by using the tongue to start and stop the airflow.

9. It helps develop musical skills, improves concentration and coordination and lays a foundation for learning other instruments.

10. Makers or paint

Word glue

Cork sheets

Wooden dowels

Pvc pipes

Nylon strings

11. Sit or stand up straight, cover the holes completely with your fingers, blow gently and steadily and keep your tongue relaxed to articulate notes cleanly.

12. Head joint - Releasing the air blown into the recorder

Middle joint - Changing the pitch of the sound using the finger holes.

Foot joint - Producing the sound

13. c. Hold the recorder with both hands, right hand at the bottom and left hand at the top.
d. Place your left thumb on the thumb hole and cover it completely.

b. Place the left index finger on the top most finger hole and cover it completely.

a. Blow the recorder softly.

F. Swimming

- true
 - false
 - true
 - false
- Feet First Entry, Sitting Entry
- Supine Float: The swimmer floats on their back with their face above the water, looking up at the sky.
Prone Float: The swimmer floats on their stomach with their face submerged in the water.
- Helps swimmers improve their body position, balance and movement efficiency in the water.
- Help swimmers stay safe in the water by allowing them to rest and conserve energy if they become tired or need help.
- by encouraging teamwork, improving swimming skills, and reducing fear of water while making the experience enjoyable.
- Always enter the pool feet first.
Use the pool steps or ladder.
Never run near the pool.
Avoid diving into shallow water.
Follow lifeguard instructions.
- Gliding: Moving smoothly through the water without kicking or stroking, using the body's momentum.
Floating: Staying still in the water, using buoyancy to keep the body on the surface.
- Feet first entry.
- duck race
- Submerged in the water.
- Supine float (back float) because it allows her to lie on her back, keep her face above water and breathe easily while using minimal energy.
- Always swim with a buddy to ensure safety

in case of emergencies.

Follow pool depth guidelines and avoid areas that are too deep.

Never run around the pool to prevent slipping and accidents.

Avoid diving in shallow water to prevent injury.

Stay within the designated swimming area to stay safe.

Make sure an adult or lifeguard is present for supervision.

Take breaks and stay hydrated to avoid exhaustion.

- They would use the feet-first entry or the sitting entry in a shallow pool to ensure safety and prevent injury from entering too quickly or diving into shallow water.

G. Indigenous Kenyan Games

- Strength
- Ensure playing area is safe
- Culture
- Accept any correct answers
- Fitness and health
Skill development
(Any relevant answer.)
- They guide the movements and keep the players motivated.
- Ensure the playing area is safe and free from hazards.
Always have an adult or teacher supervising the game.
- To protect and pass down our culture, history and traditional knowledge to future generations.
- Strength
Flexibility
(Accept any correct answers.)
- Any correct response.
- Dodgeball is more competitive, played

with many balls flying while Kati is more controlled, strategic and played with one ball.

12. Accept any correct answers
13. Strings

3

Appreciation in Creative Arts

A. Analysis of Creative Arts Works

1. Drawings, Paintings, and Photographs.
2. Scissors, glue, big sheet of paper.
3. The purpose of displaying artworks in appropriate areas within the school is to create an environment where learners and visitors can appreciate and engage with the art
4. Teamwork is important in a performance because it allows performers to collaborate effectively, share ideas, and support each other.
5. The benefits of appreciating the performances of others include fostering empathy, respect, and a deeper understanding of different art forms.
6. One way to create a display area for artworks in a school setting is to designate a wall or hallway for rotating exhibits, accompanied by signage and lighting to highlight the artworks.
7. Patriotism, Hard work, Peace, Respect, Freedom, Justice, Unity
8. No running with the ball.
Players must pass the ball within 3 seconds.
Only designated players can enter certain areas of the court.
No physical contact is allowed.
Defenders must stand at least 3 feet away when marking.
The game starts and restarts with a center pass.
Goals can only be scored by the goal shooter or goal attack.

9. It promotes physical fitness.
It builds teamwork and discipline.
It boosts self-confidence.
It helps learners develop social and leadership skills.
10. Performers can ensure the safety of the audience during a performance by maintaining control, communicating clearly and preventing potential hazards.
11. Clay slabs can be displayed in a gallery setting by arranging them on shelves or stands or by mounting them on a wall.
12. One way to display musical instruments in a gallery is to arrange them on stands or mounts, accompanied by information about their history and significance.
13. Props can enhance the presentation of artworks in a gallery by adding context, visual interest and depth.
14. Students can ensure safety by wearing appropriate gear (like helmets and pads), following rules and being aware of others around them.
15.
 - a. Teamwork in Netball is important because it helps players work together, pass the ball effectively and score goals.
 - b. Students can appreciate their peers by cheering them on, clapping for good plays, and giving positive feedback.
16. The recorder case can be displayed on a stand or shelf, ensuring it is well-lit and easily visible to showcase its design and craftsmanship.
17.
 - a. Suitable artworks for display are those that are well-executed, represent the theme and are in good condition.
 - b. Preparation involves setting up display areas with clean boards, arranging artworks in an organized manner and using props to enhance the presentation.
18. Students can ensure proper framing by selecting frames that complement their paintings, ensuring they are clean and undamaged. Presentation involves hanging them evenly at eye level for viewers.
19. Caring for materials and tools in creative arts is important to maintain their quality and longevity. It also shows respect for the art-making process and helps students create better artworks.
20.
 - a. Carries the primary vocals by singing the main melody or leading the song,
 - b. provides musical accompaniment, supporting the melody with instruments to enhance the overall sound.
21. Melody
Lyrics
Rhythm
Harmony
Form
Instrumentation
22. National holidays (e.g., Independence Day, Mashujaa Day)
Official ceremonies (e.g., state functions, presidential inaugurations)
School assemblies
Sporting events (e.g., before international competitions or matches)
National prayers and gatherings
Government events

Assessment Test 1

1. Do, Re, Mi.
2. Crab balance
3. Luo, Kikuyu, Luhya, Kamba
4. Piano, Flute, Violin
5. Polythene bags, string, old socks
6. a. Marimba, Xylophone
b. Drum, Triangle, Shaker
7. Light, Composition, Focus
8. White
9. Clean after use
Handle gently
Store in a case
10. Use a soft mat
Stretch before doing the roll
11. Respect others
Avoid pushing or shoving
Follow teachers instructions
12. Shaker
13. To prevent injuries and prepare muscles for movement.
14. So
15. To avoid drowning and ensure it's safe to swim.
16. By covering the holes properly blowing gently and recording music notes.
17. It keeps the body fit and it is a life saving skill.
18. On your marks, get set, go!
19. Red, Blue
20. Glue, Scissors, magazines.

Assessment Test 2

1. Shows patriotism, unity and respect for the country.
2. Green, Orange, Purple
3. Melodic produce musical notes; non-melodic produce rhythm only.
4. Kati
5. Prone
6. Back float, front float, mushroom float
7. Blowing, striking, plucking
8.
 - i. Enhance dance and performance.
 - ii. Promote cultural identity and unity.
 - iii. Communicate message and emotions.
9. G
10. Smartphone
Digital camera
Tablet
11. Schools
Government offices
Sports events
12. Team coordination
Confidence
Clarity of words
Costuming
13. Pitch
14. Sit on the floor with your knees bent and feet flat on the ground. Your hands should be behind you, palms flat, fingers pointing toward your feet.
Lift your hips off the floor slowly so your body forms a table shape — tummy up, knees bent, and your weight supported by your hands and feet.
Keep your tummy tight and your body stable! Don't sag or arch too much.
15. Drum
16. Patriotic songs

17. Unity and Togetherness
Peace and Solidarity
Development and Prosperity
18. During official East African Community events or meetings
At school functions or flag-raising ceremonies in EAC member states
19. O God of all creation
Bless this our land and nation
Justice be our shield and defender
May we dwell in unity
Peace and liberty
Plenty be found within our borders
20. Black paint
Another colour of paint (like red, blue, yellow — depending on their choice)
A palette or mixing surface
Paintbrushes
Plain paper or drawing paper
21. ta-te taa ta-te-ta

Assessment Test 3

1. Re
2. The smudge technique is when you smear paint on a surface to create soft, blurry, or shaded effects. It makes the colours or lines blend smoothly instead of having harsh edges.
3. Old polythene bags or plastic wrappers
Old socks or pieces of cloth
Banana fibres or sisal strands
String, wool, or twine
Paper or newspapers
Rubber bands or old balloon bits
4. Stand in a strong position, feet shoulder-width apart, knees slightly bent, one foot slightly in front of the other for balance. Hold the ball at chest level, both hands on the sides of the ball, thumbs pointing toward each other at the back elbows bent and close to your sides.
Focus on your target.
Make sure they're ready to receive the pass. Step forward with one foot, usually your dominant foot. This gives the pass more power and control. Push the ball forward. Extend your arms straight out in front of you.
Snap your wrists and fingers forward as you release the ball.
5. To Develop Memory and Listening Skills
To Express Feelings and Emotions
To Promote Creativity and Imagination
To Improve Language and Communication Skills
To Build Teamwork and Confidence
To Make Learning Fun and Engaging
(Accept any correct answer.)
6. Dry twigs or softwood sticks
A metal container with a lid (charcoal kiln)
Tongs or heatproof gloves

- Knife or sandpaper
- Newspaper or cloth for storage
- 7. Dark
- 8. Stand in a strong position. Feet shoulder-width apart. One foot slightly ahead of the other for balance, knees slightly bent and ready to spring.
Hold the ball above your head, both hands gripping the sides of the ball, elbows bent and pointing outward, eyes focused on your teammate (your target)
Step forward with your dominant foot.
Transfer your body weight into the pass.
Extend your arms fully. Push the ball forward and up in a strong, straight line.
Snap your wrists as you release. Fingers should point toward your teammate.
- 9. Spread of germs and infections
- 10. Builds physical fitness
Boosts confidence and body awareness
Improves discipline and focus
Encourages teamwork and support
Teaches safety and risk management It's fun and relieves stress
- 11. Sprints
- 12. Four
- 13. A tint
- 14. Improves physical health
Builds teamwork and social skills
Boosts confidence and self-esteem
Teaches discipline and focus
- 15. Three
- 16. Art gallery
- 17. Manila paper
Mounting board
Glue or adhesive
Stapler or thread and needle
Scissors or paper cutter
Markers, stickers, paint, or fabric
- 18. Encourages self-expression and emotion
Preserves culture and identity

- Boosts creativity and innovation
- Provides healing and relaxation
- Inspires appreciation of others' talents
- Creates jobs and economic opportunities
- 19. Empty containers or tins
Animal skin or rubber material
Old sacks or fabric
Strings, ropes, or sisal
Wood or hollowed-out logs
Glue, nails, or pegs
- 20. taa ta-te-ta

Assessment Test 4

1. Clapping Hands
Stomping Feet
Using Percussion Instruments
Body Percussion
Chanting or Vocal Sounds
Tapping Objects
Movement and Dance
2. White
3. Check the depth and safety of the water
Swim under supervision
Warm up and follow instructions
4. Feet first entry
Sitting entry
5. Blowing or fingering
6. To prevent the spread of bacteria
7. Uzalendo pia mshikamono
8. Because it is the main subject of the photograph
9. Work folk songs
Marriage folk songs
(Accept any correct answer)
10. It is important to display artworks to appreciate and celebrate the artist's creativity.
11. Painting is the art of applying colour to a surface using tools like brushes, fingers, or sponges to create an image, express ideas, or decorate.
12. Improvising teaches you how to be resourceful with what's around you, keeps the fun and learning going no matter the situation, reduces costs and enhances creativity and problem-solving skills.
13. Follow the teachers guidelines
Use sharp objects carefully to avoid injuries
The working environment should be clean.
(Accept any correct answers.)
14. Manila paper
Mounting board
Glue or adhesive
Stapler or thread and needle
Scissors or paper cutter
Markers, stickers, paint, or fabric
15. Mushroom float
16. (Accept any correct answers.)
17. Feet first entry
Sitting entry
18. (Accept any correct answers.)
19. We sing folk songs to preserve and celebrate our culture, traditions, and heritage.
20. Ee Mungu twaomba uilinde
Jumuiya Afrika Mashariki
Tuwezeshe kuishi kwa amani
Tutimize na malengo yetu

Oh God we pray
For preservation of East African Community
Enable us to live in peace
May we fulfill our objectives

Assessment Test 5

1. Balancing
Quick reaction to time
2. Fourteen
3. Drawing paper
Paints
Paintbrushes
(Accept any correct answers.)
4. Chest pass
Overhead pass
5. Drum
Kayamba
(Any correct answer)
6. It helps you play the instrument correctly
and take good care of it.
7. Work in a well ventilated room.
Wear a mask or cover your nose and mouth.
Have adult supervision.
8. Orange
Purple
Green
9. Folk songs
10. Avoid pushing or bumping into others
Warm up and stretch before the sprint
Wear proper sportswear.
11. Foot joint
The middle joint
The head or mouthpiece
12. Check the depth and condition of the water.
Warm up and stretch your body.
Swim under supervision.
(Accept any correct answers.)
13. Dribbling
14. Shaker
15. Marriage folk songs
Worship folk songs
Work folk songs
16. Work folk song
17. Beam note
18. Ascenders
19. Assess the learners.
20. Assess the learners creativity.