

Premier Combined Practice Book



Answer Book

Premier Combined Practice Book Grade 5

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Mathematics

Numbers

A. Whole Numbers

Place value and total value

1.
 - a. Tens
 - b. Hundreds
 - c. Thousands
 - d. Tens
2.
 - a. Ones
 - b. Tens
 - c. Hundreds
 - d. Thousands
 - e. Tens of thousands
 - f. Hundreds of thousands
3.
 - a. 4000
 - b. 40
 - c. 4
 - d. 400000
4. Accept all correct answers
5.
 - a. 6
 - b. 50
 - c. 400
 - d. 1000
 - e. 90000
 - f. 800000
6. Marua, Chebet
7. Accept all correct answers

Reading and writing numbers

Writing numbers in symbols

1.
 - a. 5662
 - b. 1635
 - c. 32307
 - d. 229056
2.
 - a. 48909
 - b. 907
 - c. 20640
 - d. 39563
3. 84911
4. 23000

5. 71289
6. c

Writing numbers in words

1.
 - a. One thousand six hundred and ninety six
 - b. Ten thousand and twenty
 - c. Fifty thousand four hundred and fifty
2. Thirty three thousand six hundred and seventy eight
3. Sixty six thousand six hundred and six
4. Two thousand and eight
5.
 - a. True
 - b. True
 - c. True
 - d. True
 - e. False
 - f. True
6. Seven thousand four hundred and eight
7. Five thousand eight hundred and three

Ordering numbers

1. 1001, 1010, 1100, 1101
2. 961, 861, 816, 691
3. 2010, 2222, 2234, 2781, 3358, 12784, 17568, 28524, 37232, 40241
4. Accept all correct answers
5. 80670, 77924, 67600, 57000, 56900
6.
 - a. Kai
 - b. Nana
 - c. 27800, 35800, 48200, 52300, 57000, 52300, 85000

Rounding off numbers

Rounding off numbers to the nearest hundred

1.
 - a. 7900
 - b. 35200
 - c. 3300

- d. 200
 - e. 100
 - f. 8400
2. 45400
 3. 50400
 4. 5500

Rounding off numbers to the nearest thousand

1.
 - a. 76000
 - b. 1000
 - c. 1000
 - d. 46000
 - e. 581000
 - f. 46000
2. 6000
3. 3000
4. 2000

Divisibility tests of 2, 5 and 10

1. 20, 56, 68
2.
 - a. 4
 - b. 0
 - c. Yes
3. 55, 800, 550, 980
4.
 - a. 5
 - b. Yes
5. 40, 8000, 720
6.
 - a. 10
 - b. 0
 - c. Yes

Greatest Common Divisor

Common factors

1.
 - a. 1, 2, 4, 8
 - b. 1, 3, 9
 - c. 1, 2
 - d. 1, 5
 - e. 1, 3, 9
2.
 - a. 1, 2, 4, 8
 - b. 1
 - c. 1, 2, 5, 10
 - d. 1, 2, 7, 14
 - e. 1

1.
 - a. 6
 - b. 9
 - c. 14
 - 2. 15
 - 3. 6
 - 4. 4
 - 5. 8

Least Common Multiple Multiples

1. 10, 12, 14, 16, 18
2. 28, 35, 42
3. 5, 10, 15, 20, 25, 30, 35, 40, 45, 50, 55
4. 5, 10, 15, 20, 25, 30, 35, 40, 45, 50
5.
 - a. 18, 21, 24, 27, 30
 - b. 24, 32, 40, 44, 48, 56
 - c. 32, 36, 40, 44, 48

Common Multiples

1.
 - a. 8, 16, 24, 32
 - b. 10, 20, 30
 - c. 18, 36
 - d. 12, 24, 36
 - e. 9, 18, 27, 36
2. 12, 24, 36, 48, 60
3. 10, 20, 30, 40
4. 12, 24, 36, 48

1.
 - a. 80
 - b. 180
 - c. 12
 - d. 10
 - e. 24
 - f. 72
2. 6
3. 36
4. 72

B. Addition

Adding without regrouping

1.
 - a. 8689
 - b. 87869
 - c. 5687
 - d. 759878

2.
 - a. 636587
 - b. 870897
3. 541684
4. 506555
5. 223505
6. 6
7.
 - a. 658666
 - b. 662888

Adding with regrouping

1.
 - a. 81051
 - b. 66325
 - c. 946004
 - d. 9125
 - e. 374080
 - f. 11104
2. 844
3. 87588
4. 960521
5.
 - a. 374080
 - b. 742104

Estimating sum by rounding off the numbers

1. 11000
2. 396000
3. 178900
4. 20000
5. 34400
6. 78000
7.
 - a. 131000
 - b. 670000

Pattern involving addition

1.
 - a. 54247, 54591, 54935
 - b. 7450, 7900, 8350
 - c. 203245, 204170, 205095
 - d. 728349, 729354, 730359
 - e. 91450, 91600, 91750
2. 55500, 59700, 63900
3. 1100, 1300, 1500, 1700

4.
 - a. 30751, 30851, 30951
 - b. 2750, 3000, 3250
 - c. 540000, 550000, 560000

C. Subtraction

Subtracting without regrouping

1.
 - a. 9597
 - b. 21241
 - c. 27412
 - d. 471003
 - e. 412241
2.
 - a. 474431
 - b. 73204
 - c. 820301
3. 3115
4. 144230
5. 112100
6. 121022
7. 12430
8. 121271

Subtracting with regrouping

1.
 - a. 47375
 - b. 60809
 - c. 341725
 - d. 194146
 - e. 121415
2. 336050
3. 290260
4. 194500

Estimating difference by rounding off numbers

1.
 - a. 165100
 - b. 645200
2.
 - a. 376000
 - b. 588000
3. 1000
4. 111400
5. 18000
6. 245100

Combined operations

1.
 - a. 282
 - b. 186
 - c. 170
 - d. 235
 - e. 427
2. 1035
3. Sh 8000

Pattern involving subtraction

1.
 - a. 2600, 2400, 2200
 - b. 3900, 3650, 3400
 - c. 49450, 48700, 47950
 - d. 195020, 192720, 190420
 - e. 300000, 200000, 100000
2. 610900, 609900, 608900, 607900
3. 21000, 20000, 15000, 10000
4. 88330, 87660, 86990, 86320, 85650, 84980, 84310

D. Multiplication

Multiplication of up to 3 digit number by 2 digit number

1.
 - a. 1344
 - b. 4494
 - c. 5863
 - d. 16962
2.
 - a. 25668
 - b. 2610
 - c. 4704
 3. 1450
 4. 1562
 5. 3016
 6. 2300

Estimating product by rounding off

1.
 - a. 2400
 - b. 2200
 - c. 6400
 - d. 1800
 - e. 6200
 - f. 9200
2. 14400
3. 2800

4. 3600
5. 11900
6. 31500

Estimating product using compatibility of numbers

1.
 - a. 7000
 - b. 2400
 - c. 12800
 - d. 9000
 - e. 7500
2. 2400

Patterns involving multiplication

1.
 - a. 256
 - b. 135
 - c. 160
 - d. 96
 - e. 400
2. Accept all correct answers

E. Division

Division of a 3 digit number by up to 2 digit number without a remainder

1.
 - a. 90
 - b. 9
 - c. 49
 - d. 104
2. 6
3. 10
4. 95
5. 20
6. 30

Division of a 3 digit number by up to 2 digit number with a remainder

1.
 - a. 30 remainder 5
 - b. 40 remainder 4
 - c. 24 remainder 9
 - d. 25 remainder 5
 - e. 21 remainder 5
2.
 - a. 7
 - b. 5

3.
 - a. 9
 - b. 5
4.
 - a. 30
 - b. 8

Relationship between multiplication and division

1.
 - a. 5
115
23
 - b. 10
13
130
13
 - c. 17
35
17
35
 - d. 30
9
270
9
2. 450
3. 42
4. 11

Dividing up to 3 digit numbers by 1000

1.
 - a. 0.3
 - b. 0.21
 - c. 0.418
 - d. 0.857
2. 0.575

Estimating quotients by rounding off the dividend and divisor to the nearest ten

1.
 - a. 10
 - b. 5
 - c. 17
 - d. 9
2. 7
3. 11
4. 7

Combined operations

1.
 - a. 43
 - b. 17
 - c. 23
 - d. 10
 - e. 45
2. 55
3.
 - a. 60
 - b. 4
 - c. 9600
 - d. 400

F. Fractions

Equivalent fractions

1. Accept all correct answers
2.
 - a. 18
 - b. 8
 - c. 24
 - d. 15
 - e. 8
 - f. 4
3. $\frac{6}{9}$

Simplifying fractions

1.
 - a. $\frac{1}{2}$
 - b. $\frac{1}{2}$
 - c. $\frac{2}{3}$
 - d. $\frac{1}{2}$
 - e. $\frac{3}{5}$
 - f. $\frac{1}{2}$
 - g. $\frac{10}{17}$
 - h. $\frac{5}{8}$
2. $\frac{1}{3}$
3. $\frac{1}{3}$
4. $\frac{2}{3}$

Comparing fractions

1. Smaller
2. Less
3. Greater
4. Julius
5. $\frac{1}{6}$

Ordering fractions

1.
 - a. $\frac{1}{5}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}$
 - b. $\frac{1}{9}, \frac{1}{6}, \frac{1}{4}, \frac{1}{3}$
 - c. $\frac{1}{12}, \frac{1}{7}, \frac{1}{5}, \frac{1}{2}$
2.
 - a. $\frac{1}{3}, \frac{1}{4}, \frac{1}{5}, \frac{1}{6}$
 - b. $\frac{1}{2}, \frac{1}{5}, \frac{1}{7}, \frac{1}{8}$
 - c. $\frac{1}{5}, \frac{1}{6}, \frac{1}{11}$
3. a, c
4. a, c
5. $\frac{1}{8}, \frac{1}{6}, \frac{1}{5}, \frac{1}{3}, \frac{1}{2}$

Adding fractions with the same denominator

1.
 - a. $\frac{2}{4}$
 - b. $\frac{6}{7}$
 - c. $\frac{3}{4}$
 - d. $\frac{7}{12}$
 - e. $\frac{7}{9}$
 - f. $\frac{3}{5}$
2. $\frac{3}{7}$

Subtracting fractions with the same denominator

1.
 - a. $\frac{3}{12}$
 - b. $\frac{5}{7}$
 - c. $\frac{4}{11}$
 - d. $\frac{2}{8}$
 - e. $\frac{1}{9}$
 - f. $\frac{7}{10}$
2. $\frac{2}{4}$
3. $\frac{3}{7}$

Adding fractions with one remaining

1.
 - a. $\frac{6}{6}$
 - b. $\frac{5}{14}$
 - c. $\frac{7}{12}$
 - d. $\frac{4}{10}$
2. $\frac{7}{8}$

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

Subtracting fractions with one remaining

1.
 - a. $\frac{2}{18}$
 - b. $\frac{7}{20}$
 - c. $\frac{2}{6}$
 - d. $\frac{4}{21}$
2. $\frac{1}{8}$
3. $\frac{1}{9}$

G. Decimals

Identifying place value of decimals up to thousandths

1.
 - a. Tenths
 - b. Hundreths
 - c. Tenths
 - d. Thousandths
 - e. Thousandths
2.
 - a. Hundreths
 - b. Hundreths
 - c. Hundreths
 - d. Tenths
 - e. Tens
 - f. Tens of thousandths
3.
 - a. 6
 - b. 8
 - c. 2
 - d. 0
 - e. 9
4. Hundreths
5. Thousandths

Ordering decimals

1.
 - a. 0.21, 0.25, 0.50, 0.75
 - b. 0.3, 0.4, 0.8, 0.9
 - c. 1.145, 1.201, 1.345, 1.983
 - d. 7.723, 3.440, 2.12, 0.63
3.
 - a. 0.03
 - b. 0.30, 0.21, 0.11, 0.03

Addition of decimals

1.
 - a. 10.74
 - b. 78.346
 - c. 9.208
2. Thousandths
3. 150.495
4. 79.527
5. 9.74 kg
6. 241.50 kg

Subtracting decimals

1.
 - a. 0.056
 - b. 2.038
 - c. 0.0994
2. 9.375
3. 1.737
4. 31.69 kg
5. 1.57 m
6. 6.02 l
7. 7.91 l

Multiplying decimal numbers of up to thousandths by 1000

1.
 - a. 12
 - b. 657
 - c. 2900
 - d. 760
 - e. 258
2. 6455

H. Simple Equations

Forming simple equations with one unknown

1. $10 + 4 = y$
2. $20 + j = 45$
3. $5 \times 2 = r$
4. $15 + t = 20$
5. $10 \times w = 60$

Solving simple equations

1.
 - a. 8
 - b. 20
 - c. 13
 - d. 32

- e. 3
 - f. 144
2. 10
 3. 56
 4. 35
 5. 35
 6. 24

Measurement

A. Length

Identifying the kilometre and estimating distance in kilometres

1.
 - a. 5 km
 - b. 3 km
 - c. 6 km
2. Accept all correct answers
3. Accept all correct answers

Converting metres to kilometres and kilometres to metres

1.
 - a. 4000
 - b. 6000
 - c. 14000
 - d. 200
 - e. 3500
 - f. 31120
 - g. 9330
2.
 - a. 2
 - b. 5
 - c. 8
 - d. 12
 - e. 1.5
 - f. 36
 - g. 200
3. 90150
4. 45550
5. 55
6. 5 km 300 m
7. 274000
8. 1000
9. 45550

Adding metres and kilometres

1.
 - a. 79 km 145 m
 - b. 146 km 140 m
2. 112 km 130 m
3. 220 km 70 m
4. 4 km 100 m

5. 30 km 30 m
6.
 - a. 23 km 100 m
 - b. 909 km 974 m
 - c. 20 km 860 m

Subtracting kilometres and metres

1.
 - a. 11 km 900 m
 - b. 100 km 100 m
 - c. 2 km 500 m
2. 4 km 740 m
3. 271 m
4. 1 km 130 m
5. 441 km 600 m

Dividing Metres and kilometres

1.
 - a. 3 km 40 m
 - b. 6 km 440 m
2. 60 km 235 m
3. 240 km 150 m
4. 33 km 670 m
5.
 - a. 56 km 760 m
 - b. 84 km 108 m
 - c. 143 km 445 m
6. 650 km 332 m

B. Area

Area of rectangles and squares

1.
 - a. 500 m^2
 - b. 2436 m^2
 - c. 1020 m^2
2.
 - a. 25 m^2
 - b. 256 m^2
 - c. 25 m^2
3. 30 cm
4. 520 m^2
5. 20 m

6. 1920 m^2
7. 225 m^2
8. 8m
9. 30 cm
10. 225 cm^2
11. 4 cm

C. Volume

1. 270 cm^3
2. 24
3. 15750 cm^3
4. 24
5. 3000 cm^3
6. 20 cm
7. 560 cm^3
8. 1440 cm^3
9. 4500 cm^3
10. 12
11. 30 cm

D. Capacity

Measuring capacity in millilitres

1. 100
2. A
3. 500 ml
4. 1500 ml
5. 126 ml

Converting litres into millilitres and millilitres into litres

1.
 - a. 4000
 - b. 5000
 - c. 4000
 - d. 5000
2.
 - a. 2
 - b. 5
 - c. 4
 - d. 10
3. 652
4. 10000
5. 4 l 750 ml
6.
 - a. 2400
 - b. 12805
 - c. 5250

Adding litres and millilitres

1.
 - a. 75 l 795 ml
 - b. 10 l 95 ml
 - c. 255 l 525 ml
 - d. 43 l 479 ml
2. 12 l 80 ml
3. $11\frac{5}{6}$ l
4. 8 l 500 ml

Subtracting litres and millilitres

1. 9 l 220 ml
2. 1150 ml
3. 5 l 667 ml
4. 14 l 120 ml
5. $5\frac{5}{6}$ l
6. 55 l 900 ml

Multiplying litres and millilitres

1.
 - a. 25 l 680 ml
 - b. 18 l 360 ml
 - c. 43 l 24 ml
 - d. 69 l 663 ml
 - e. 27 l 00 ml
 - f. 24 l 80 ml
 - g. 99 l 363 ml
2. 45 l
3. 131 l 600 ml
4. 103 l 300 ml

Dividing litres and millilitres

1.
 - a. 21 l 75 ml
 - b. 1 l 50 ml
 - c. 5 l 33 ml
 - d. 5 l 300 ml
2. 30 l
3. 3 l 150 ml
4. 1 l 400 ml

E. Mass

Estimating and measuring mass in grams

Accept all correct answers

Converting kilograms into grams and vice versa

1.
 - a. 5000
 - b. 9000
 - c. 12000
 - d. 20000
 - e. 560
 - f. 250
2.
 - a. 2
 - b. 4
 - c. 0.8
 - d. 0.25
 - e. 24
3. 14250 kg
4. 1.5 kg
5. Osinde

Addition of grams and kilograms

1. 11 kg 800 g
2. 7 kg 535 g
3.
 - a. 8 kg 909 g
 - b. 22 kg 577 g
 - c. 24 kg 450 g
4. 7 kg
5. 7150 g

Subtraction of grams and kilograms

1. 2 kg 700 g
2. 30 kg
3. 1 kg 800 g
4. 2 kg 750 g
5. 11 kg
6. 2500

Multiplication of grams and kilograms

1. 88 kg 480 g
2. 491 kg 300 g
3. 10
4.
 - a. 109 kg 480 g

- b. 981 kg 056 g
- c. 27 kg 100 g
- d. 216 kg 402 g
5. 510 kg 100 g
6. 30 kg 720 g

Division of grams and kilograms

1.
 - a. 5 kg 25 g
 - b. 2 kg 40 g
 - c. 5 kg 30 g
 - d. 8 kg 223 g
2. 8 kg 384 g
3. 200 packets
4. 240 packets
5. 3 kg 50 g

F. Time

Conversion of minutes and seconds

1.
 - a. 180
 - b. 240
 - c. 600
2.
 - a. 1
 - b. 3
 - c. 6
3. 2
4. 510
5.
 - a. 2 min 10 sec
 - b. 4 min 20 sec
6. 755
7. 2400
8. 1 hour

Addition of minutes and seconds

1.
 - a. 9 min 39 sec
 - b. 9 min 48 sec
 - c. 8 min 01 sec
 - d. 8 min 48 sec
2. 7 min 10 sec
3. 11 min 22 sec
4. 24 minutes

Subtraction of minutes and seconds

1.
 - a. 2 min 17 sec
 - b. 1 min 16 sec
 - c. 2 min 40 sec
2. Matatu, 14 min 20 sec
3. 15 min 15 sec

Multiplication of minutes and seconds

1.
 - a. 32 minutes 30 seconds
 - b. 87 minutes 30 seconds
 - c. 44 minutes 55 seconds
2. 41 minutes 40 seconds
3. 29 minutes 10 seconds
4. 26 minutes 15 seconds

Division of minutes and seconds

1.
 - a. 7 minutes 10 seconds
 - b. 1 minute 8 seconds
 - c. 8 minutes 30 seconds
2. 4 minutes 41 seconds
3.
 - a. 11 minutes 10 seconds
 - b. 2 minutes 42 seconds
4. 2 minutes 30 seconds
5. 12 minutes 5 seconds

G. Money

1.
 - a. Sh 1300
 - b. Sh 800
 - c. A good one
 - d. Sh 200
 - e. Accept all correct answers
2.
 - a. Sh 300
 - b. Sh 40 65 cts
 - c. Sh 122
 - d. Sh 740 65 cts
 - e. Sh 535 25 cts
3. Sh 1000
4. Accept all correct answers
5.
 - a. True
 - b. False
 - c. True

- d. True
- e. False
6. Accept all correct answers
7. Accept all correct answers
8. Accept all correct answers

3

Geometry

A. Lines

1.
 - a. Vertical
 - b. Horizontal
2. Accept all correct answers
3. Accept all correct answers
4. B
5. Accept all correct answers
6. Accept all correct answers
7. Accept all correct answers

B. Angles

Accept all correct answers

C. 3 - D Objects

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

4

Data Handling

A. Data Representation

1.
 - a. Accept all correct answers
 - b. English
 - c. Agriculture and C.R.E
 - d. 40
 - e. Accept all correct answers
2.
 - a. Accept all correct answers
 - b. 4
 - c. 10
 - d. 27
 - e. 8
3.
 - a. Accept all correct answers
 - b. 50
 - c. 3
 - d. 202
4. Accept all correct answers

Assessment Test 1

1. 400
2. 77900
3. 10000
4. 11170
5. 32
6. $\frac{1}{5}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$
7. $\frac{3}{4}$
8. 45550 m
9. 3 km 374 m
10. 2420 cm²
11. 540 cm³
12. 100
13. 36 l 360 ml
14. 14250 g
15. 5 hours

Assessment Test 2

1.
 - a. Thousands
 - b. Hundreds of thousands
2.
 - a. 30
 - b. 300
 - c. 300000
3. Two thousand and eight
4. 998866
5. 498600
6. Twelve thousand eight hundred and eighty eight
7. 14 hrs 22 mins 16 secs
8. 67392
9. 8
10. 37
11. 2 kg 40 g
12. 1500 ml
13. 171722
14. 36
15. 2 hrs 49 mins 30 secs

Assessment Test 3

1.
 - a. 8
 - b. 2
 - c. 10
2.
 - a. 180
 - b. 240
 - c. 120
3. 8, 16, 24, 32, 40, 48
4. 15
5. 240
6.
 - a. $\frac{9}{10}$
 - b. $\frac{38}{100}$
 - c. $\frac{98}{1000}$
 - d. $\frac{89}{10000}$
7.
 - a. 421.022
 - b. 12652.91
 - c. 74.557
 - d. 199.08
8.
 - a. 1400
 - b. 29248
 - c. 21000
 - d. 49607
9. 12.6
10. 5240
11.
 - a. Sh 240
 - b. Sh 1200
 - c. Sh 12000
12. 320 m²
13. 7 km 130 m
14. 8 km
15. 6.30 a.m

Assessment Test 4

1.
 - a. Thousands
 - b. Hundreds of thousands
 2.
 - a. 9
 - b. 3
 3. 10
 4. 2220 kg
 5. Accept all correct answers
 6.
 - a. 600000
 - b. 200000
 7. 799
 8. 57
 9. 8
 10. Sh 7500
 11. 10
 12.
 - a. Grade 1
 - b. Grade 3
 - c. 69
 - d. Accept all correct answers
 13. 6
 14. $n = 40 \times 10$
 $n = 400$
 15. 240
10.
 - a. 3000
 - b. 4500
 - c. 2500
 11. 28340
 12.
 - a. 6
 - b. 2
 13. 5000
 14. 6, 12, 18, 24, 30, 36, 42, 48, 54, 60
 15. 50

KPSEA Sample Assessment

1. b
2. c
3. c
4. b
5. b
6. b
7. a
8. c
9. d
10. a
11. c
12. d
13. a
14. b
15. c
16. b
17. b
18. c
19. b
20. d
21. b
22. d
23. b
24. b
25. c
26. c
27. c
28. b
29. c
30. c

Assessment Test 5

1. 102, 5000, 1984, 1106, 204
2.
 - a. 22
 - b. 50
3. 41
4.
 - a. $x + 12 = 22$
 - b. $y + 4 = 16$
 - c. $t + 6 = 19$ kg
5. 123111, 11539
6.
 - a. 375 cm^3
 - b. 1875 cm^3
7. Sh 1320
8. 603515
9. 460024



English

Child Rights and Responsibilities

A. Listening and Speaking

1.

Λ	α
But	hurry
Cup	Harm
Cut	
Dump	
Hunt	
Hurry	
Hut	
Fun	

2. Accept any relevant answer.
3.
 - a. hurt
 - b. farm
 - c. harm
 - d. hurt
4.
 - a. Provides and care for their children
 - b. Accept any relevant answer.
 - c. Right to play, rest, medical care, food, clothing, education.
 - d. Sweeping the compound, washing utensil, mopping the floor.
 - e. Accept any relevant answer.
 - f. Accept any relevant answer.

B. Reading

1.
 - a. Lack of school fees.
 - b. A huge stone fell on him and broke his leg making him never to walk again.
 - c. Accept any relevant answer.

d. Because of the situation at her home, her father is sick and her mother cannot raise the money to take her to school.

e. Her decision is not right because she is a child and should not work for people to get money. (Accept any relevant answer.)

f. Accept any relevant answer.

2. a. keep safe from harm or injury - Defend.

b. a moral or legal obligation-responsibility.

c. morally good - fair.

d. impartial and just, without favouritism or discrimination - just.

(Accept any relevant answer.)

C. Grammar in Use

1.
 - a. Those
 - b. That / This
 - c. Those
 - d. This / That
 - e. that, this
2.
 - a. That is the girl who missed school for four weeks.
 - b. That teacher taught us about children's rights.
 - c. Those children learn in Bidii School.
 - d. This man works in the coffee plantation.
 - e. These children learn in Bidii School.
 - f. That man works in the coffee

plantation.

3. Accept any correct answers.
4. Vanessa and Michael like reading about children's rights and responsibilities. They have read that these rights include the right to food, clothing and shelter. They have read that all children must be protected from abuse. This right is very important to enable children to live a happy and healthy life. In addition, children have a right to be protected from child labour. That right prevents them from working like a donkey in homes, farms or even factories. Those children who work in such places should be rescued immediately and taken back to school. Any person who abuses children should be arrested at once.

D. Writing

1. Fill in the form appropriately.

National Celebrations

A. Listening and Speaking

1.
 - a. Any relevant answer is accepted.
 - b. Any relevant answer is accepted.
 - c. It fosters unity, promotes patriotism, honors history and heroes, encourages civic responsibility, raises awareness, preserves culture, inspires citizens and strengthens community bonds. (Any relevant answer is accepted.)
2.
 - a. Bride
 - b. Pin, bin
 - c. Bear
 - d. Big
 - e. Cub, cup
3.
 - a. To allow the other person to talk (Any relevant answer is accepted.)
 - b. They were waiting for each other to talk before they could talk
 - c. Any relevant answer is accepted.
 - d. Accept any correct answers.
 - e.
 - i. Repeated exercise or activity to improve a skill
 - ii. People admired for their courage, noble qualities or outstanding achievements, especially in challenging or dangerous situations.
 - iii. Women admired for their courage, outstanding achievements or noble qualities.
 - iv. To make something look more attractive or beautiful by adding items like colors, designs or ornaments.
 - v. A place where an event or gathering happens, such as a

concert, meeting, wedding or celebration.

f. Similes

(Any relevant answer is accepted.)

B. Reading

- It is the day Kenya gained internal self-rule from the British.
 - School playground.
 - The school president
 - To welcome the president to give his speech
 - They were happy and they sang with a lot of energy
 - 1st June every year
 - It helps Kenyans to celebrate their freedom from the British colonies
 - A person who legally belongs to a country and has rights and responsibilities in it.
 - Freedom from control or support by others, especially from another country or authority.
 - A group of vehicles, ships or people traveling together, especially for protection or organisation.
 - Clap hands to show approval or praise.
- Accept any relevant poem written.
- Assess and listen to the learners read the poems correctly.

C. Grammar in Use

- cakes
 - cotton
 - bees
 - friends
 - wolves
 - judges
- myself
 - ourselves
 - herself
 - yourself
 - themselves
 - oneself
 - himself/herself
 - yourself
- crowd
 - chest
 - flock
 - choir
 - troupe
 - pairs

D. Writing

- Accept an interesting composition written with instructions followed.

Etiquette - Table Manners

A. Listening and Speaking

1.
 - a. He told his mother thank you
 - b. Excuse me, may I, I beg your pardon, thank you
 - c. Using polite words is good because it shows respect for others, helps to build good relationships, creates a peaceful environment and makes communication more friendly and effective.
 - d. Chew food with your mouth closed, if you need anything at the table, you ask someone to pass it to you
 - e. Sorry, please.
2.
 - a. Nekesa poured the oil into the pan.
 - b. "Avoid talking with your mouth full," father said.
 - c. The boys and girls have been taught about table manners.
 - d. There was a lot of noise coming from that busy restaurant.
 - e. I pointed to the foil that I wanted to buy.
3.
 - a. A sweet course eaten at the end of a meal.
 - b. A small dish served before the main meal to stimulate the appetite.
 - c. A piece of cloth or paper used while eating to wipe the mouth and hands.
 - d. To pass the tongue over something, usually to taste or clean it.
 - e. Utensils used for eating, such as knives, forks and spoons.
(Any relevant answer is accepted.)
4. (Any relevant answer is accepted.)

B. Reading

1.
 - a. Uncle Mark's daughter homecoming.
 - b. They followed the line, they ate their food while seated
 - c. Eating while walking around, passing people in the queue, talking with food in his mouth
 - d. You may spit food particles in other people's face or plates
 - e. (Any relevant answer is accepted.)

C. Grammar in Use

1.
 - a. The man was too hungry to wait for his turn to be served.
 - b. The food was too hot for the children to eat.
 - c. The venue was too small to accommodate all the visitors.
 - d. My uncle was too annoyed to continue with the ceremony.
2.
 - a. Should
 - b. Must
 - c. Should
 - d. Must
 - e. Must
3. (Any relevant answer is accepted.)

D. Writing

1. Accept any relevant answer according to the instructions given.

Road Accidents - Prevention

A. Listening and Speaking

1. a. A patient is being taken into an ambulance on a stretcher
b. Learners are crossing the road through the zebra crossing.
2. a. verb
b. noun
c. verb
d. noun
e. adjective
f. verb
3. a. drained
b. too
c. ten
d. dried
e. town
4. (Any relevant answer is accepted.)

B. Reading

1. a. A trip to an educational center.
b. He reminded the learners to fasten their seat belts before the start of the journey
c. Use the traffic lights, observe the road signs, drive at a moderate speed.
d. Bumps ahead, children crossing, zebra crossing, sharp bend.
(Accept a well shown signs diagram.)
e. No, they were not injured. The safety belts helped them
f. Unroadworthy vehicles, drunk drivers, speeding

C. Grammar in Use

1. a. His
b. Theirs
c. Mine
d. its
e. Ours
2. a. my, their, mine, hers, his, ours, yours, everyone's
b. Accept a well composed poem with the possessive pronouns.
3. a. theirs
b. mine
c. his
d. hers
e. ours
f. yours

D. Writing

Write a friendly letter.

Traditional Foods

A. Listening and Speaking

- bed
 - smell
 - tell
 - pen
- The mother fed the baby with warm porridge.
 - I used my grandmother's recipe to bake a tasty banana cake.
 - We picked fresh berries from the farm for our fruit salad.
 - Eating vegetables and exercising regularly helps us stay healthy.
 - She boiled two eggs for breakfast this morning.
(Accept any other correct sentences.)
- cold
 - salty
 - sweet
 - bitter
 - hot
-

A	B
a. delicious	g. extremely pleasing to the sense of taste
b. porridge	f. a breakfast food prepared from grain
c. obesity	h. more than average fatness
d. ugali	a. a meal made using ground maize
e. appetite	b. a feeling of craving something

f. recipe	e. directions or formula for making something
g. avocado	i. a pear-shaped tropical fruit
h. cassava	d. a plant that is used as a staple food in the tropics
i. junk	c. food that tastes good but is high in calories

B. Reading

- travel, locally, grains, communities, semi-arid, are, staple, eaten, varies, preference.
- Any relevant answer is accepted according to the book the learner read.

C. Grammar in Use

1.

Adjective	Comparative	Superlative
big	bigger	biggest
thin	thinner	thinnest
pretty	prettier	prettiest
sweet	sweeter	sweetest
little	less	least
warm	warmer	warmest
beautiful	more beautiful	most beautiful
bad	worse	worst
many	more	most

- shiniest, loud, best, sweeter, more delicious
- most handsome
 - best
 - prettier
 - healthier
 - worst

- f. fastest
- g. smarter
- 4. a. Superlative
- b. Comparative
- c. Superlative
- d. Superlative
- e. Comparative
- 5. a. small new rectangular
- b. small old square
- c. large new round
- d. huge modern round
- e. big, old, square

D. Writing

1. Write an narrative composition according to the instructions given.

Jobs and Occupation

A. Listening and Speaking

1. a. Was the banker as sober as a judge when he made the decision?
- b. I am a gardener.
- c. That accountant really enjoys her work.
- d. How much work do the hairdressers have this morning?
- e. My friend is a mason.
2. a. A teacher is teaching.
- b. A farmer is removing weeds in the farm using a rake.
- c. A doctor is checking on a patient.
3. a. Yes, he is.
 No, he is not.
- b. Yes, it will.
 No, it will not.
- c. Yes, it was.
 No, it was not.
4. Read the words given that stress sounds f and v.

B. Reading

1. a. pilot
- b. teacher
- c. doctor
- d. baker
- e. carpenter
2. a. Good communication skills, ability to work well with people and creativity.
- b. To help people in her community with the money she will be paid.
- c. Because each career helps the community in different and important ways.

d. Choosing a Career

crossword table

Across		Down	
1.	Nurse	1.	Optician
2.	Dentist	2.	Teacher
3.	Writer	3.	Painter

C. Grammar in Use

- A lot
 - enough
 - little
 - All
 - Each
- A few students came to school early today.
 - There is a little milk left in the bottle.
 - Most people enjoy watching movies on weekends.
 - He made the least number of mistakes in the test.
- many, a lot of, a few each, all, only a few, little, a little, most, enough

D. Writing

- Write a story from the pictures provided and give your composition a title.

Learning through Technology

A. Listening and Speaking

- Mike said, "Sorry for interrupting, but you look bothered."
 - It helps you understand their problem better and respond respectfully.
 - bray, day, clay, say
 - year, dear, near, tear
 - later, butter, writer, water
 - The word "wireless" means connecting to the internet or network without using cables.
- Computer, printer machine, fax machine, projector, smartphone.
 - A computer is used to type, store, and process information.
 - A printer is used to produce hard copies of documents.
 - A fax machine sends and receives documents over a telephone line
 - A projector is used to display images or videos on a large screen.
 - A smartphone is used to make calls, browse the internet and use apps.
- volunteer, near, here.
 - clear, deer, fear.
 - weights, train, eight, sheikhs.
- Accept any relevant answer.

B. Reading

1. Learners, engaged, studying, knowledge, classroom, factor, forms, experiment, works, retaining
2. The learner to choose and read a story, then answer the questions appropriately.
3. Accept any other poem from the learner.

C. Grammar in Use

1.
 - a. Will you buy a desktop or a laptop computer?
 - b. We shall upload a video of the class activity in an hour.
 - c. They will research on the subject this week.
 - d. I shall video chat with my friend using my tablet.
 - e. "Bernice will send you the email right away," said Kiptoo.
2.
 - a. Abdi will watch videos with his friends.
 - b. They will buy internet bundles so that they can download the files.
 - c. We shall log in to our computers before the lesson starts.
 - d. Tiffany will carry the projector to her house.
 - e. I shall email you the document after I read it.
3.
 - a. Shall
 - b. Will
 - c. Will
 - d. Shall
 - e. Will

D. Writing

1. Any correct answer is accepted.
2.
 - a. "Do you have a laptop?" asked Whitney.
 - b. "What would you prefer to eat?" asked mother.
 - c. "We will discuss about technology in the next lesson," said the teacher.
 - d. "Can we travel together?" asked Maria.
3.
 - a. Liam, Kelvin, Bridget and Shantel are my friends.
 - b. You can choose to eat a mango, an orange or a banana.
 - c. The teacher taught us the parts of a computer. They include monitor, keyboard and a mouse.
 - d. Wendy will either visit Nairobi, Mombasa, Garissa or Kilifi.
4.
 - a. "I will read the information on the website on my own," Teresia said.
 - b. "During the months of February, March, April and May, there will be a computer training programme for all employees," Mr Baraka told them.
 - c. "My laptop is black," Shah said.
 - d. "Next year, the modern computer laboratory will be complete," he revealed.
 - e. "This is a wireless mouse," Kadzo told the customers.

The Farm-Cash Crops

A. Listening and Speaking

1. Accept any relevant answer.
2. Read the sentences given that have words with g and k sounds.
- 3.

k	g
kite	ground
kind	government
kind	grow
coat	gourd
cotton	good
cover	green
cooperative	give
commercial	go
culture	

4.
 - a. Unity is strength – (Proverb)
 - b. As busy as a bee – (Simile)
 - c. The early bird catches the worm – (Proverb)
 - d. It is only a bad workman that quarrels with his tools – (Proverb)

B. Reading

1.
 - a. Tea, coffee, cotton, sisal
 - b. Subsistence
 - c. Cash crops
2. Accept any relevant answer.
3. most, farmers, has, immune, blindness, achieved, exposed, harvest, destroy, plantations.
4.
 - a. Susceptible
 - b. Mitigating
 - c. Pseudo resistance
 - d. Piecemeal

5. Accept any relevant answer.

C. Grammar in Use

1.
 - a. Go, bring
 - b. Drive, help
 - c. Buy, plant
 - d. Make, put
 - e. Wash, leave
 - f. Milk, harvest
2.
 - a. doesn't he?
 - b. isn't it?
 - c. is he?
 - d. is he?
 - e. aren't they?
 - f. is she?
3. Accept any relevant answer.
4. Accept any relevant answer.

D. Writing

1.
 - a. blames his tools
 - b. strength
 - c. catches the worm
 - d. and early to rise
 - e. while the sun shines
 - f. begins at home
2.
 - a. a rose
 - b. the hills
 - c. a razor
 - d. a bee
 - e. a whistle
 - f. the sun
3. Write a composition according to the instructions given.

Communicable Diseases

A. Listening and Speaking

1. Accept any relevant answer.
2. Accept any relevant answer..
3.
 - a. hygiene, health, human, headache, hands, wash, harmful, help, healthy, hospital.
 - b.
 - i. Conditions or practices to maintain health and prevent disease.
 - ii. The state of being free from illness or injury.
 - iii. A disorder or illness that affects a person.
 - iv. Able to be passed from one person to another.
 - v. Tiny organisms that can cause disease.
 - vi. A small infectious agent that replicates only inside the living cells of organisms.
 - c.
 - i. Hygiene is important for preventing disease.
 - ii. Good health helps us live a full life.
 - iii. Malaria is a common disease in tropical areas.
 - iv. Cholera is a communicable disease.
 - v. Germs can be killed by washing hands.
 - vi. A virus can spread through coughing.
 - d.
 - a. Wash hands regularly with soap.
 - b. Cook and eat clean, healthy food.
4. Drawing
5. Reading
6. hospital, her, here, had, whose, health
7. Accept any relevant answer.

B. Reading

1.
 - a. Illnesses that can be passed from one person to another.
 - b. COVID-19
 - c. COVID-19 spreads when an infected person releases tiny droplets into the air and others breathe them in.
 - d.
 - i. Difficulty in breathing
 - ii. Dry cough
 - iii. Fever
 - e. 2019
 - f. Accept any relevant answer.

C. Grammar in Use

1.
 - a. last week – adverb of time
 - b. confidently – adverb of manner
 - c. always – adverb of frequency
 - d. soon – adverb of time
 - e. warmly – adverb of manner
 - f. politely – adverb of manner
2.
 - a. soon
 - b. proudly
 - c. regularly
 - d. correctly
 - e. monthly
 - f. December

(Accept any other correct answer.)
3.
 - a. tomorrow – We will go for a picnic tomorrow.
 - b. carefully – She carried the baby carefully.
 - c. everywhere – The perfume smell spread everywhere.
 - d. often – He often visits his grandmother.
 - e. at home – I left my books at home.
 - f. illegally – The goods were brought into the country illegally.

4. Accept any relevant answer.

D. Writing

1.
 - a. Don't leave the place until I am there.
 - b. Wow! What a pleasant surprise!
 - c. What an interesting story!
 - d. Who took Leon's pair of trousers?
 - e. They're visiting us tomorrow.
2. Accept any relevant composition the learner write..

Leisure Time Activities

A. Listening and Speaking

1.
 - a.
 - i. They responded positively to each other's ideas (e.g., Zuri replying to Leila's lunch idea).
 - ii. They added to the conversation without ignoring what others had said (e.g., Timo agreeing and suggesting the hike sounds great).
 - b.
 - i. Excitement – caused by the beautiful weather and the fun picnic.
 - ii. Curiosity – when they noticed the sports event and heard the girl playing the violin.
 - c. It shows respect and helps keep the conversation interesting and connected.
 - d. Accept any relevant answer.
2. Accept any relevant answer.
3. Read the tongue twisters
4. Accept any relevant poem written by the learner.

B. Reading

1.
 - a. An activity done during free time away from work or school.
 - b. Cycling is a fun and healthy leisure activity with many benefits.
 - c.
 - i. Keeps you fit
 - ii. Helps you feel relaxed and happy
 - iii. Protects from illnesses like cancer and arthritis
 - iv. Provides time to bond with friends and family
 - d. Yes. One should wear a helmet, bright reflective clothing, ride when it is safe and be aware of other road users.

e. I spend my free time reading books, writing stories and going for walks to relax and refresh my mind.

(Accept any other relevant answer.)

C. Grammar in Use

1.
 - a. yet
 - b. because
 - c. but
 - d. or
 - e. for
 - f. also
2.
 - a. I stayed indoors because it was raining.
 - b. She bought apples and oranges.
 - c. He is small yet very strong.
 - d. I bought a new ball for my little brother.
3.
 - a. The spectators have been in the field since seven o'clock.
 - b. Mutua who is a good player is also a good swimmer.
 - c. He likes skating yet he does not practice.
 - d. You can either sing or dance.
 - e. She is a brilliant girl but very lazy.

D. Writing

1. Accept any relevant answer.
2. Write a descriptive composition according to the instructions given.

Sports - Appreciating Talents

A. Listening and Speaking

- Accept any relevant answer.
- Reading of tongue twisters.
- The importance and benefits of sports in a person's life.
 - They make eye contact, nod and show interest through their body language.
 - They help to make the message clearer and keep the audience engaged.
 - Mentally, Physically, Regularly, Anxiety, High

B. Reading

- The Strikers and Simba Cup.
 - To decide which team and side would start the match.
 - The Strikers.
 - To start the match.
 - To finalize the game.
 - 1–0 in favor of the Strikers.

C. Grammar in Use

- Accept any relevant answer.
- Which
 - Who
 - When
 - How
 - What
 - Why
- Which team won the trophy?
 - Who gave the presents to the winning team?
 - When are you coming for the football practice?
 - How did the teams perform in the competition?

- What did you expect to be the results?
- Why did the spectators leave the stadium?

D. Writing

- accommodate
 - fulfill
 - occasion
 - believe
 - committee
- heard
 - wait
 - new
 - write
 - weak
 - Your
 - meat, meet
 - pain
- right, right
 - ruler, ruler
 - file, file
 - bit, bit
- waste – Do not waste water when brushing your teeth.
waist – She tied a red belt around her waist.
 - pair – I bought a new pair of shoes.
pear – I ate a ripe pear after lunch.
 - there – The football is over there near the bench.
their – Their team won the match yesterday.
 - tow – The mechanic came to tow the broken-down car.
toe – He hurt his toe while playing football.

Environmental Pollution

A. Listening and Speaking

1. Accept any relevant answer.
2. Read the tongue twister given.
3. Spelling practice.
4.
 - a. Pollution and how it affects water and the environment.
 - b. Throwing dirt into water sources, burning rubbish.
 - c. To teach people how to care for the environment and prevent pollution.
 - d. By recycling, disposing of waste properly and not polluting water sources.
 - e. Avoid throwing dirt into water sources and keep them clean.

B. Reading

1.
 - a. The song is about pollution and how to protect the environment.
 - b. The areas that have been polluted are the air, rivers, sea, land and trees.
 - c. According to the second stanza, we can reduce, reuse, recycle, plant trees and pick up trash to have a clean environment.
2. Planting trees helps clean the air by absorbing harmful gases like carbon dioxide and releasing oxygen. Trees also prevent soil erosion, reduce dust and provide shade, making the environment cooler and cleaner.
3.
 - a.
 - i. Air pollution
 - ii. Water pollution
 - iii. Land pollution
 - b.
 - i. Dirty rivers and streams
 - ii. Smoke from burning rubbish causing breathing problems
 - c. The air would be cleaner, water sources

would be clear and safe, streets would be free of litter and there would be more green spaces with trees and flowers.

C. Grammar in Use

1.
 - a. sunglasses
 - b. jeans
 - c. trousers
 - d. gloves
 - e. socks, shoes
2. Accept any relevant answer.
3.
 - a. Waste – singular
 - b. News – singular; litter bins – plural
 - c. Mathematics – singular
 - d. Dirt, sand – singular
 - e. Trousers – plural

D. Writing

1. Accept any relevant answer.
2. Accept any relevant answer.

Money - Savings and Banking

A. Listening and Speaking

- Accept any relevant answer.
 - Accept any relevant answer.
- As happy as a lark.
 - Accept any relevant answer.
 - Accept any relevant answer.
- I look at them, nod my head, keep quiet while they speak and respond politely after they finish.
- Reading.

B. Reading

- Alex spent all his money on toys, snacks and video games.
 - Emma taught Alex that interest is extra money the bank gives for saving.
 - Alex decided to open a savings account because he learned that money can grow in the bank and is kept safe.
 - By the end of the story, Alex feels proud and happy about saving money.
 - Interest – Extra money earned from savings in the bank.
 - Bank – A place where people keep money safely.
 - Saving – Keeping money instead of spending it.
 - Deposit – To put money into a bank account.
 - Balance – The amount of money available in your bank account.
- Accept any relevant answer.
- Accept any relevant answer.

C. Grammar in Use

- in
 - on
 - at
 - under
 - by
 - between
 - past
 - through
 - along
 - over
 - next to
 - behind
- since – Time preposition
 - to – Direction preposition
 - on – Place preposition
 - in – Time preposition
 - into – Direction preposition
 - towards – Direction preposition
 - in, beside – Place prepositions
 - at – Place preposition
- Draw correctly as unstructured.
- Mohamed cycled down the road that leads to the accountant's house.
 - Why are they running towards the credit officers?
 - Judy drove round the bank building twice.
 - Will you go up the stairs or take the lift to the conference room?
 - The manager walked towards the customers.

D. Writing

1.
 - a. bear, bare
 - b. flour, flower
 - c. write, right
 - d. Their, there
 - e. peace, piece
 - f. cell, sell
 - g. knight, night
 - h. sea, see
 - i. hear, here
2.
 - a. teller
 - b. hall, across
 - c. different, accounts
3.
 - a. fool, soon
 - b. greeted
 - c. grow, trees
4. Accept any relevant answer.

Assessment Test 1

1.
 - a. dessert
 - b. knew
 - c. piece
 - d. write
 - e. bright
2.
 - a. but
 - b. or
 - c. so
 - d. and
3.
 - a. Courageous – Brave
 - b. Wealthy – Having a lot of money
 - c. Humble – Not proud
 - d. Generous – Willing to give more than necessary
4.
 - a. Jamhuri Day – Kenya became a republic
 - b. Madaraka Day – Kenya attained internal self-rule
 - c. Mashujaa Day – Honouring Kenyan heroes
5.
 - a. Visiting his grandparents
 - b. Guitarist
 - c. To help his singing
 - d. His younger brother and sister
 - e. Guitarist, singer
 - f. Four weeks
6.
 - a. —
 - b. captains, bags
 - c. earnings
- 7.
8.
 - a. The laptop's charger is spoilt.
 - b. Mr. Mbaabu's farm has very sweet berries.
 - c. These estate's workers are very hardworking.
 - d. I will check the patient's blood pressure right away.
9.
 - a. The tortoise moved as slow as a snail.
 - b. The boy ran as fast as lightning.
 - c. That building is as big as an elephant.
 - d. She is as faithful as a dog.
10.
 - a. have
 - b. has
 - c. have
 - d. has
 - e. has
 - f. has
 - g. have
11.
 - a. All is well that ends well after the tough match.
 - b. Actions speak louder than words in leadership.
 - c. Practice makes perfect in playing guitar.
 - d. Courtesy costs nothing but earns respect.
 - e. Slow but sure wins the race in schoolwork.
12.
 - a. football
 - b. champion
 - c. celebrate
 - d. adjudicator
 - e. talent
 - f. winner
13. green, food, room, pale, sleep
14.
 - a. sweetest
 - b. older
 - c. fastest
15. Accept a friendly letter.

Assessment Test

2

1.
 - a. Medal
 - b. Sweet potatoes
 - c. Butchery
 - d. Whistle
2.
 - a. haven't they?
 - b. don't I?
 - c. weren't they?
 - d. won't we?
 - e. aren't I?
3.
 - a. The mango was as sweet as sugar.
 - b. The worker was as busy as a bee.
 - c. The water was as cold as ice.
 - d. He is strong like a horse.
4.
 - a. will
 - b. shall
 - c. will
 - d. will
 - e. shall
5.
 - a. Careless people lose their money easily.
 - b. Being clean is close to being godly.
 - c. People are stronger when united.
 - d. Being polite costs nothing.
 - e. Those who act early succeed.
6.
 - a. To play after the rain.
 - b. Simile
 - c. Children came out to play.
 - d. They were happy.
 - e. Glistening
7.
 - a. This/ That
 - b. That
 - c. These / Those
 - d. Those /These
 - e. This /That
 - f. Those
8.
 - a. "I have to follow this doctor's advice," he said.
 - b. I have food, shelter, clothing and I go to school.
 - c. He asked, "Do you have my ruler?"
 - d. "We have competed in Khartoum, Kigali, Kampala and Nairobi," the athlete said.
9.
 - a. It's too noisy to concentrate.
 - b. She is too weak to walk.
 - c. He was too tired to play.
 - d. The bag is too heavy to lift.
 - e. It's too early to go outside.
10.
 - a. Sit upright and listen
 - b. Switch on and type
 - c. Go online and search
 - d. Switch on and connect
11.
 - a. yours
 - b. mine
 - c. his
 - d. hers
 - e. theirs
12.
 - a. Typhoid → communicable disease
 - b. Pedestrian → a road user
 - c. Ability → talent
 - d. Actor → occupation
 - e. Award → prize
 - f. Cash crop → coffee
13.
 - a. I like tea and bread.
 - b. He is tall but slow.
 - c. I stayed home because it was raining.
 - d. I have not eaten since morning.
 - e. You can read or sleep.
14.
 - a. /k/
kite, kick, kind, keep, king
 - b. /g/
goat, go, give, game, gate
 - c. /z/
zoo, zip, zero, zone, zebra
 - d. /h/
hat, hope, help, horse, house.
15. Describe your hobby as instructed.

Assessment Test

3

1. a. His beautiful garden
b. Look at flowers and help with gardening
c. A storm damaged the village
d. Sad
e. Help him fix the garden
2. a. small round
b. small old rectangular
c. large square ancient
d. tiny oval
e. medium-sized triangular
3. a. under
b. on
c. beside
d. at
e. over

4. crossword table

Across		Down	
1.	Purify	1.	Pollution
2.	Recycle	2.	Disaster
3.	Destroy	3.	Poisonous
4.	Conserve		
5.	Famine		
6.	Sewage		
7.	Reserve		

5. a. clothes (plural)
b. furniture (singular)
c. captains, belongings, bags (plural)
d. knowledge (singular)
e. earnings (plural)
6. a. Right to clean environment, responsibility.
b. Right to medical attention.
c. Right to play
7. a. aren't you?

- b. does she?
c. shouldn't we?
d. can he?
e. weren't they?
f. aren't I?
8. a. heroine – a brave or admired woman
b. serviette – a napkin used while eating
c. captain – the leader of a team or ship
d. climate – the general weather conditions of a place
9. Reading with Intonation & Stress
10. a. grains
b. courage
c. Fog
d. cinema
e. save
11. a. They have played well, haven't they?
b. It is raining, isn't it?
c. We can't go there, can we?
d. He left early, didn't he?
e. She hasn't arrived, has she?
12. a. Congratulations! You are the new judge in the talent show!
b. Wow! That was a wonderful speech!
c. Let the holidays begin!
d. Oh no! This area has flooded again!
e. I wish you the best in the competition!
13. a. This video was downloaded last night.
b. That cash crop earned them a lot of money.
c. A doctor is researching this virus.
d. That child has visited the national park.
14. Fill the form appropriately.
15. My favourite sport is football. I love playing it with my friends after school. It helps me stay fit and have fun. I play as a striker and enjoy scoring goals. My role model is Lionel Messi. I also like watching football matches on TV. Playing football teaches teamwork and discipline. I practice often to

improve my skills. One day, I would love to join a big team. Football makes me happy and healthy.

Assessment Test

4

1.
 - a. big rectangular new
 - b. huge old round
 - c. small rectangular new
 - d. little old square
 - e. big ancient oval
2.
 - a. Bat (flying animal); bat (used to play baseball)
 - b. Bank (store or dock); bank (land beside a river)
 - c. Bear (tolerate); bear (wild animal)
 - d. Ring (jewellery); ring (sound)
 - e. Book (reserve); book (to read)
 - f. March (military walk); March (month)
 - g. Wave (gesture); wave (ocean swell)
3.
 - a. He was riding his bicycle.
 - b. An elderly man.
 - c. He did not see the man until it was too late.
 - d. He had a few scrapes.
 - e. Call for help, check injuries and alert an adult.
4.
 - a. themselves
 - b. ourselves
 - c. himself
 - d. herself
 - e. themselves
5.
 - a. Pharmacist
 - b. Gardener
 - c. Builder
 - d. Cobbler
 - e. Lecturer
6.
 - a. Yes, it does.
 - b. No, it isn't.
 - c. Yes, I can.
 - d. No, they don't.
7.
 - a. big ancient square

- b. small old rectangular
c. big round new
8. a. poison
b. recycle
c. chemicals
d. conserve
e. disaster
9. a. mine
b. yours
c. her
d. us
e. ours
10. a. They won't, will they?
b. We have, haven't we?
c. You are, aren't you?
d. I should, shouldn't I?
11. a. Open the door and close it.
b. Wake up and go to school.
c. Call your mother and tell her the news.
d. Eat your lunch and wash your hands.
e. Drive carefully and stop at the junction.
12. a. Mugambi lives in Kajiado and Kisii towns.
b. They own a farm in Nanyuki because of his new job.
c. Her car is in the garage for now.
d. Betsy will be late for her appointment but she has called the dentist to inform him.
e. He is an accountant because he enjoys working with numbers.
13. a. in the morning
b. at one o'clock
c. in June
d. On Wednesday
e. During his stay
14. *It was as quiet as a mouse that morning when I saw a loud bang like thunder! A motorbike had collided with a car at the corner. The rider flew into a bush. As the dust settled, people shouted,*

*"A stitch in time saves nine!"
Luckily, a passerby called for help. The ambulance came and both were rushed to hospital. It reminded me that speed thrills but kills.*

15. Today we had a talent show at school. The performances were amazing! The first act was a dance group. They danced like leaves in the wind. Then a boy sang a song that gave us goosebumps. My best friend acted in a play and made everyone laugh. The show ended with a poem that made us proud. It was a day to remember!

Assessment Test

5

1.
 - a. Communicable diseases are illnesses that can be transmitted from one person to another.
 - b. They are caused by germs such as bacteria, viruses and parasites.
 - c.
 - i. Flu
 - ii. Chickenpox
 - d.
 - i. Direct contact with an infected person
 - ii. Touching contaminated surfaces or inhaling airborne germs
 - e.
 - i. Washing hands regularly
 - ii. Getting vaccinated
2.
 - a. What
 - b. Where
 - c. Who
 - d. When
 - e. Why
 - f. How
 - g. Which
 - h. Whose
3.
 - a. She sings beautifully.
 - b. They will arrive soon.
 - c. The cat jumped high.
 - d. She completed her work efficiently.
 - e. I will finish my homework later.
4.
 - a. The library is next to the office.
 - b. The books are on the table.
 - c. The shoes are under the bed.
 - d. The pens are in the pencil case.
 - e. The cat is beside the chair.
5.
 - a. I shall complete my homework.
 - b. I shall help my mother in the kitchen.
 - c. I shall revise for my exams.
 - d. I shall play football in the evening.
 - e. I shall clean my room
6. **School Name:** Queenex Academy
Pupil Name: _____

Environmental Club: Green Champs Club

Membership Number: _____

Meeting Place: School Garden

Meeting Time: Fridays at 2 PM

Teacher in Charge: Mr Otieno

Signature: _____

7.
 - a. culture
 - b. obesity
 - c. Kenyan
 - d. flavour
 - e. digest
 - f. vegetables
 - g. unhealthy
 - h. recipe
 - i. appetite
 - j. cassava
8.
 - a. The dog's tail is wagging.
 - b. The teacher's meeting was held in the hall.
 - c. This is someone's phone.
 - d. They're going to the park after school.
 - e. This is one of Ann's books.
9.
 - a. have
 - b. has
 - c. have
 - d. has
 - e. has
10.
 - a. till
 - d. hiss
 - f. battle
 - g. balloon
 - h. rubber
 - j. dinner
11.
 - a. will
 - b. I shall milk the camel myself.
 - c. They will accompany us to the computer laboratory.
 - d. The plumber will come in the evening.

KPSEA Sample Assessment

- e. We shall clean this house later.
12. a. buy – by
b. bug – hug
c. pay – say
d. tear – bare
e. dear – fear
13. Read the words given
14. The patient, who looked unwell, was being removed from the ambulance as the nurses were waiting to assist.
Some people are also waiting with her.
15. I wake up early to make my bed,
Brush my teeth and get myself fed.
I sweep the floor and clean the chairs,
Help my siblings with their prayers.
- I fetch some water with a smile,
And rest just for a little while.
I wash the dishes one by one,
Until all the work is done.
- At home I try to do my part,
I help with joy and a loving heart.

1. b.
2. a.
3. c.
4. a.
5. a.
6. c.
7. c.
8. b.
9. c.
10. c.
11. a.
12. d.
13. b.
14. c.
15. c.
16. c.
17. a.
18. a.
19. b.
20. b.
21. c.
22. a.
23. b.
24. b.
25. c.
26. a.
27. b.
28. a.
29. b.
30. d.



Kiswahili

Mapishi

A. Kusikiliza na Kuzungumza

- Silabi** ni tamko au pigo moja la sauti.
- Tamka silabi ulizopewa kwa ufasaha na kwa usahihi.
- faa na vaa
fuma na vuma
fua na vua
fumbo na vumbo
- saka na zaka
somea na zomea
sima na zima
suka na zuka
- lala na rara
lia na ria
landa na randa
lima na rima
- thamani na dhamani
thibiti na dhibiti
thamini na dhamini
thabiti na dhabiti
- Vitanzandimi** ni fungu la maneno yenye sauti zinazokaribiana kimatamshi.
- Tamka vitanzandimi ulivyopewa kwa usahihi na ufasaha.
- fisi na ufizi
 - kiasi na kiazii
 - marimba na lulu
 - thibitisha na madhumuni
- Baada ya kusakura vitanzandimini mtandaoni au kwenye vitabu, vitamke ipasavyo na kwa usahihi.

B. Kusoma

- Kifungu hiki kinahusu aina mbalimbali za vyakula, jinsi ya kuviandaa, umuhimu wake mwilini, na umuhimu wa maji kwa afya.
 - Kuchemsha
Kukaanga
Kusonga
 - Viungo huongeza ladha kwenye chakula na huimarisha kinga ya mwili.
 - Matunda
 - Nyama, mboga na samaki.
 - Maji husaidia kusaga vyakula na kuondoa uchafu mwilini.
 - Nimejifunza kuhusu aina mbalimbali za vyakula, umuhimu wa kila aina ya chakula kwa mwili, njia za kupika chakula, umuhimu wa viungo na maji kwa afya ya mwili.

Neno	Maana
a. Chakula	Kitu ambacho watu hula ili wawe na afya.
b. Mboga	Mimea ya majani kama sukumawiki au kabeji, inayoliwa kama chakula.
c. Nyama	Sehemu ya mwili wa mnyama inayoliwa.
d. Samaki	Mnyama wa majini anayeliwa kama chakula.
e. Matunda	Mazao ya miti au mimea kama machungwa, maembe, na nanasi.

f. Viungo	Vitu vinavyoongezwa kwenye chakula kuleta ladha na virutubisho.
g. Ladha	Ubora wa chakula unaohusiana na tamu au kitoweo.
h. Sufuria	Chombo cha kupikia chakula.
i. Jiko	Kifaa kinachotumika kupikia kwa kutumia moto.
j. Chungu	Chombo cha kupikia kilichotengenezwa kwa udongo.

3. Mwanafunzi aeleze maana yaliyoorodheshwa kwa usahihi kulingana na kifungu.
4.
 - b. **Mboga** za sukumawiki ni nzuri kwa afya.
 - c. **Nyama** ya ng'ombe ni tamu na yenye kujenga mwili.
 - d. **Samaki** hupikwa kwa kukaanga au kuchemsha.
 - e. **Matunda** kama maembe na machungwa ni matamu sana.
 - f. **Viungo** kama pilipili na tangawizi huongeza ladha kwenye chakula.
 - g. **Chakula** chenye ladha nzuri hufanya watu kufurahia kula.
 - h. **Mama** aliweka maji kwenye sufuria kuchemsha.
 - i. **Jiko** lilikuwa na moto mkali wakati wa kupika.
 - j. **Chungu** hutumiwa kupika wali na supu.
5. Kifungu hiki kinaelezea aina za vyakula, njia mbalimbali za kupika, umuhimu wa viungo na vyombo vya upishi. Kinaeleza pia jinsi vyakula tofauti vinavyochangia afya ya mwili, pamoja na umuhimu wa kunywa maji ya kutosha kila siku ili kudumisha afya njema.

C. Kuandika

1. **Insha ya wasifu** ni aina ya insha inayotoa maelezo kuhusu mtu, kitu au mahali fulani.
2. Unapoandika insha ya wasifu ni sharti uzingatie muundo wa insha ya wasifu ambao ni;

Mada, kichwa au anwani – Mada huonyesha kitu ambacho kinaelezwa. Huandikwa kwa herufi kubwa na kupigiwa mstari.

Utangulizi – Utangulizi ni maneno ya mwanzomwanzo kwenye insha. Hupatikana katika aya ya kwanza. Hutaja kwa kifupi kitu ambacho kinaelezwa.

Mwili – Mwili wa insha huanza katika aya ya pili. Mwili hubeba maelezo yote kuhusu kitu kinachoelezwa.

Hitimisho – Hitimisho ni sehemu ya mwisho ya insha. Hupatikana katika aya ya mwisho. Katika hitimisho, mwandishi huandika maneno ya mwisho kuhusu kitu anachoeleza.
3. Anayetathmini ahakikishe mwanafunzi ameandika insha ya wasifu iliyofuata muundo ufaao.

D. Sarufi

Nomino za Pekee

1.

Mungu	kalamu	shule
Katherina mto	Ijumaa Kisumu	kipakatalishi Mto Kuja
seremala	chakula	
Oktoba	Tanzania	Mlima Kite
maji		
2.
 - a. Shule yetu ilifungwa mwezi wa Novemba.
 - b. Paulina na Kalumba wanacheza uwanjani.

- c. Mto Sondu umevunja kingo zake.
 - d. Kenya ni nchi yenye amani.
 - e. Magdalena ni mpishi hodari sana.
 - f. Wavuvi wanavua samaki katika Ziwa Turkana.
 - g. Mimi huenda kanisani kila Jumapili.
3. Ilikuwa siku ya Alhamisi. Mimi na Anjelina tulikuwa nyumbani. Tuliona mawingu mengi juu ya Mlima Nyango. Mlima huo ulikuwa karibu na Mto Kwacha. Mto huo ulikuwa ukitiririka kuelekea Ziwa Pisha. Mama alikuwa ameenda mjini Nasibu kununua vyakula vya kupika. Ghafla mvua ilianza kunyesha. Tulifunga mlango na madirisha. Tulimshukuru Maulana kwa kutuletea mvua.
4. a. Nchi yetu inatwa **Kenya**.
 - b. Nchi yetu inapatikana katika bara la **Afrika**.
 - c. Siku za wikendi ni **Jumamosi** na **Jumapili**.
 - d. Watu husherehekea Krismasi mwezi wa **Desemba**.
 - e. Mwaka mpya huanza mwezi wa **Januari**.
 - f. Mwalimu mkuu wa shule yetu anaitwa **Mwanga**.
5. a. Watalii wengi hupanda **Mlima Kenya** wakati wa likizo.
- b. **Ziwa Nakuru** linajulikana kwa mamilioni ya ndege aina ya flamingo.
 - c. Maji ya **Mto Tana** hutumiwa kwa umwagiliaji na kuzalisha umeme.
 - d. Shule nyingi hufungua muhula mpya mwezi wa **Septemba**.
 - e. Tutafanya mtihani wa **Kiswahili** siku ya **Alhamisi**.
 - f. **Rwanda** ni nchi jirani inayopatikana mashariki mwa bara la **Afrika**.

Nomino za Kawaida

1. a. Doris anapenda kula mapera.
 - b. Nyumba ambayo ilijengwa inapendeza macho.
 - c. Mhubiri alifika kanisani mapema.
 - d. Kitabu changu kimeandikwa kwa wino mwekundu.
 - e. Nitaenda sokoni Jumapili kununua magunia mawili na kikapu.
 - f. Simu yangu ina rangi nyeusi.
 - g. Paulo anapenda kucheza mpira uwanjani.
2. meza kondoo
- Aprili mti
- Ijumaa kiti
- kikombe jiwe
- msichana Mto Kuja
- Mombasa
3. Mwili wa binadamu unahitaji chakula kizuri. Chakula hicho kinafaa kiwe na manufaa yanayoweza kuwasaidia watu. Chakula lazima kipikiwe mahali safi. Vyombo ambavyo vinatumika kupikia lazima viwe safi. Vyombo hivyo ni kama sufuria, mwiko, kisu, kijiko na sahani.
 4. a. **Chakula** hupikwa jikoni.
 - b. Tunatumia **kisu** kukata **viungo** tunapopika.
 - c. **Fundi** alichimba **shimo** refu.
 - d. **Mtu** anayepika **chakula** huitwa **mpishi**.
 - e. **Mtu** anayeendesha **gari** huitwa **dereva**.

5.
 - a. Kalamu yangu inaandika vizuri.
 - b. Saa yangu imeharibika.
 - c. Tafadhali kaa kwenye kiti chako.
 - d. Meza ya jikoni imejaa vyakula.
 - e. Ninapenda maua yanayochanua kwenye ua la bustani.
 - f. Kila mtu anapaswa kuheshimu sheria za jamii.

Kubali majibu mengine sahihi.

Huduma ya Kwanza

A. Kusikiliza na Kuzungumza

1. **Maamkuzi** ni maneno ambayo watu hutumia kujuliana hali.
2. **Maagano** ni maneno ambayo watu huambiana wanapotengana au wanapoachana.
3.
 - a. Salamu ni njia ya kuonyesha heshima na adabu kwa mtu mwingine.
 - b. Kusalimiana kunaashiria kuwa watu hawana migogoro na wako katika hali ya amani.
 - c. Salamu huimarisha mahusiano mazuri kati ya watu, marafiki au majirani.
 - d. Mara nyingine kusalimiana huashiria msamaha au kuanzisha upya uhusiano baada ya migogoro.
 - e. Watu husalimiana katika hafla au matukio kama vile sherehe, sikukuu, au mikutano kama ishara ya furaha.
4. Alamsiki
Usiku mwema
5. umeamkaje?
sabalkheri?
6. Shikamoo
Habari za utokako?

Habari za aduhuri?

Masalkheri
Sabalkheri
Shikamoo, nyanya?
Buriani

Marahaba
Njema au
nzuri
Njema au
nzuri
Akheri
Akheri

9.

Maamkuzi	Wakati wa kutumika
Sabalkheri	Asubuhi
Shikamoo	Wakati wowote
Habari za jioni?	Jioni
Umeamkaje?	Asubuhi
Habari za alasiri?	Alasiri
Umeshindaje?	Wakati wowote

10.

Maagano	Jibu
Alamsiki	Binuru
Kwaheri	Kwaheri ya kuonana
Usiku mwema	Kwako pia
Buriani	Buriani dawa
Safari njema	Asante

- 11 Anayetathminiwa aandike mazungumzo yenye maamkuzi na maagano sahihi.

B. Kusoma

1. **Kamusi** ni kitabu kinachotoa maelezo kuhusu maneno katika lugha fulani.
2. Hupangwa kulingana na herufi za alfabeti.
3. Kamusi hueleza maana mbalimbali za maneno, huonyesha kama neno ni nomino, kitenzi, kivumishi, kiwakilishi au aina nyingine za maneno, huonyesha ngeli za nomino mbalimbali, huwaelekeza watu kuhusu jinsi ya kuandika wingi wa maneno husikana huonyesha maneno mengine yenye maana sawa na neno husika.

4. bendeji
damu
dawa
jeraha
muuguzi
saidia
sindano
sirinji
tabibu
tebu
tegulia
tibu
zahanati
5. Anayetathminiwa atoe maelezo ya maneno aliyopewa kulingana na Kamusi ya Kiswahili.
6. a. Tafuta kwenye kamusi maneno uliopewa kisha uyatolee maana.
b. i. **Huduma** za hospitali ni muhimu kwa wagonjwa na **majeruhi**.
ii. **Viungo** vya mwili vinapaswa kuhifadhiwa kwa uangalifu.
iii. **Athari** za ugonjwa zinaweza kuathiri afya ya mtu.
iv. **Sharti** mtu awe na mtaalamu wa afya anayeweza kumsaidia anapogonjeka.
v. **Afya** njema ni msingi wa maisha yenye furaha.
c. Anayetathminiwa atumie Kamusi ya Kiswahili kutafuta maana za maneno mengine yaliyotumika katika kifungu alichosoma.
d. Anayetathminiwa atunge sentensi sahihi akitumia maneno aliyotambua.

C. Kuandika

1. Anayetathminiwa aandike insha ya masimulizi yenye muundo ufaao.

D. Sarufi

Nomino za wingi

1. **Nomino za wingi** hutaja vitu ambavyo haviwezi kuhesabika.
2. Mchanga, sukari na chumvi.
3. Unga na mafuta
4. a. Mpishi alitumia maji kupika chai tamu.
b. Mama anauza marashi katika duka lake.
c. Mtoto hafai kunywa soda kwa wingi.
d. Mwanafunzi alitumia mchanga kufinyanga ng'ombe.
e. Kitabu hiki kimeandikwa kwa wino mwekundu.
f. Chakula chenye chumvi nyingi hakiliki.
g. Damu ilivuja kwenye kidonda hiki.
h. Mahindi yalisagwa yakatoa unga wa ugali.
5. Maji, mafuta, chumvi, uji, manukato na unga.
6. Tunapocheza uwanjani, tunastahili kuwa makini. Tusiwaumize wenzetu. Mtu akiumia, anaweza kuvuja damu. Hiyo inaweza kuathiri afya yake. Mtu anapotokwa na damu, anastahili kufanyiwa huduma ya kwanza. Kidonda kinastahili kusafishwa kwa maji safi na kuwekewa dawa. Kuna dawa za tembe na dawa za unga. Wakati mwingine, tunaweza kuweka chumvi ili kuua viini kwenye vidonda. Baada ya huduma ya kwanza, mtu huyo anastahili kupelekwa hospitalini.
7. a. Tilitumia **unga** kupika ugali.
b. **Maji** yakimwagika hayazoleki.
c. Kaka alifukiza **marashi** kabla ya kuondoka.
d. Chakula kilikaangwa kwa **mafuta** ya kupikia.
e. Mtoto yule anapenda **maziwa** ya ng'ombe.

8. a. **Maji** yaliteremka taratibu mvua iliponyesha.
- b. **Chai** niliyopika ilikuwa tamu.
- c. Chakula hiki kimetiwa **chumvi** nyingi.
- d. **Mchanga** huu utatumiwa kujenga nyumba.
- e. **Unga** wa wimbi hutengeneza uji tamu.
- f. Kidonda chake kinavuja **damu**.
- g. **Mafuta** yatatumiwa kupika nyama.

Nomino za vitenzi-jina

1. **Vitenzi-jina** ni nomino zinazoundwa kwa kutumia vitenzi.
2. a. Kuimba
b. Kupita
c. Kulia
d. Kuenda
e. Kuruka
3. Kuenda, kupata, kuimba, kusikia na kutafuta.
4. a. Kuimba kwako kulinipendeza.
b. Mama alisema kutembea kwangu ni kuzuri.
c. **Kuandika** kwetu kulimfurahisha mwalimu.
d. Kusema kwako kunavutia.
e. Kukauka kwa mahindi kumesababishwa na jua.
f. Kusubiri kunaleta heri mwishoni.
5. Kufika kwa wageni kuliwafurahisha wanafunzi. Kufurahi huko kuliwafanya wageni wacheke. Wanafunzi waliwakaribisha wageni shuleni. Kukaribisha wageni kulikuwa kazi ya wanafunzi. Wageni waliketi kisha tukawapa vyakula ambavyo vilipikwa vizuri. Kupika huko kulifanywa na wapishi wetu. Tuliwaimbia wageni nyimbo. Kuimba kwetu kuliwafurahisha wageni. Pia, kucheza muziki na densi kwetu kuliwavutia sana. Wageni walisimama wakapiga makofi. Kusimama kwao kulionyesha nidhamu. Wanafunzi wengine pia walisimama.

Walifurahi na kucheka. Kucheka kwao kulisikika kwa mbali.

6. a. **Kusoma** kwake kulimfanya afanikiwe.
b. **Kufika** kwao kuliwachangamsha watu.
c. Chakula kilikuwa kitamu kwa sababu ya **kupika** kwangu.
d. **Kushinda** kwetu kulitufanya tutuzwe.
e. **Kuongea** kwako kunavutia.
7. kutembea
kuruka
kucheka
kupanda
kuvuna
kulima
kupika
kuomba
8. a. **Kuona** mbali bila miwani ni vigumu kwa Babu.
b. **Kusikia** muziki mzuri hufurahisha moyo.
c. **Kupona** haraka kunahitaji matibabu na lische bora.
d. **Kuugua** mara kwa mara kunaweza kuashiria udhaifu wa kinga ya mwili.
e. **Kulala** mapema huusaidia mwili kupumzika vizuri.
f. **Kuketi** darasani bila kelele husaidia kujifunza vizuri.
g. **Kula** kwake kumeleta afya.
h. **Kuandika** barua kwa mtu ni njia mojawapo ya kuwasiliana.
i. **Kusafiri** kwa basi ni rahisi kuliko kutumia ndege kwa safari fupi.
j. **Kuimba** nyimbo za jadi kunasaidia kuhifadhi tamaduni.

Mapambo

A. Kusikiliza na Kuzungumza

- Kitendawili** ni fumbo fupi linalotegwa ili kuficha ujumbe na kuteguliwa ili kutambua maana yake.
- mtandio
 - ua
 - mkufu
 - kilemba
 - bakora
 - pazia
 - kioo
 - nywele
 - ukucha
 - jua
-

Kitendawili

- Wanatembea lakini hawatembelewi.
- Watoto wangu wote nimewavika kofia nyekundu.
- Ng'ombe wamechanganyika nikakosa wa kwangu.
- Ziwa kubwa, lakini naogelea ukingoni tu.

- Mwanafunzi atunge vitendawili kutoka jamii yake.
-

Kitendawili

- | Kitendawili | Jibu |
|---|--------|
| a. Kilimsimamisha chifu njiani. | chawa |
| b. Kina mikono na uso lakini hakina uhai. | saa |
| c. Kiwanja kizuri lakini hakifai kuweka mguu. | kipara |

d. Mlima wa kupanda kwa mikono.	ugali
e. Mvua hema na jua hema.	kobe
f. Nakupa lakini mbona huachi kudai.	tumbo
g. Amefunika kote kwa blanketi lake jeusi.	giza
h. Ajenga ingawa hana mikono.	ndege
i. Funga mizigo twende Kongo.	mikia ya mbwa
j. Jiwe litoalo maji.	macho

B. Kusoma

- Anayetathminiwa a some kifungu.
- Bangili
 - Shanga
 - Vipuli
 - Kipini
- Bangili - mkononi
 - Shanga -shingoni
 - Vipuli - masikioni
 - Kipini – puani
 - Pete - kidoleni
- Walikuwa wakisherehekea harusi ya Rosa na Bwana Kembo.
- Rosa
- Bwana Kembo
- Walikuwa dada na kaka.
- Katika ukumbi wa shule yao.

9. Kwa sababu ilikuwa siku ya harusi yake.
10. Rosa alikuwa anajiandaa kwa harusi yake na Bwana Kembo. Sherehe ilifanyika katika ukumbi wa shule na watu walijaa kama siafu. Rosa alipendeza sana kwa mapambo mbalimbali kama bangili, shanga, vipuli na kipini puani. Alivaa rinda jeupe refu kama theluji. Harusi ilifika kileleni Bwana Kembo alipomvisha Rosa pete. Watu walifurahia sana. Ilikuwa harusi ya kupendeza na siku muhimu kwa Rosa.
11.
 - a. **Pete** – Mapambo ya duara yanayovaliwa kwenye kidole.
 - b. **Bangili** – Mapambo yanayovaliwa mkononi.
 - c. **Kipini** – Mapambo madogo ya kuvutia yanayovaliwa puani.
 - d. **Shanga** – Mapambo ya shingoni yaliyotengenezwa kwa vitone vidogo vya rangi mbalimbali.

C. Kuandika

1. **Tarakilishi** ni kifaa cha kidijitali kinachotumika kwa njia mbalimbali.
2.
 - a. Kipanya
 - b. Kiwambo
 - c. Bodi ya dota
 - d. Kitengo cha uchakataji
3. Anayetathminiwa aandike maneno kutumia tarakailishi ipasavyo.
4. Anayetathminiwa aandike sentensi kutumia tarakailishi ipasavyo.
5. Anayetathminiwa aandike kifungu kutumia tarakailishi ipasavyo na kuhifadhi faili.

D. Sarufi

1. **Nomino za makundi** ni nomino ambazo hutaja vitu vilivyo katika makundi pamoja.
2.
 - a. Vikoa vya waimbaji vilitumbuiza katika tamasha ya muziki.

- b. Pakacha la matunda limepelekwa sokoni kwa ajili ya kuuza.
 - c. Kundi la fisi lilionekana msituni usiku.
 - d. Seti nyingi za sahani zilinunuliwa kwa ajili ya harusi.
 - e. Jozi ya viatu imepangwa kwenye rafu ya duka.
3. Mkungu wa ndizi, kipeto cha mtama, shungi la nywele na safu ya siafu.
4. Mama alitoka sokoni akiwa amebeba chane la ndizi. Pia, alikuwa na doti la lesa ndani ya mkoba wake. Mama alisema alizinunua bidhaa hizo kwa kutumia bunda la noti. Alisema kuwa sokoni kulikuwa na umati wa watu. Mlolongo wa magari pia ulikuwepo barabarani. Mama alikuwa amechoka sana. Alitoa kitambaa alichofunga kichwani. Niliona shungi la nywele katika kichwa chake.
5.
 - a. Mvuvi alileta **mtungo wa samaki** nyumbani.
 - b. Kuna **msitu wa miti** katika mlima ule.
 - c. Wanafunzi walipita karibu na **baraza la wazee**.
 - d. Tuliona **genge la wezi** kisha tukaita polisi.
 - e. Mzinga ule una **bumba la nyuki**.

Nomino ambata

1. **Nomino ambata** ni nomino zinazoundwa kwa kuunganisha maneno mawili.
2. Mwanamwali na askarijeshi
3. mwananchi
mwanariadha
askarijela
askarikanzu
pundamilia
4.
 - a. Mlindalango aliudaka mpira uwanjani.
 - b. Watu walishangilia walipowaona wanaharusi.

- c. Mfanyabiashara anauza mkungu wa ndizi sokoni.
 - d. Mwanamuziki anawatumbuiza watu mjini.
 - e. Mwanamke yule ni mjamzito.
5. Wanasoka walifika uwanjani mapema. Ilikuwa siku ya michezo. Walikuwa wamevalia sare rasmi za michezo. Timu yetu ilikuwa sare yenye rangi ya pundamilia. Walikuwa wanapendeza sana. Watu wengi walihudhuria. Walikuwepo wanasiasa, wafanyabiashara na washikadau katika sekta ya elimu. Askarikanzu nao walikuwa wakidumisha usalama katika uwanja huo.
6. a. **Mbwamwitu** alionekana akiwinda katika mbuga ya wanyama.
- b. **Mbwakoko** walikuwa wakirandaranda mitaani wakitafuta chakula.
- c. **Askarijela** alimkamata mhalifu na kumfikisha rumande.
- d. **Mwanariadha** huyo alishinda mbio za mita elfu tano.
- e. **Mwanasiasa** maarufu alihutubia wananchi katika uwanja wa taifa.
- f. **Wananchi** walikusanyika kwa wingi kusikiliza hotuba ya rais.

(Kubali majibu mengine sahihi)

Nomino za dhahania

1. **Nomino za dhahania** ni nomino zinazotaja vitu vya kufikirika tu.
2.
 - a. Ukweli
 - b. Upendo
 - c. Uongo
 - d. Ukali
3.
 - a. Uhodari wake ulimfanya apate tuzo.
 - b. Wanafunzi walishauriwa wasiseme uongo.
 - c. Wema wa Sofi ni wa kupigiwa mfano.

- d. Alivaa mapambo akazidisha urembo wake.
 - e. Sisi tunakosoana kwa upendo.
 - f. Utamu wa chakula unategemea mpishi.
 - g. Nilisikia uvumi kwamba wezi walikamatwa.
 - h. Umaskini ni adui ya maendeleo.
 - i. Upole wa mtoto yule unanifurahisha.
4. Wanafunzi wanastahili kuwa na upendo na ukarimu. Wanafaa kuwapa wenzao usaidizi wanaohitaji. Hawafai kuwa na usumbufu mwingi. Wanafunzi wanastahili kusema ukweli kila wakati. Kusema uongo ni tabia mbaya. Mtu anayesema uongo hana uzalendo wala uaminifu.
5.
 - a. **Upepo** unavuma kwa kasi sana.
 - b. Mtoto anahisi **usingizi**.
 - c. Askari yule ana **uzalendo** sana.
 - d. Nilitembea sana mpaka nikahisi **njaa**.
 - e. **Ukali** wa kisu hicho unaogofya.
 - f. **Ukorofi** wa wanafunzi uliwafanya waadhibiwe.
6.
 - a. Alihangaika sana kutokana na **maumivu** ya tumbo.
 - b. Tufunzeni watoto kutokubali **ubaya** bali kuenzi mema.
 - c. **Wema** wake uliwagusa watu wengi waliomhitaji.
 - d. Bidhaa za **ubora** wa hali ya juu huuzwa kwa bei ghali.
 - e. Licha ya **udhaifu** wake, aliendelea kupigania haki yake.

Uakifishi

1. **Kuakifisha** ni kuongeza alama za uakifishaji mbalimbali kwenye maneno na sentensi ili ziwe na maana iliyokusudiwa.
2.
 - a. Mtoto mdogo amezaliwa katika kijiji cha Ngomeni.
 - b. Wavuvi wanavua samaki katika Ziwa Naivasha.

- c. Nilimwona Mikaili akiuza vipuli katika Soko la Vuma.
3. a. Mbogori, Mayaka, Apiyo, Kipuri na Salut ni watoto wenye nidhamu.
 b. Ukiwa na heshima kwa watu, utapata tuzo nyingi.
 c. Ninapenda kula mapera, tikitimaji, parachichi na maembe.
4. a. Mapambo ya watu wale yanapendeza.
 b. Bw, Kazina amekuja shuleni.
 c. Tulinunua vipini vingi dukani.
5. a. Kwa nini unapenda mapambo haya?
 b. Jana ulienda wapi?
 c. Kaka yako anaitwa nani?
6. Je, unyajua mapambo gani? Kwa nini watu huvaa mapambo? Ninajua wakati mwingine unajiuliza maswali haya. Mimi Naisula niko hapa kukuapa jibu. Mapambo huongeza urembo mwilini. Ndiyo maana watu huvaa mapambo. Kuna mapambo aina mbalimbali. Kuna vipuli, bangili, shanga, mikufu, pete na vipini. Mapambo haya huvaliwa sehemu mbalimbali za mwili kama vile shingo, vidole, mikono na kichwa.
7. Anayetathminiwa aweze kutunga sentensi sahihi na zihusishe viakifishi vilivyoorodheshwa.

Saa na Majira

A. Kusikiliza na Kuzungumza

1. **Heshima na adabu** ni maneno yanayotumiwa kurejelea tabia nzuri.
2. **Maneno ya udugu** huonyesha uhusiano kati yetu na watu wengine.
3. Mifano: kaka, ndugu, shangazi
4. a. Mama mdogo ameenda sokoni.
b. Ndugu Mariasi anapika chakula.
c. Mzee Juma anakariri shairi.
d. Kaka Thoma atalima shamba hili.
e. Saa hii ni ya Binti Abdalla.
5. a. Dadake mama
b. Kakake mama
c. Ndugu wa kiume
d. Ndugu wa kike
e. Mzazi wa kike
f. Mzazi wa kiume
6. Anayetathminiwa atunge sentensi ziwe sahihi na zihusishe maneno yaliyotolewa.
7. Mama, ndugu, mjomba, mzee, binti, binamu na baba.

B. Kusoma

1. Kumwambia mzazi au mwalimu wake.
2. Anafaa kuzingaia hatua za kiusalama mtandaoni kama vile kutojibu jumbe za watu asiowajua.
3. Kusoma matini mbalimbali kunapanua msamiati wetu. (Kubali majibu mengine sahihi.)
4. Mwanafunzi atafute matini kuhusu saa na majira katika mtandao salama kisha aisome. Atambue msamiati kuhusu saa na majira katika matini hiyo kisha aandike muhtasari na mambo aliyojifunza kutoka

katika matini hiyo.

C. Kuandika

1. Barua pepe ni ujumbe unaondikwa na kutumwa kwa njia ya kidijitali.
2. Njia za kidijitali
3. Anwani ya mtumaji, anwani ya mpokeaji, tarehe, mtajo, mada, utangulizi, mwili, hitimisho na jina la mtumaji.
4. Barua pepe izingatie ujumbe na vipengele vya kimuundo vya barua pepe.

D. Sarufi

Nomino za Ngeli ya I-ZI

1. tarakilishi nyumba ndoo
njia simu sahani
chupa redio
2. a. Daktari alinipa dawa chache ili nimeze.
b. Nyota kubwa inang'aa angani.
c. Mtoto yule anaendesha baiskeli.
d. Nilikula ndizi mbili jana asubuhi.
e. Wanafunzi wanaandika kwenye karatasi zao.

3.

Umoja	Wingi
a. saa	saa
b. sahani	sahani
c. chaja	chaja
d. ndoo	ndoo
e. runinga	runinga
f. soketi	soketi
g. ngoma	ngoma
h. nywele	nywele
i. nchi	nchi

4.

Umoja	Wingi
a. njugu	njugu
b. njia	njia
c. tai	tai
d. ngozi	ngozi
e. kamba	kamba
f. chupa	chupa

5. bendera, tarakilishi, simu, kalamu na meza.

(Kubali majibu mengine sahihi.)

6. a. Ngoma inapigwa kwenye sherehe.
Ngoma zinapigwa kwenye sherehe.
b. Tarakilishi itanunuliwa dukani.
Tarakilishi zitanunuliwa madukani.
c. Nyumba ambayo inajengwa ni ya Bwana Selemani.
Nyumba ambazo zinajengwa ni za Bwana Selemani.
d. Sauti ilisikika alfajiri.
Sauti zilisikika alfajiri.
e. Pesa hii itatumiwa kulipia karo ya shule.
Pesa hizi zitatumiwa kulipia karo za shule.
f. Chupa chafu ilitupwa kwenye jaa.
Chupa chafu zilitupwa kwenye majaa.
7. Simu ya mjomba iliwekwa juu ya meza. Meza hiyo ilipakwa rangi nyeusi. Kando kulikuwa na tarakilishi mbili. Tarakilishi hizo zilionyesha picha za watu wakisakata densi. Watu hao walikuwa wakipiga ngoma ambazo zilitengenezwa kwa ngozi. Ngoma hizo zilitoa sauti kubwa. Ghafla simu ya mjomba iliita. Sauti ya simu ilisikika kwa mbali. Mjomba aliingia nyumbani haraka. Alikuwa amebeba sahani mkononi. Sahani hiyo ilitengezwa kwa udongo. Mjomba alichukua simu kisha akatoka nje.

8. a. Picha nyingi zilipikwa katika sherehe hiyo.
b. Kalamu hii imenunuliwa dukani.
c. Sherehe hiyo ilikuwa ya kufana sana.
d. Redio ambayo inapendeza imenunuliwa.
e. Habari hizo zilisomwa na mtangazaji.
f. Pua yangu ilipona baada ya kutibiwa.
g. Barabara hizi zilikarabatiwa juzi.

Kukabiliana na Umaskini

A. Kusikiliza na Kuzungumza

- Methali ni semi za busara zinazotumiwa kupigia mfano hali mbalimbali.
- Mwanafunzi ataje mifano miwili ya methali katika jamii yake.
- Mfano: Mchumia juani hulua kivulini.
- Asiyesikia la mkuu huvunjika guu. Polepole ndiyo mwendo. Fimbo ya mbali haiui nyoka. Heri kenda shika kuliko kumi nenda rudi.
- Ajizi ni nyumba ya njaa. Mvumilivu hula mbivu. Mgaagaa na upwa hali wali mkavu. Atafutaye hupata. Achaikaye kwenye mpini hafi njaa. Mchumia juani hulua kivulini.
- Mchagua jembe **si mkulima**.
 - Mtaka cha mvunguni **sharti ainame**.
 - Juhudi ni **pato**.
 - Mtafutaji **hachoki**.
 - Haba na haba **hujaza kibaba**.
- Anayefanya bidii hupata anachokitafuta.
 - Mtu mwenye tajriba ya maisha huwafaidi wengine kwa wosia.
 - Usipokabiliana na jambo ana kwa ana, hutafanikiwa.
 - Mtu hafai kujivunia kitu ambacho hajapata kwa juhudi zake mwenyewe.
 - Kitu ambacho si chako hakiwezi kukidhi mahitaji yako kikamilifu.
 - Mtu anayetegemea msaada kutoka kwa wengine anaweza kupatwa na taabu.
 - Kufanya jambo kidogo kidogo huwa na matokeo mazuri mwishoni.

B. Kusoma

- Vina – Silabi za mwisho katika kila kipande cha mshororo.
 - Mizani – Silabi katika mishororo.
- Mifano kutoka ubeti wa 1: ngu, mbo/nya, le/ i, ka/ sa, ki
 - Mfano mshororo wa 1: Si/ki/li/za/ ndu/ gu/ ya/ngu/, ni/na/ku/e/le/za/ ja/mbo/
 - Bidii
 - Ndugu
 - Ili tupate tunachotaka.
 - Mtafutaji hachoki.
- Mfano: Tunastahili kuonyeshana upendo na heshima.
 - Mfano ubeti wa 1: na, ti/na, ti/na, ti/ si, na.
 - Mfano ubeti wa 2 mshororo wa 1: He/ shi/ma/ na/yo/ la/zi/ma/, tu/he/shi/mu/ wa/tu/ wo/te/
 - Tuonyeshane upendo na heshima.
 - Mfano: Ni vizuri kuwatendea wenzetu mema na kuwaonyesha heshima na upendo.

C. Kuandika

- Insha ya maelezo: Inatoa maelezo kuhusu mbinu mbalimbali za kupunguza umaskini.
- Kichwa: JINSI YA KUPUNGUZA UMASKINI
 - Utangulizi: Aya ya kwanza
 - Mwili: Aya za kati
 - Hitimisho: Aya ya mwisho
- Insha iwe ya maelezo kuhusu mada teule. landikwe kwa kuzingatia muundo wa insha ya maelezo na kuhifadhiwa kwenye potifolio.

D. Sarufi

Nomino za Ngeli ya U-ZI

1. uzi uta ukucha
ubavu wembe
2.
 - a. Ukuta ule umejengwa na fundi huyu.
 - b. Baba alinipa ufunguo wa nyumba.
 - c. Huu ni wakati wa kumaliza umaskini.
 - d. Nguo hizi zimeshonwa kwa nyuzi hizi.
 - e. Wanafunzi waliimba wimbo mtamu sana.
 - f. Fundi huyu aliziba nyufa hizi.
3. Mtoto alikuwa na kucha ndefu sana. Mama aliketi kwenye ubao karibu na ukuta. Uta ulikuwa karibu na ubao huo. Aliuweka uta huo kando. Alichukua wembe. Alitumia wembe huo kumkatia mtoto kucha zake. Ulikuwa wakati wa jioni.

4.

Umoja	Wingi
a. ukuta	kuta
b. wembe	nyembe
c. ufunguo	funguo
d. wimbo	nyimbo
e. ubavu	mbavu
f. wakati	nyakati

5.

Umoja	Wingi
a. wakati huu	nyakati hizi
b. uta huu	nyuta hizi
c. ubao huu	mbao hizi
d. ukucha huu	kucha hizi
e. uzi huu	nyuzi hizi

6.

- a. Ukucha huu ulikatwa jana.
Kucha hizi zilikatwa jana.
- b. Wembe umenunuliwa dukani.
Nyembe zimenunuliwa madukani.
- c. Ufunguo huu unang'aa.
Funguo hizi zinang'aa.

- d. Ufa umezibwa na fundi.
Nyufa zimezibwa na mafundi.

7.

- a. Uta ulinolewa na mwindaji.
Nyuta zilinolewa na wawindaji.
 - b. Ubavu wangu umepona.
Mbavu zetu zimepona.
 - c. Ukuta huu utapakwa rangi.
Kuta hizi zitapakwa rangi.
 - d. Wimbo ule unaimbwa na mwanafunzi.
Nyimbo zile zinaimbwa na wanafunzi.
 - e. Wakati huo umefika haraka.
Nyakati hizo zimefika haraka.
8. Sentensi ziwe sahihi na zenye viambishi vya ngeli ya U-ZI katika umoja na wingi.

Maadili

A. Kusikiliza na Kuzungumza

- Shairi** ni utungo wenye mpangilio maalum wa maneno na huwasilisha ujumbe kwa kutumia maneno ya mkato.
- Anayetathminiwa azingatie matamshi bora anapokariri shairi.
 - Shairi linazungumza kuhusu maadili.
 - Watu wanafaa kusalimiana wakikutana njiani.
 - Tueneze upendo na nidhamu kotekote.
 - Mfano: Ni muhimu kudumisha maadili miongoni mwetu.
 - na f.
 - maadili: mienendo inayokubalika katika jamii.
 - heshima: utu ambao watu huonyeshana.
 - upendo: kuwajali wenzetu na kuwaenzi.
 - usawa: kutobagua mtu yeyote.
- Anayetathminiwa atafute shairi mtandaoni au kwenye vitabu kisha ulikariri.
 - Aandike muhtasari wa ujumbe wa shairi hilo.
 - Atambue msamiati wa maadili uliotumika katika shairi hilo.
 - Atumie msamiati huo kutunga sentensi sahihi.

B. Kusoma

- Kusoma kwa mapana kunapanua ujuzi wetu kuhusu mambo mbalimbali. Pia, hukuza msamiati wetu.

- Anayetathminiwa achague makala ambayo atajisomea mtandaoni au kwenye machapisho.
- Asome makala hayo ili aelewe ujumbe wake.
- Aandike muhtasari wa ujumbe wa makala hayo.
- Atambue maneno asiyojua maana yake yaliyotumika katika makala aliyosoma.
- Atumie kamusi kutafuta maana za maneno hayo.

C. Kuandika

- Ni insha ya wasifu: Inatoa wasifu au maelezo kuhusu shule.
 - Mada: SHULEYETU
 - Utangulizi: Aya ya kwanza
 - Mwili: Aya za kati
 - Hitimisho: Aya ya mwisho
- Wasifu uwe na mada: RAFIKI YANGU. Azingatie vipengele vya kimuundo vya insha ya wasifu.

D. Sarufi

- ulezi upana uovu
- Ugonjwa wake ulitibiwa ukapona.
 - Dada yake alimpa malezi mazuri.
 - Si vyema kutenda uovu katika jamii.
 - Paka wangu anapenda kucheza na unyoya.
 - Mtoto anakunywa maji kwa ubua.

3.

1. uovu huu	maovu haya
2. upishi huu	mapishi haya
3. upana huu	mapana haya

(Kubali majibu mengine sahihi)

4. Watu duniani hukabiliwa na magonjwa mbalimbali. Magonjwa haya husababisha uchungu mwilini. Wagonjwa wanastahili kupata msaada wetu. Tunafaa kuwa na uhusiano mwema nao ili tuwasaidie. Mapishi yetu yazingatie lishe bora ambayo yanaweza kuwasaidia kuimarisha kinga za mili yao.

5.

Umoja	Wingi
a. uhitaji	mahitaji
b.	malezi
c. ukuti	makuti
d. uovu	maovu
e. unyoya	manyoya

6.

Umoja	Wingi
a. ugonjwa huu	magonjwa haya
b. uwele huu	mawele haya
c. uovu huu	maovu haya
d. ulezi huu	malezi haya
e. ubua huu	mabua haya

7. a. Ulezi huu unapendeza.
Malezi haya yanapendeza.
- b. Unyoya huo laini unapendeza.
Manyoya hayo laini yanapendeza
- c. Ubua wake ulivunjika.
Mabua yao yalivunjika.
- d. Uovu umepigwa marufuku katika jamii hii.
Maovu yamepigwa marufuku katika jamii hizi.
- e. Ulizo wako utajibiwa leo.
Maulizo yenu yatajibiwa leo.

8. a. Ugonjwa huo ulimfanya akonde.
Magonjwa hayo yalifanya wakonde.
- b. Uovu umepigwa marufuku katika jamii hii.
Maovu yamepigwa marufuku katika jamii hizi.
- c. Uhitaji unaofaa umepeanwa.
Mahitaji yanayofaa yamepeanwa.
- d. Ulezi mzuri unahimizwa katika jamii.
Malezi mazuri yanahimizwa katika jamii.
- e. Uwele wa dada yangu unavutia sana.
Mawele ya dada zetu yanavutia.
9. Sentensi ziwe sahihi na zitumie nomino na viambishi vya ngeli ya U-YA katika umoja na wingi.

Elimu ya Mazingira

A. Kusikiliza na Kuzungumza

- Nahau** ni mafungu mafupi ya maneno yenye maana fiche.
- penga kamasi
futa vumbi
angua kucha
chokonoa meno
- Usafi ni jambo muhimu katika maisha ya binadamu. Usafi wa mwili, kama vile wa mazingira, ni muhimu sana. Ili kuhakikisha kwamba unadumisha usafi, angua kucha zako mara kwa mara. Pia, unastahili kusafisha pua kwa kupenga kamasi kwenye kitambaa safi. Unastahili kuchokonoa meno ili kuondoa ugaga na vyakula vilivyobaki kinywani. Usisahau kupiga deki sakafu mara kwa mara. Ukizingatia haya, utakuwa umefaulu kudumisha usafi jinsi inavyopaswa.
-

Nahau	Maana
a. piga mswaki	Safisha meno kwa kutumia mswaki.
b. chokonoa meno	Ondoa uchafu kwenye meno kwa kutumia kichokonoo.
c. piga deki	Safisha sakafu kwa kitambaa na maji.
d. penga kamasi	Toa kamasi puani kwa kutumia kitambaa.
e. angua kucha	Kata kucha ndefu.

- piga deki
 - chokonoa meno
 - piga mswaki
 - penga mswaki

- Nahau ziwe sahihi na zihusu usafi na mazingira.
- Sentensi ziwe sahihi na zitumie nahau za usafi na mazingira.

B. Kusoma

- Kusoma kwa mapana ni hali ya kusoma matini mbalimbali ili kupata ujumbe wake.
- Kunapanua maarifa yetu.
 - Kunaleta burudani.
 - Kunaboresha msamiati wetu.
- Kwenye vitabu, magazeti, majarida, vifaa vya kidijitali au mtandaoni.
- Matini ya kiwango chake.
 - Matini yenye ujumbe anaotaka kusoma.
 - Muda alio nao wa kusoma.
- Anayetathminiwa atambue matini ambayo inampendeza.
- Aisome matini hiyo ili aelewe ujumbe wake.

C. Kuandika

- Aya ya B.
 - Aya ya B ndiyo inayotoa maelezo. Aya ya A inatoa masimulizi.
 - Upanzi wa miti na uhifadhi wa mazingira.
- Anayetathminiwa achague mada ambayo ataandikia insha ya maelezo.
- Aandae vidokezo vya insha hiyo.
- Aandike insha ya maelezo. Insha hiyo iwe na muundo na ujumbe wa insha ya maelezo.
- Ahifadhi insha yake kwenye potifolio yake.

D. Sarufi

1. kuvua kuzuru kuomba
kucheka kufua kupika

2.

Umoja	Wingi
a. kuimba	kuimba
b. kuketi	kuketi
c. kusoma	kusoma
d. kutembea	kutembea
e. kukariri	kukariri
f. kufagia	kufagia
g. kuoga	kuoga
h. kuomba	kuomba
i. kuruka	kuruka
j. kulala	kulala

3.

Umoja	Wingi
a. kusoma kwangu	kusoma kwetu
b. kusimama kwangu	kusimama kwetu
c. kuenda kwangu	kuenda kwetu
d. kusikia kwangu	kusikia kwetu
e. kulima kwangu	kulima kwetu
f. kuzama kwangu	kuzama kwetu
g. kuvuna kwangu	kuvuna kwetu
h. kusafiri kwangu	kusafiri kwetu
i. kukubali kwangu	kukubali kwetu
j. kusonga kwangu	kusonga kwetu

4. a. Kucheza kwa mwanafunzi kulimpendeza mtazamaji.
Kucheza kwa wanafunzi kuliwapendeza watazamaji.
- b. Kukata mti msituni kumepigwa marufuku.
Kukata miti misituni kumepigwa marufuku.
- c. Kufyeka kwa mfanyakazi kunadumisha usafi.

Kufyeka kwa wanafanyakazi kunadumisha usafi.

- d. Kuomba huku kulinifanya nipate hitaji langu.
Kuomba huku kulitufanya tupate mahitaji yetu.
- e. Kukimbia huko kulikufanya upate tuzo.
Kukimbia huko kuliwafanya mpate tuzo.
- f. Niliambiwa kwamba kuvumulia kunaleta faida.
Tuliambiwa kwamba kuvumilia kunaleta faida.
5. Ilikuwa siku ya kusafisha mazingira. Kusafisha huko kulipangwa na chifu wa kata yetu. Chifu huyo alitwa Bw. Mambo. Alikuwa ameheshimiwa na watu wote. Kuheshimiwa huko kulimfanya asikilizwe kila alipotoa ombi. Kufika kwa watu kulimfurahisha sana Bw. Mambo. Aliwaelekeza watu kuhusu jinsi ya kusafisha mazingira. Watu walianza kazi mara moja. Kuanza kwa kazi kuliwafanya watu wachangamke sana. Kila mtu alifanya kazi kwa kuzana. Kuzana huko kulitokana na motisha waliyopewa na Bw. Mambo. Kumaliza kwa kazi kulionyesha kwamba mazingira sasa yalikuwa safi. Kila mtu alishukuriwa na chifu na kupongezwa.
6. a. Kulia kwangu kulikufanya uje haraka kuniokoa.
Kulia kwetu kuliwafanya mje haraka kutuokoa.
- b. Kufungua mlango huo kunahitaji ujuzi.
Kufungua mlango hiyo kunahitaji ujuzi.
- c. Kusimama kwa mgeni kulinifanya ninyamaze.
Kusimama kwa wageni kulitufanya tunyamaze.
- d. Kupanda mti kunahimizwa na waziri huyo.

Kupanda miti **kunahimizwa** na mawaziri hao.

e. Kusema huko **kulinifanya** nijulikane sana.

Kusema huko **kulitufanya** tujulikane sana.

f. Kunywa maji **kunanisaidia** kutunza afya yangu.

Kunywa maji **kunatusaidia** kutunza afya zetu.

7. Amnyetathminiwa atunge sentensi sahihi, zenye nomino na viambishi vya ngeli ya KU-KU katika umoja na wingi na apigie mstari viambishi vya ngeli ya KU-KU katika sentensi hizo.

Ndege wa Porini

A. Kusikiliza na Kuzungumza

- d. Visawe ni maneno tofauti yenye maana sawa.
- umaskini, ukata, ulitima
 - furaha, uchangamfu, bashasha
 - maringo, mashauo, kiburi
 - vita, machafuko, fujo
 - nia, lengo, dhamira
- makao - nyumba, mastakimu
 - simanzi - jitimai, huzuni
 - hela - ngwenje, pesa
 - hasira - ghamidha, ghadhabu
-

Neno	Visawe
a. Mungu	Maulana, Rabana
b. daktari	tabibu, mganga
c. wakati	dahari, muda
d. kaunti	jimbo, gatuji
e. mwizi	pwagu, mdokozi

- mvulana - ghulamu, mvuli
 - nyumba - makao, mastakimu
 - pesa - hela, ngwenje
 - Msichana - banati, binti
- Milka alifunga harusi na **muhibu/ mpendwa** wake.
 - Watu walikataa kutoa **rushwa/ kadhongo/chai** sokoni.
 - Ndege wengi wanaishi ndani ya **pori/ mwitu** ule.
 - Watu wote walitibwa wakapona **uwele/ ukongo** huo.
 - Nesi** alimtunza mgonjwa vizuri.

B. Kusoma

- Mwanafunzi asome mazungumzo.
- Mchezo wa kuigiza: Kuna mazungumzo na matendo baina ya wahusika.
- Wahusika - Zena, Kombora na Kinda
 - Maelekezo - (Zena, Kombora na Kinda wameketi kwenye veranda jioni.)
- Ndege mbalimbali wa porini.
- Kunguru, tai, chiriku, korongo, kasuku, mbuni, mbayuguayu, kigogota, kanga, kiogajivu na hudihudi.
- Kunguru
- Mfano: Ndege mdogo mwenye mkia ambao unafanana na pembe mbili na huruka juu sana angani.
- Kigogota hutoboa mashimo kwenye mashina ya miti.
- Wanajua wakati wa kurudi viotani na pia wanajua kusuka viota.
- Nyumbani, wakiwa wameketi kwenye veranda.
- Wakati wa jioni.
- Anayetathminiwa atoe funzo linalowiana na yaliyomo kwenye mchezo wa kuigiza.
- Waigize maigizo kulingana na mchezo wenyewe.

C. Kuandika

- Mwanafunzi asome insha aliyopewa.
- Insha ya masimulizi: Inatoa masimulizi kuhusu tukio lililofanyika nyumbani.
- Kichwa: VILIO VYA NDEGE
 - Utangulizi: Aya ya kwanza
 - Mwili: Aya za kati
 - Hitimisho: Aya ya mwisho

4. Mwanafunzi achague mada ambayo ataandikia insha ya masimulizi.
5. Aandae vidokezo vya insha kuhusu mada hiyo.
6. Aandike insha kuhusu mada hiyo.
7. Ahifadhi insha hiyo katika potifolio yake.

D. Sarufi

Hali ya kutendewa

1. pigiwa
2. pikiwa
3. ombewa imbiwa tengenezewa
uziwa shonewa sumbuliwa
somewa pikiwa
4. a. Nilipofika nyumbani, nilikupata ukipigiwa simu.
b. Mwanafunzi alisonga karibu na meza kisha akaandikiwa barua.
c. Baba alikuja kisha akapikiwa uji.
d. Wananchi wanachungiwa mali zao.
e. Makinda wanasukiwa viota mtini.
- 5.

Kitenzi	Hali ya kutendewa
a. pika	pikiwa
b. chora	chorewa
c. paka	pakiwa
d. fua	fuliwa
e. acha	achiwa
f. chukua	chukuliwa
g. ogopa	ogopewa
h. panda	pandiwa
i. ruka	rukiwa
j. zima	zimiwa

6. a. Mtoto alipikiwa chakula na mama yake.
b. Baba atapigiwa simu na kaka yake.

- c. Kesho nitasomewa barua hiyo nikisikiliza.
- d. Wageni walipofika, mlango ulifunguliwa.
- e. Nilitandikiwa kitanda changu kabla ya kulala.
- f. Shule hii ilishindiwa medali na Anita.
- g. Makinda wameletewa chakula kiotani.
- h. Tunaandikiwa makala kuhusu usalama wa ndege.
7. Sentensi ziwe sahihi na zenye vitenzi vilivyoorodheshwa.

Hali ya kutendeka

1. pikika pakika choreka
pigika
mezeka andikika
katika kamatika
1. a. Mpira ulipigika ukielekea langoni.
b. Nyumba ile ilijengeka vizuri kisha nikaipaka rangi.
c. Niliyaona mayai yaliyotagika msituni.
d. Ndege wawili walinasika kwenye mtego wa wawindaji haramu.
e. Barua hii iliandikika vizuri.
f. Mama aliniita kisha nikaitika.
g. Mlango umefungika baada ya wageni kuingia ndani.

2.

Kitenzi	Hali ya kutendeka
a. vuna	vunika
b. kata	katika
c. ruka	rukika
d. leta	leteka
e. zima	zimika
f. andika	andikika
g. meza	mezeka
h. ponda	pondeka
i. panda	pandika
j. imba	imbika

3. a. Chakula kilipikika kikaiva vizuri.
b. Mtama umemezeka na kumshibisha korongo yule.
c. Ndege wale hawakunasika kwenye mtego wa mwindaji.
d. Kitabu hicho kimesomeka kote nchini.
e. Picha maridadi ilipigika katika hafla hiyo.
4. a. Chakula kilipikika.
b. Swali lilielezeka.
c. Barua iliandikika jana.
d. Maji yalichoteka mtungini.
e. Rangi ilipakika ukutani.
5. Sentensi ziwe sahihi na zenye vitenzi vilivyoorodheshwa.

Hali ya kutendana

1. pendana
2. kumbukana
3. onana sikiana chorana
kumbukana itana patana
pigana
4. a. Petero na Amina walipatana karibu na mlango wa darasa.
b. Sisi majirani tunapendana sana.
c. Wanafunzi wale wanaombana penseli.
d. Tulikumbukana baada ya muda mrefu.
- 5.

Kitenzi	Hali ya kutendana
a. penda	pendana
b. omba	ombana
c. jua	juana
d. furahi	furahiana
e. weka	wekana
f. chora	chorana
g. pata	patana
h. kumbuka	kumbukana

6. a. Omari na Salome wanajuana vizuri.

- b. Paulina na mwanawe wanapendana.
- c. Majirani waliombana chumvi wakatia kwenye vyakula.
- d. Wafanyabiashara waliletana sokoni ili wauze.
- e. Watoto wamepakana rangi nyusoni.
7. Sentensi ziwe sahihi na zenye vitenzi vilivyoorodheshwa.

8.

Kitenzi	Kutendewa	Kutendeka	Kutendana
penda	pendewa	pendeka	pendana
omba	ombewa	ombeka	ombana
tembea	tembelea	tembeleka	tembeleana
kumbuka	kumbukiwa	kumbukika	kumbukana
tazama	tazamiwa	tazamika	tazamana
ona	onewa	oneka	onana
bana	baniwa	banika	banana

Magonjwa

A. Kusikiliza na Kuzungumza

1. Mukstadha rasmi ni hali na mazingira ambapo shughuli za kiofisi hufanyika.
2. Atazame picha
 - a. picha (a): ofisi
 - picha (b): hospitali
 - picha (c): bunge
 - picha (d): shule
 - b. A. Lugha rasmi
3.
 - a. Mazungumzo ya A.
 - b. Mazungumzo hayo yanafanyika katika mazingira rasmi ya shuleni.
 - c. Kuna maamkuzi yenye nidhamu. Mwanafunzi pia anatumia maneno kama vile **ninaomba radhi** anapozungumza na mwalimu.
4. Mwanafunzi ashirikiane na ndugu au rafiki kuigiza Mazungumzo ya A.
5. Atolewe maoni kuhusu maigizo yake.

B. Kusoma

1. Mwanafunzi achague matini ya kiwango chake mtandaoni au kwenye machapisho.
2. Asume matini hiyo ili aelewe ujumbe wake.
3. Aandike muhtasari wa ujumbe wa matini aliyosoma.
4. Atambue maneno asiyojua maana zake katika matini hiyo.
5. Atumie kamusi kutafuta na kueleza maana za maneno hayo.

C. Kuandika

1. Mwanafunzi asome za insha mbili tofauti zilizotolewa.
2. Insha ya B.

3. Insha ya B ndiyo inayotoa maelezo. Insha ya A inatoa masimulizi.
4. Jinsi ya kuzuia magonjwa
5. Mwanafunzi atambue mada ambayo ataandikia insha ya maelezo.
6. Aandae vidokezo vya insha hiyo.
7. Aandike insha ya maelezo isipungua maneno 150.
8. Ahifadhi insha yake katika potifolio.

D. Sarufi

1. Vinyume vya vitenzi ni vitenzi ambavyo hupingana na vitenzi vingine kimaana.
2. (a) kimbia – tembea; meza – tema; tia – toa
3. anika – anua
cheka – lia
funga – fungua
chukia – penda
keti – simama
4.
 - a. Mtoto huyu alikataa kunywa uji lakini huyu alikusikia.
 - b. Nilikusikia ukicheka lakini yeye alikuwa akilia.
 - c. Nilifua nikaanika nguo kisha kaka yangu akaanua nguo hizo.
 - d. Mwalimu alipoingia tulisimama kisha baadaye tuliketi tena.
 - e. Tutaenda sokoni asubuhi kisha tutarudi nyumbani jioni.
 - f. Maria alichafua sakafu halafu mama akasafisha sakafu hiyo.
 - g. Alinuna kabla ya kula halafu nilipopewa chakula alitabasamu.
 - h. Mlinzi alifungua lango kisha tulipoingia alifunga tena lango hilo.

5. a. Mtoto yule amefunga mlango.
- b. Wanafunzi wamesimama darasani.
- c. Mgeni anarudi.
- d. Ninaanua nguo hizi.
- e. Shimo lile limefukuliwa.
- f. Akina mama wametoka nyumbani.
- g. Watu wengi wanalia karibu na shamba lile.

Kudhibiti Itikadi za Kidini na za Kijamii

A. Kusikiliza na Kuzungumza

1. c. Tashbihi hulinganisha vitu viwili kwa kutumia 'kama'.
2. (b) Mpole kama njiwa.
(c) Mtiifu kama mwanakondoo.
(f) Mwenye maneno mengi kama chiriku.
3. (a) Mkali kama simba.
(c) Mkaidi kama mkia wa mbuzi.
(e) Mlafi kama fisi.
4. a. Woga wake unafananishwa na ule wa kunguru.
b. Hana msimamo jinsi kinyonga asivyo na msimamo kwa kubadili rangi yake kila mara.
c. Tamaa yake inafananisha na ya fisi.
d. Ujinga wake unafananisha na ule wa kondoo.
e. Anajifanya kuwa rafiki kumbe si rafiki wa kweli kama panya. Panya hukuuma na kupuliza, kwa hivyo anajifanya kuwa rafiki kumbe si rafiki wa kweli.
5. a. Katlina ni msiri kama **kaburi**.
b. Serefina ni mwenye maringo kama **tausi**.
c. Rafiki yangu ni mwenye hasira kama **mkizi**.
d. Osugo ni mwenye inda kama **joka la mdimu**.
e. Sofi ni mkaidi kama **mkia wa mbuzi**.
6. a. Mkali kama simba
b. Kigeugeu kama kinyonga.
c. Mwenye maneno mengi kama chiriku.
d. Mjanja kama sungura.

B. Kusoma

1. a. Kutomwambia mtu nenosiri ya tarakilishi yako.
b. Kutowasiliana na watu usioajua mtandaoni.
c. Kusoma matini ya kiwango chako pekee.
2. Mzazi au mwalimu ataKusaidia kuhakikisha usalama wetu mtandaoni.
3. Mwanafunzi atambue mtandao salama wenye matini ya kiwango chake.
4. Asakure matini hiyo kisha aihifadhi katika faili kwenye tarakilishi.
5. Afungue faili hiyo kisha asome matini hiyo.
6. Aandike muhtasari wa habari za matini hiyo.
7. Atambue maneno asiyojua maana zake kwenye matini hiyo kisha atumie kamusi kueleza maana zake.

C. Kuandika

1. Insha ya masimulizi ni insha ambayo husimulia kuhusu kisa fulani.
2. a. Aya ya B.
b. Aya ya B inatoa masimulizi kuhusu tukio lililofanyika ilhali Aya ya A inaeleza wasifu.
3. Mwanafunzi achague mada ya kuandikia insha ya masimulizi.
4. Atumie tarakilishi au daftari kuandika insha yenye mada aliyochagua.
5. Ahifadhi insha hiyo kwenye potifolio.

D. Sarufi

- c. Hali ya mazoea huonyesha kwamba kitendo hujirudia.
- hukimbia huimba huvuna
hubaki hupaka
husimama
- Mama alisema kwamba mtoto hunywa maji kila siku.
 - Watu wanaofanya kosa hukamatwa na polisi.
 - Wanafunzi wanaosoma kwa bidii hupita mtihani.
 - Vijana walisema kwamba wao hukataa kuhusika katika vita.
 - Nyumba nyingi hujengwa na kupakwa rangi.
 - Magari mengi hununuliwa kila mwaka.
 - Baba alinunua unga ambao hutangazwa kwenye runinga.
 - Watu walisikiliza wimbo ambao huimbwa na kikundi kile.
- Sentensi ziwe sahihi na zihusishe vitenzi vilivyoorodheshwa.

Hali timilifu

- d. Hali timilifu huonyesha kwamba kitendo kimefanyika muda mfupi uliopita.
- ameenda kimeletwa
amesimama umevuna
zimefika imepakwa
- kimeumwa
 - zimerudishwa
 - umesomwa
 - ameandika

- wameketi
 - wamepona
 - imevumilia
 - amefurahi
 - umepika
 - kimepakwa
- Chakula kilicholetwa kimepikwa jikoni.
 - Wanachi wanasherehekea kwa sababu wameshinda tuzo.
 - Shamba ambalo lililimwa limepandwa leo.
 - Amani iliyopotea kijijini imerudi tena.
 - Vioo ambavyo vilisafishwa vimechafuka tena.
 - Ng'ombe amelala kwenye zizi liliojengwa.
 - Majirani wanafurahia umeme ambao umefikishwa kijijini.
 - Barabara nyingi zimekarabatiwa.
 - Sentensi ziwe sahihi na zihusishe vitenzi vilivyoorodheshwa.
 - Mwanafunzi hupita mtihani.
 - Vijana wameleta amani kijijini.
 - Wageni hufika kwa wingi.
 - Madarasa hujengwa shuleni.
 - Waziri amehutubia wananchi.
 - Ng'ombe wote wamekamuliwa.

Uwekezaji

A. Kusikiliza na Kuzungumza

1. Kutoa masimulizi ni kusimulia hadithi kuhusu kisa kilichotokea.
2. Mwanafunzi atazame picha zilizotolewa.
3. Picha zinaonyesha watoto ambao wananunua kuku kisha wanamkuza, wanataga na kuangua vifaranga ambao wanakuwa kuku wakubwa. Wanachukua baadhi na kuwauza sokoni ili wapate pesa.
4. Masimulizi ya mwanafunzi yaambatane na picha alizotazama.
5. Ayape masimulizi yake kichwa mwafaka.

B. Kusoma

1. Mwanafunzi asome kifungu.
2. Kinahusu shughuli za kibiashara.
3. Anastahili kufanya bajeti.
4. Mnunuzi hupata bidhaa anazohitaji, naye muuzaji hupata faida ya kumudu maisha.
5. Inakuwa vigumu kwao kuendeleza biashara zao.
6. **Mfano:** Biashara ni shughuli ya kubadili bidhaa au huduma na pesa. Biashara hufanyika sokoni. Huwasaidia wateja kupata bidhaa wanazohitaji. Pia, huwasaidia wauzaji kuyakimu maisha.
7. Funzo liwiane na yaliyomo katika kifungu.
8. Hatua atakayochukua iwiane na yaliyomo katika kifungu.
9.
 - a. bei: gharama ya kitu au kiwango cha pesa unachohitaji kununua kitu
 - b. biashara: shughuli za kubadilishana huduma, bidhaa na pesa
 - c. bajeti: mpangilio wa awali wa jinsi ya kutumia pesa

- d. bidhaa: vitu vinavyouzwa sokoni
 - e. faida: pesa za ziada anazopata muuzaji baada ya kuuza bidhaa au huduma
 - f. hasara: hali ya muuzaji kutopata faida
 - g. mnunuzi: mtu anayenunua bidhaa au huduma
 - h. muuzaji: mtu anayeua bidhaa au huduma
 - i. wateja: wanunuzi wa bidhaa au huduma
10. Sentensi ziwe sahihi na zitumie maneno yaliyo katika swali la 9.

C. Kuandika

1.
 - a. anwanipepe ya mtumaji: staabu81@gmail.com
 - b. anwanipepe ya mpokeaji: paulosam90@yahoo.com
 - c. mada: SALAMU ZA MWAKA MPYA
 - d. mtajo: Rafiki yangu, Paulo
 - e. mwili: Aya za baruapepe
 - f. hitimisho: Aya ya mwisho
 - g. jina la mtumaji: Susan Taabu
2. Mwanafunzi achague ujumbe wa kuandikia baruapepe kwa rafiki, ndugu, mzazi au mlezi wake.
3. Amwandikie baruapepe hiyo akizingatia muundo wa baruapepe.

D. Sarufi

Ukanushaji

1.

<u>n</u> imeenda	<u>t</u> unafika
<u>t</u> umeondoka	<u>n</u> inapikanitakuja
<u>t</u> umekula	<u>n</u> itasimama
<u>n</u> ilirudi	<u>t</u> umekubali
<u>n</u> inapika	

2. umeenda mnafika
mmeondoka unapika
utakuja mmekula
utasimama ulirudi
mmekubali unapika
3. ameenda wanafika
wameondoka anapika
atakujawamekula atasimama
alirudi wamekubali
anapika
4. a. Mimi silimi shamba.
b. Sisi hatulimi mashamba.
c. Wewe hujafika hapa.
d. Nyingi hamjafika hapa.
e. Wewe husomi kitabu changu.
f. Yeye halali kitandani.
g. Wao hawalali vitandani.
h. Wao hawatakubali maombi hayo.
5. a. siendi
b. hatuendi
c. haukulima
d. hamkulima
e. hakufika
f. hawakufika
6. walipika
nililenda mlikulazilichemshwa yalilimwa
kililkuja alibweka yalitiwa
ulifaulu zilionekana
7. wanapika ninaenda mnakula
zinachemshwa yanalimwa
kinakuja anabweka yanatiwa
unafaulu zinaonekana
8. watapika nitaenda mtakula
zitachemshwa yatalimwa
kitakuja atabweka yatatiwa
utafaulu zitaonekana
9. a. Haukusoma kitabu changu.
b. Hamkusoma vitabu vyetu.
c. Mtangazaji hatatangaza habari.
d. Watangazaji hawatatangaza habari.
e. Yeye haandiki insha yake.

f. Wao hawaandiki insha zao.

10. a. hawalimi
b. hakusoma
c. sioni
d. haukuenda
e. hafyeki
11. Sentensi ziwe sahihi na zizingatie nafsi na nyakati na hali zilizo rodheshwa.
12. Ukanushaji wa sentensi za nambari ya 11 uwe sahihi.

Ukubwa na Udogo wa Nomino

Nomino zinazoanza kwa herufi m-

1. mtoto kikombe mguu
sirinji mrija
chakula mpini mdudu
tarakilishi mdomo
2. mpira dudu koba
mkono kikia kebe
mkeka lango pini
mshale

3.

Wastani	Ukubwa	Udogo
mkate	kate	kikate
mguu	guu	kiguu
mrija	rija	kirija
mshipi	shipi	kishipi
mpini	pini	kipini
mdomo	domo	kidomo
mkebe	kebe	kikebe
mkeka	keka	kikeka
mkoba	koba	kikoba
mpira	pira	kipira
mkia	kia	kikia
mkono	kono	kikono

4. kipera kidudu
kidomo kishipi
kiguu

- Sentensi ziwe sahihi na zihusishe nomino za hali ya ukubwa zilizoordheshwa.
- Sentensi ziwe sahihi na zihusishe nomino za hali ya udogo zilizoordheshwa.

Ukubwa na Udogo wa Nomino

Nomino zinazoanza kwa herufi n- Majibu

- nyanya nyoka mshale
ndoo kalamu ndama
kitabu panya nyasi
nyumba

- doo ng'ombe goma
jia kigombe jumba
dizi ngamia ngoma nyani
- kijoka mshale doo ndama
kijumba kidizi ngoma gamia
kigoma kigombe

- Sentensi ziwe sahihi na zihusishe nomino za hali ya ukubwa zilizoordheshwa.

5.

- Sentensi ziwe sahihi na zihusishe nomino za hali ya udogo zilizoordheshwa.

Wastani	Ukubwa	Udogo
ngoma	goma	kigoma
ngamia	gamia	kigamia
nyani	jinyani	kijinyani
ndama	dama	kidama
ndoo	doo	kidoo
ndizi	dizi	kidizi
ngazi	gazi	kigazi
ngao	gao	kigao
ngozi	gozi	kigozi
nyoka	joka	kijoka
nyota	jinyota	kijinyota

Tathmini ya 1

1. a. Marahaba
b. Njema/nzuri
c. Njema/nzuri
d. Akheri
e. Njema
2. kwaheri buriani alamsiki
3. a. salama
b. salimu
c. sikia
d. sindano
e. suka
4. Mwanafunzi atafute maneno yaliyoorodheshwa na kutoa maana zake.
5. chumvi maji sukari
mafuta mate
6. a. Kucheza kwao kulitupendeza.
b. Kuimba kwa wanafunzi wale kunavutia.
c. Kufuliwa kwa nguo hii kumeifanya ivutie.
d. Kupika huku kunaivisha chakula vizuri.
e. Kutembea huko kulimchangamsha.
7. Mwanafunzi atunge sentensi sahihi akitumia maneno yaliyoorodheshwa.
8. a. Kuwa siku hiyo haikuwa siku nya kuenda shuleni.
b. Kwa sababu hakuamini alijisahau na kwenda shuleni siku ya wikendi
c. Kwa sababu ilikuwa siku ya wikendi.
d. Mwanafunzi apeane funzo kulingana na kifungu alichokisoma.
9. Mgaagaa na upwa hali wali mkavu.
Haba na haba hujaza kibaba.
Ukiona vyaelea jua vimeundwa.
10. Mwanafunzi atamke maneno hayo kwa ufasaha.
11. Mwanafunzi ataje; utangulizi, mwili na hitimisho.
12. Aandike insha ya wasifu ya Mwalimu Wake kwa muundo unaofaa.
13. b. piga mswaki
c. futa vumbi
d. penga kamasi
14. a. pika - pikika
b. lima - limika
c. kata - katika
d. osha - osheka
e. soma - someka
15. barabara, baraste tarakilishi, kompyuta makazi, mastakimu, nyumba rununu, rukono

Tathmini ya 2

1. a. Mjanja kama sungura
b. Mlafi kama fisi
c. Kigeugeu kama kinyonga
2. Mwanafunzi atunge sentensi akitumia tashbihi zilizoorodheshwa.
3. b. Apige ripoti kwa mzazi, mlezi au mwalimu.
4. a. Mwanafunzi ataje idadi kamili iliyo kwenye mchezo huo.
b. Kutafuta chakula.
c. Alipogundua vifaranga wake waliliwa na kipanga.
d. Alimhimiza kipanga asiwale vifaranga wa kuku.
e. Kama fidia ya kumla kifaranga wake.
f. Mwanafunzi aeleze maana ya ndege waliotajwa kwenye mchezo kwa ufasaha.
5. a. pika - pikiwa
b. imba - imbiwa
c. soma - somewa
d. andika - andikiwa
e. cheza - chezewa
6. hospitalini - shuleni - mahakamani
7. keti - simama
enda - rudi
cheka - lia
panda - shuka
anika - anua
8. a. hulima
b. hufika
c. hupanda
d. husikia
e. husimama
9. a. ninaenda
b. tutavuna
c. ulifika
d. mnaimba
e. anavuna
10. a. toto
b. keka
c. kate
d. lima
e. kono
11. a. Mkali kama simba.
b. Mpole kama njiwa.
c. Mjanja kama sungura.
d. Mlafi kama fisi.
12. a. Maji yalinywewa na mgeni.
b. Mafuta haya yatatumwa kukaanga chakula.
c. Marashi yako yananunikia vizuri.
d. Mate yametemwa na mgonjwa.
e. Manukato hayo yalinunuliwa jana.
13. Mwanafunzi atunge sentensi ambazo ni sahihi akitumia maneno yaliyorodheshwa.
14. a. Mchagua jembe si mkulima.
b. Ukiona vyaelea jua vimeundwa.
c. Mgaagaa na upwa hali wali mkavu.
d. Mvumilivu hula mbivu.
15. Mwanafunzi aandike insha na muundo unaofaa.

Tathmini ya 3

1. Mwanafunzi aunde vitanzandimi kutumia silabi za sauti zilizo rodheshwa.

2.

Maamkuzi	Jibu
shikamoo	marahaba
sabalkheri	akheri
habari za utokako	nzuri
salaam aleikum	aleikum salaam

3. a. mtandio

b. picha

c. ua

d. mkufu

4. a. vipuli/herini

b. taji

c. mkufu

d. pete

5. a. kiwambo

b. kitengo cha uchakataji

c. bodidota

d. kiapanya

6. a. mbwakoko

b. mwananchi

c. askarikanzu

d. mwanabiashara

e. mbwamwitu

7. kiu

njaa

furaha

upendo

8. a. Baba ameenda jijini Nairobi.

b. Je, unaitwa nani?

c. Nilipoenda sokoni nilinunua ndizi, maembe, machungwa na machenza.

d. Ingawa nilimtafuta sana, sikufaulu kumwona.

e. Utakuja Naivasha tarehe ngapi?

9. a. Umasikini

b. Umasikini huwanyima watu nafasi ya

kuendelea.

c. Hukosa vitu muhimu maishani.

d. Tunafaa kusaidiana ili wenzetuwasiojiweza wapate vitu muhimu.

e. chakula, mavazi na malazi.

f. Aeleze maana za maneno alizopewa kulingana na kifungu ipasavyo.

10. Mwanafunzi aeleze maana za methali ipasavyo.

11. Insha ya maelezo.

12. Uzi, ufa na ukuta

13. Mwanafunzi atunge sentensi katika umoja na wingi akitumia maneno aliyopewa.

14. **Mchezo wa kuigiza** ni kazi ya sanaa inayowasilishwa kwa njia ya mazungumzo na matendo ya wahusika ili kuonyesha kazi hiyo fulani mbele ya hadhira.

15. Aandike insha ipasavyo akizingazitia muundo na vipengele vya insha ya maelezo.

Tathmini ya 4

1. a. Mjanja kama sungura.
b. Mlafi mithili ya fisi.
c. Mwenye maringo kama tausi.
d. Mkali mithili ya simba.
e. Mwoga kama kunguru.

2.

Maamkuzi	Jibu
alamsiki	binuru
kwaheri	kwaheri ya kuonana
buriani	buriani dawa
Tuonane kesho	majaliwa

3. daktari
damu
dawati
duma
4. a. Matamshi bora
b. Kasi inayofaa
c. Utiririshaji wa maneno
d. Kusoma ukilia maanani alama za uakifishaji.
e. Kiimbo

Kubali majibu mengine sahahi.

5. a. Anwanipepe ya mtumaji
b. Anwanipepe ya mpokeaji
c. Kuhusu
d. Mtajo
e. Mwili
f. Hitimisho
g. Jina la mtumaji
6. a. Koja la maua
b. Chane la ndizi
c. Tita la kuni
d. Mlolongo wa magari
7. Mama, binti, mjomba
8. a. Simu iliyotumiwa ilikuwa mpya.
b. Karatasi nyingi zimewekwa chini ya meza.

- c. Ndoo ya maji imenunuliwa.
d. Nyumba zile zilijengwa kwa gharama ya chini.
e. Nguo yako inapendeza sana.

9.

- a. Mtaka cha mvunguni sharti ainame.
b. Simba mwenda pole ndiye mla nyama.
c. Ukiona vyaelea ujue vimeundwa.
d. Mchagua jembe si mkulima.
e. Haba nah aba hujaza kibaba.

10.

- a. ri na sha
b. Mwanafunzi aweze kuonyesha mizani ya shairi hilo kwa usahahi.
c. Kubali jibu lolote linalohusiana na ujumbe katika shairi.
d. minne
e. Kuumaliza umasikini

11.

- a. Piga mswaki
b. Piga deki
c. Kupenga kamasi
d. Chokonoa meno
e. Angua kucha

12. Mwanafunzi aeleze maana za maneno yaliyoorodheshwa.

13. Aandike nomino zozote tano katika ngeli ya KU-KU.

14.

- a. jitimai, simanzi
b. mastakimu, makazi
c. barabara, baraste
d. binti, gashi
e. ghulamu, mvuli

15. Mwanafunzi aandike insha ya wasifu yenye muundo unaofaa.

Tathmini ya 5

1. ofisini mahakamani hospitalini
2.
 - a. amka
 - b. cheka
 - c. tema
 - d. shuka
 - e. enda
3.
 - a. Maria alikuwa mrembo kama malaika.
 - b. Mbwa yule ni mlafi mithili ya fisi.
 - c. Mwanajeshi mkali kama simba amewafukuza magaidi.
 - d. Mbwa yule ni mwoga mithili ya kunguru.
 - e. Anjelina ana maneno mengi kama kasuku.
4. Aandike majibu yoyote sahahihi.
5.
 - a. hulima
 - b. hupika
 - c. huvuta
 - d. husababisha
 - e. hukimbia
6.
 - a. Mimi siendi sokoni.
 - b. Wewe hukulima shamba.
 - c. Sisi hatuvuni mahindi.
 - d. Nyinyi hamkuongea kwa sauti.
 - e. Wao hawatakuja hapa.
7.
 - a. kate
 - b. keka
 - c. lima
 - d. toto
 - e. kuki
8. Aandike vitanzandimi vya sauti zilizoordheshwa.
9.
 - a. Vyakula ni muhimu kwa sababu hututia nguvu na kuimarisha afya ya binadamu. Bila chakula, binadamu hawezi kuishi.
 - b. Hatufai kula vyakula vyenye mafuta mengi na vyenye sukari nyingi. Vyakula hivi vinaweza kutuletea matatizo ya kiafya.
 - c. Tunafaa kula vyakula vyenye wanga, protini, na vitamini. Pia, tunapaswa kunywa maji ya kutosha.
 - d. Lishe bora ni kula vyakula vyenye virutubisho muhimu vinavyosaidia mwili kufanya kazi vizuri na kuimarisha afya.
 - e. Ninajifunza kwamba ni muhimu kula vyakula vya afya, kuepuka vyenye mafuta na sukari nyingi, na kuhakikisha lishe yetu ni bora ili tufurahie afya njema.
10. Insha ya maelezo.
11. Mungu Maria Mto
Tana Nairobi
12. Maamkuzi ni maneno ya kuonesha heshima, pongezi, au kuwaheshimu watu wakati wa kuwasalimu au kuzungumza nao.
Maagano ni maneno ambayo watu huambiana wanapotengana au wanapoachana.
Maagano ni muhimu kwa sababu husaidia kuweka utulivu, kuondoa migogoro, na kuhakikisha watu wanaishi kwa amani na kuheshimiana.
13.
 - a. mvua
 - b. nanasi
 - c. uyoga
 - d. ufagio
 - e. jua
14.
 - a. Karanja ni mwerevu sana.
 - b. Je, kwa nini hukuja shule jana?
 - c. Mchungwa, mwembe, mgomba na mpera ni mifano ya miti ya matunda.

- d. Tunaisha karibu na Mlima Kite.
- e. Kwa nini Natasha hapendi kutazama mpira.

15. Aandike insha ya masimulizi yenye mada na kwa muundo unaofaa.

Tathmini ya KPSEA

1. d
2. c
3. d
4. b
5. b
6. c
7. a
8. b
9. a
10. c
11. b
12. d
13. c
14. d
15. a
16. c
17. d
18. a
19. a
20. c
21. i. a
ii. b
22. b
23. b
24. a
25. b
26. b
27. b
28. b
29. c
30. Anayetathminiwa aandike insha yenye muundo ufaao kuhusu Athari za Ugonjwa wa Kipindupindu.



Science and Technology

Living Things and their Environment

A. Classification of Plants

1. flowering, non-flowering
2. a. maize, pawpaw, onion
b. algae, cypress, moss
3. b. mango
Reason: It produces flowers.
- 4.

Flowering plants	Non-flowering plants
a. sunflower	a. fern
b. rose	b. moss
c. maize	c. algae

5. Maize has flowers; fern does not.
Maize reproduces by seeds; fern by spores.
6. A- Stigma
B- Anther
C- Petal
D- Sepal
E- Pedicel
F- Filament
G- Ovary
7. a. Wear gloves
b. Do not touch eyes or skin
8. To attract insects for pollination
9. moss
10. non-flowering
11. Insects get nectar; humans get fruits and decoration
12. They support pollination and increase plant variety

B. Vertebrates

1. a. Have a backbone
b. Have a well-developed brain
c. Have an internal skeleton
2. a. It supports the body structure.
b. It protects the spinal cord.
3. a. Snake
b. Monkey
c. Gazelle
d. Vulture
4. a. Mammals
b. Birds
c. Reptiles
d. Amphibians
e. Fish
5. Mammals have fur and give birth to live young.
Birds have feathers and lay eggs.
6. Bat
7. a. Crocodile
b. Turtle
8. Guard dogs protect homes.
Police use trained animals for investigations.
9. a. Donkey
b. Horse
10. a. Crocodile - Reptile
b. Fish - Fish
c. Cat - Mammal
d. Frog - Amphibian
11. a. Handle animals gently.
b. Wear protective gear if needed.
c. Wash hands after handling.

C. The Human Breathing System

1. respiratory system
2. A – Trachea
B – Bronchi
C – lung
D – diaphragm
3. Filters, moistens and warms the air
4. Helps in inhaling and exhaling air
5. G – Straw (Trachea)
H – Balloon (Lung)
L – Rubber sheet (diaphragm)
6. a. Dust
b. Viruses
c. Smoke
7. a. Avoid dusty areas
b. Keep living areas clean
8. windpipe
9. Avoid allergens and take medication
10. To allow air to pass to and from the lungs
11. Traps dust and germs
12. a. To breathe properly
b. To avoid diseases
c. To stay active and healthy

Matter

A. Mixtures

1. A mixture is a composition of two or more substances.
2. a. Salad
b. Fruit juice
3. Many products we use, like drinks and medicines, are mixtures.
4. A homogeneous mixture is uniform in composition, meaning you cannot see the different parts.
5. A salad
6. If you can see different parts in the mixture, it is heterogeneous, while homogeneous mixtures appear uniform.
7. milk, juice and tea

Item	Type of mixture
Tea	Homogenous mixture
Vegetable salad	Heterogenous mixture
Kerosene and water	Heterogenous mixture
Fruit cocktail	Homogenous mixture
Concrete	Heterogenous mixture

9. First, you let the mixture settle for a while allowing the solid particles to settle at the bottom.
Tilt the container slowly to pour off water into a different container.
10. Hold a strong magnet above the mixture
Move the magnet around to attract the iron filings.

Remove the magnet with the iron filings sticking to it.

11. Use water to dissolve the salt, then filter the mixture. The sand will stay in the filter and the saltwater can be evaporated to get the salt back.
12. It can help us separate substances if we accidentally mix them in our daily activities.
13. Decantation
14. Magnetic separation is used to sort metals from non-metals. A magnet attracts the metal parts, making it easier to recycle them.
15. Filtration removes harmful pollutants from water, making it cleaner for drinking and protecting aquatic life.
Dust filters in industries remove harmful particles from exhaust gases reducing air pollution.

B. Water Pollution

1. Water pollution is the contamination of water bodies with harmful substances making water unsafe for consumption.
2. It introduces harmful chemicals and bacteria, making the water unsafe for drinking.
3. Drinking contaminated water will cause diseases.
4. Biological pollutants.
Chemical pollutants.
Physical pollutants.
5. Pesticides, fertilisers and heavy metals like lead and mercury.
6. c. Take it to a recycling center or proper disposal place.

7. Plastics are not biodegradable, meaning they can remain in the environment for years leading to accumulation in water bodies, harming aquatic life and making water unsafe for human use.
8. Using too many chemicals like fertilisers can wash into rivers during rain, contaminating the water.
Aerosol sprays directly wash into rivers or cause acid rain the contaminates water bodies.
Overcultivation causes soil erosion that washes soil sediments into water bodies.
9. Contaminated water can harm plants by making them grow poorly or die.
10. Cholera
Typhoid
11. Polluted water increases risk of water borne and water washed diseases.
12. c. They can harm animals and pollute the water.
13. b. Tell an adult and suggest washing the car on grass or gravel.
14. b. Making posters about not littering near rivers.
15. a. Use natural cleaning products like vinegar or baking soda.
16. Boiling water kills harmful bacteria and viruses that can cause diseases.
17. a. Boiling
b. Filtration
c. Chemical Treatment
d. Solar Treatment
18. Accept correct answers.

Force and Energy

A. Floating and Sinking

1. Floating refers to an object staying on the surface of water.
2. A plastic bottle has more buoyancy exerted from beneath, allowing it to stay on the surface of water. Additionally, the shape of a plastic bottle allows it stay on the surface of water by displacing more fluid.
3. A metallic needle
4. Size does not affect floating and sinking.








5.

wood	floats
steel ball	floats
plastic bottle	sinks
stone	sinks

6. buoyancy
7. downward
8. Boat / ship
9. A big, heavy boat does not sink in water because its weight is spread out over a large area, allowing it to displace enough water to create an upward force called buoyancy. This force keeps the boat afloat even though it is heavy.
10. Feather.
Because the feather was lighter than the water.
11. No, the ball does not stay down.
When you push a ball underwater, it comes back up because of buoyancy. Since the ball is filled with air and is lighter than water, the buoyant force pushes it back to the surface.

12. Because the boat shape spreads out the weight over a larger area and traps air, making it less dense than water, so it floats. When you squash it into a ball, it becomes more compact and dense, so it sinks.
13. Because hot air is lighter (less dense) than cold air. The heated air inside the balloon makes it rise above the cooler air around it.
14. Floaters help the body stay above water, giving the swimmer support and confidence to learn how to swim without sinking.
15. Because it helps keep you afloat, prevents drowning and increases your chances of survival by staying above rising water.
16. They are made from light, buoyant materials that trap air. This helps you stay afloat, play safely and enjoy the water without fear of sinking.
17. The sack filled with iron nails sank. Iron nails are heavier and denser than water, while pieces of wood are lighter and traps more air, helping it float.
18. Destruction of homes, roads and crops. Spreading of waterborne diseases.

19.

Object	Floater	Sinker
	√	
	√	
		√
		√
		√
	√	
		√

B. Sound Energy

- Animal sound
 - Human-made sound
 - Natural weather sound
 - Man-made emergency sound
- A loud sound has stronger and faster vibrations, while a soft sound has weaker and slower vibrations.
- The government regulates sound pollution through NEMA
 - The government enforces penalties and fines on people who break noise regulations.
 - The government creates awareness about effects of sound.
- In empty places or near walls, mountains, caves or large buildings where sound can bounce back.

- At night, the air is cooler and calmer, allowing sound waves to travel more smoothly and farther without being scattered.
- Because sound travels through the ground and air and the train makes strong, continuous vibrations that move through both.
- Accept correct answers.
- Accept correct answers.
- Loud and rumbling, sometimes like a crack or a boom.
- Listening at high volume can damage your ears and cause hearing loss.
- Whistles to start or stop play
Buzzers for time or scores
Cheers or music to support teams
- Drumming, singing or chanting
Ringing bells or playing traditional instruments
- Because it bounces off the hard surface (like a cliff or cave wall) and returns to you

C. Heat Transfer

- You feel heat moving into your hand, making it feel warm.
- No. Heat always moves from a warmer object to a cooler one, not the other way around.
- Heat travels from the sun to the earth through radiation.
- She will feel the spoon becoming hot as heat moves up the spoon to her hand.
- The food gains heat from the air, so its temperature rises
- You would feel pain or burn because the hot sufuria transfers heat quickly to your hand.
- The heat reaches the hand through radiation.

Assessment Test 1

8. Because metal is a good conductor and takes heat away from your hand faster than wood.
9. a. Copper
b. Aluminium
c. Iron
10. Because metal conducts heat well, allowing food to cook faster.
11. Wood, because it is a poor conductor of heat and helps keep warmth inside.
12. A blanket traps air and stops heat from escaping your body.
13. Because wood is a poor conductor of heat, so it keeps the handles cooler and safe to touch.
14. It removes heat from inside and pushes it out, keeping the inside cold.
15. The heat from the iron softens the fabric, making it smooth when pressed.
16. It has insulation and a vacuum layer that stops heat loss.
17. The heat from the sun causes water in the clothes to evaporate.
18. Heat moves from the stove to the kettle (conduction), then from the hot water to the tea leaves or bag.
19. Because you can get burned as heat moves quickly to your skin.
20. I would use a cloth, oven mitt or holder to protect my hands from the heat.

1. Flowering plants and non-flowering plants.
2. Each method of water pollution can be controlled through measures such as proper waste disposal, using eco-friendly products and implementing regulations to protect water sources.
3. A vertebrate is an animal with a backbone. Examples dogs, cats, bird, fish snakes, etc.
4. A mixture is a combination of two or more substances.
5. A – Mammals
B – Birds
Y – Fish
W – Amphibians
Z – Reptiles

6.

Invertebrates	Vertebrates
Lack of backbone.	Have a backbone
Have a simple nervous system	Have a complex nervous system.
Example is a snail.	Example is a lion.

7. By avoiding smoking and inhaling dust and exercising regularly.
8. Sound energy is produced when an object vibrates.
9. a. Call for help
b. Use fire extinguisher
c. Stop, drop and roll
10. Yes
 - a. Avoid dumping waste into water bodies
 - b. Use toilets and proper drainage systems
11. a. Presence of air spaces in the leaf
b. Flat shape of the leaf increases buoyancy

12.
 - a. Copper
 - b. Aluminium
 - c. Iron
13. It helps in cooking, warming homes and drying clothes.
14.
 - a. Conduction
 - b. Convection
 - c. Radiation
15.
 - a. Thunder
 - b. Flowing rivers
 - c. Wind blowing through trees

Assessment Test 2

1. Draw
2. Asthma, Tuberculosis
3. A heterogeneous mixture is a mixture in which the components are not evenly distributed and can be seen separately.
4.
 - a. Dumping waste into rivers
 - b. Washing clothes in streams
 - c. Pouring oil and chemicals into water
5. Sound helps us to communicate, alert us to danger and enjoy music and entertainment.
6. To attract insects for pollination
7.
 - a. Density
 - b. Shape
 - c. Type of material
8.
 - a. Wear protective boots and gloves
 - b. Avoid drinking the polluted water
 - c. Wash hands after contact
9.
 - a. Boiling
 - b. Filtration
 - c. Use of water purifiers
10. By reducing plastic use, recycling and disposing waste properly
11. By using soundproof materials and foam padding
12. Hand picking
13. Advise them to wear warm clothes and avoid cold drinks or dusty places
14.
 - a. Setting noise limits in public areas
 - b. Banning loud music at night
 - c. Licensing sound equipment
15.
 - a. Whale
 - b. Dolphin

Assessment Test 3

1. Sepals protect the flower bud; petals attract pollinators.
2. a. Beautify the environment
b. Provide food for insects and animals
3. Improper waste disposal
4. It affects blooming time and reduces pollinators.
5. a. Cholera
b. Typhoid
c. Dysentery
6. Heat cooks food by transferring energy to it.
7. a. Have fur or hair
b. Feed young ones with milk
8. Dust, smoke and colds
9. With bright colours and sweet scents
10. Boiling
Boiling longer kills more germs, making water safer to drink.
11. a. Use reusable packaging
b. Avoid plastic bags
c. Properly dispose of waste
12. They keep heat or cold from escaping.
They prevent electric shocks.
13. b. camel, monkey, deer, leopard
14. They produce seeds after pollination and fertilisation.
15. They remain separate and retain their original properties.

Assessment Test 4

1. a. Fish
b. Mammal
c. Amphibian
d. Reptile
2. a. Handle animals gently
b. Wear protective clothing
c. Wash hands after contact
3. a. Avoid dumping waste into water
b. Use proper toilets and drainage
c. Educate others on water safety
4. Draw
5. a. Keep flammable items away
b. Use pot holders
c. Never leave cooking unattended
6. Use a magnet to attract and remove the iron filings
7. a. Keep the spring clean
b. Avoid washing near the spring
c. Build proper drainage around the spring
8. They trap body heat and prevent cold air from reaching the body.
9. c. mammals
10. It will reduce waste, promote cleanliness and encourage creativity
11. a. Boiling
b. Filtration
c. Use of chemicals (e.g., chlorine)
12. They hide in warm places or burrow into the ground
13. They have light bones, feathers and strong chest muscles
14. a. To avoid skin irritation or injury
b. To prevent allergic reactions
15. d. moss

Assessment Test 5

1. a. Algae – Non-flowering plant
b. Bean plant – Flowering plant
Reasoning:
Algae (image a) do not produce flowers or seeds and reproduce using spores.
Bean plant (image b) produces flowers and seeds, which are typical of flowering plants.
2. a. The heat from the candle causes the air to rise, creating a convection current that pulls smoke through the system and pushes it out of the second tube.
b. The heat from the candle causes the air to rise, creating a convection current that pulls smoke through the system and pushes it out of the second tube.
3. A rat gives birth to live young and has fur, which are characteristics of mammals, not reptiles.
4. The diaphragm helps in breathing by expanding and contracting the lungs.
5. The mouth allows air to enter and exit the respiratory system, especially during heavy breathing.
6. Gas exchange.
7. Constant body temperature: Warm-blooded
Varying body temperature: Cold-blooded
8. Smoking damages the lungs, reduces oxygen intake and causes respiratory diseases.
9. A mixture is like flour and water combined to make dough – you can still separate them. A pure substance, like salt, has only one kind of particle.
10. Use filtration to separate sand, then evaporation to get salt from the saltwater.

It's effective because sand is insoluble and salt is soluble.

11. When sugar spills into flour, use sieving to separate because sugar grains are larger than flour particles.
12. Wild animals urinate, defecate or die in water bodies, introducing bacteria and waste.
13. It ensures everyone understands the issue and contributes to long-term protection by educating all generations.
14. To store enough oxygen for use while underwater, since they cannot breathe there.
15. I would consider shape, density and material type when designing the floating objects.

KPSEA Sample Assessment

1. a. Echo
2. b. i. Goat - mammal,
ii. Crocodile - reptile
3. i. J – Petal
K – Anther
L – Ovary
M – Stigma
N – Style
O – Filament
P – Ovule
Q – Sepal
R – Stalk
ii. b. Receives pollen grains
4. b. Respiratory system
5. b. Stomach
6. a. Sound
7. d. They are warm blooded
8. c. Sufuria
9. d. Radiation
10. d. Helicopter
11. b. Fern
12. a. Trachea
13. b. Earthworm
14. c. Amphibians
15. b. Fish
16. d. Plane flying too low
17. b. Conduction
18. b. Bat
19. c. Nose
20. d. Vertebrates
21. b. Improper disposal of waste water
22. i. d. nose, lungs, trachea, diaphragm
ii. b. Allow passage of air from the nose to the lungs
23. b. Typhoid
24. c. Whale
25. c. Enhance concentration
26. b. Asthma
27. b. The heat from the hot chocolate moves to the cooler air and the metal mug
28. a. The sound travels through the air as vibrations
29. b. The boat is lighter than water and has a shape that helps it float
30. c. Picking (handpicking)



Social Studies

Natural and Historic Built Environments

A. Elements of a Map

- Title
Key
Compass
Scale
Frame
- A compass shows direction and helps people know where places are by pointing North and guiding them to other directions like South, East and West.

3.

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

- Scale
-

Element	Use
Scale	Shows the relationship between the distance on a map and actual distance on the ground.
Key	Is a list of symbols that represents features of map
Frame	Shows the extent of the area represented by a map.
Compass	Shows direction on a map.
Title	Is the name of the area represented by a map.

- Compass
- frame.
- Title
- scale.
- a. String
b. Stick
- a. Tilai area.
b. Title
Key
Compass
- Linear scale
- i. Church
ii. Bridge
iii. Tea plantation
iv. Hospital
- Accept any correct answer
- Sketch the map
- Sketch the map
- Four
- Height
- It helps to measure the actual distance between places on the ground.
- Always include a title to know what the map shows.
Use a scale to measure real distances.
A compass helps in finding directions.
A key helps us understand the symbols on the map.
A frame keeps the map neat and complete.
(Accept any relevant answers.)
- a. Schools
b. Homes
c. Offices

B. Location, Position and Size of Kenya

1. A border is the boundary or line that separates Kenya from its neighbouring countries.
2. Five
3. a. Uganda
b. Tanzania
c. South Sudan
d. Ethiopia
e. Somalia
4. Indian Ocean
5. True
6. south
7. Draw the map
8. Somalia
9. Ashley
10. a. North – Ethiopia
b. South – Tanzania
c. East – Somalia
d. West – Uganda
11. a. Trade and exchange of goods
b. Sharing of cultural practices
12. About 580,367 square kilometres
13. a. Conflict and fights over land
b. Problems in controlling movement of people and goods
14. Let's live in peace with our neighbours
Good neighbours share and help each other
Peace brings development to all countries
15. a. Respect people from other countries
b. Promote peace through kind words and actions
c. Join activities that teach unity and friendship
16. a. Peaceful borders and safety
b. Easy trade and business
c. Cultural exchange and learning

17. a. Peace
b. Respect
c. Unity

C. Main Physical Features in Kenya

1. a. Hills
b. Rivers
c. Mountains
d. Lakes
e. Valleys
2. Physical features are natural landforms on the earth's surface such as mountains, rivers, hills and valleys.
3. a. Hills
b. River
c. Valley
4. Relief features are landforms like mountains, hills and valleys, while drainage features are water bodies like rivers, lakes and swamps.
5. a. Beach
b. Swimming
6. a. plateau
b. Relief feature
7. Plains

Drainage features	Relief features
Rivers	Mountains
Lakes	Hills
Ocean	Plains
Swamps	Plateau

9. a. Mountains
b. Lakes
10. Accept correct answer
11. a. Mount Kenya
b. It provides water, fish and transport and supports farming through irrigation.
12. a. P - Z - Mount Elgon
b. Taita Hills
c. Lake Turkana
d. River Tana

13. Sketch and locate the features

14.

Physical features	Examples
Rivers	river nzoi
Lakes	lake victoria
Mountains	mount kenya
Plateaus	nyika plateau

15. a. To attract tourists and earn income
b. To protect natural habitats for plants and animals
c. To prevent soil erosion and environmental damage
16. Protect our mountains, protect our future!
Keep our lakes clean for people and animals.
Conserve nature today for a better tomorrow.
Accept relevant answers.
17. Assess learners creativity
- 18 a. Planting trees to prevent soil erosion
b. Cleaning rivers, lakes and beaches
c. Creating posters and songs to educate others on conservation

D. Weather and Climate

1. a. Weather changes daily, while climate is the average weather over a long period.
b. Weather can be sunny today and rainy tomorrow, but climate stays the same for years.
2. a. Temperature
b. Cloud cover
3. Cloud cover is the amount of the sky covered by clouds. It affects sunshine, temperature and rainfall.
4. a. Rainfall
b. Strong wind
c. Extreme heat
5. a. Lack of rainfall
b. High temperature
6. Kisumu
Kakamega

Siaya

Busia

7. Desert climate
8. a. Lake Turkana – Hot and dry
b. Mount Elgon – Cool and wet
9. a. High altitude
b. Frequent cloud cover and rainfall
10. Accept relevant answer
11. a. Low rainfall
b. High temperatures
12. Cool and wet highland climate
13. a. Lack of rainfall
b. High temperatures
c. Poor soil moisture
14. a. Crops may wither or die
b. Reduced growth rate
c. Poor yields/harvest
15. a. Crops may wither or die
b. Reduced growth rate
c. Poor yields/harvest
16. a. Wear raincoats or carry umbrellas
b. Avoid farming on steep slopes to prevent erosion
c. Plan travel and outdoor work early before heavy rains start
17. a. To know the right crops to plant
b. To choose the best planting and harvesting time
18. a. Shortage of pasture and water
b. Animals may get weak or die due to hunger and thirst
19. a. Farming
b. Fishing
c. Tourism

E. The Built Environments

1. Monument- The structure that has been built to remind people of events
Historical building- Building with historical value

Museum- A building that houses art, culture and other items

Cultural centre- A place where the culture of a community is preserved

2. cultural centre
3. a. museum
b. monument
c. historical building
d. historical building
4. A museum
5. a. Kenyatta International Convection Centre
b. Vasco da Gama pillar
c. Fort Jesus
6. a. Nyayo Monument,
b. Uhuru Monument
(Accept any correct answers.)
7. Jaramogi Mausoleum
8. a. Fort Jesus
b. Gede Ruins
(Accept any correct answers.)
9. a. Cleaning repairing and stabilising the buildings,
b. Maintaining regular checkups to address potential issues
10. Nairobi - Nairobi National Museum
Mombasa - Fort Jesus Museum
Kisumu - Kisumu Museum
Nakuru - Hyrax Hill Museum
Eldoret - Eldoret Museum
11. Regular maintenance
Introduce protective measures
Promote awareness and control
12. Maintain and celebrate Kenya's identity
Provide valuable learning opportunities
13. Assess learners creativity
14. a. Protect our historic buildings—they tell the story of our past.
b. Historic buildings attract tourists and help grow our economy.
(Accept any relevant answers.)

15. a. taking pictures
b. sampling different artefacts
16. Cleaning the area and collect plastics

People and Social Organisations

A. Language Groups in Kenya

- Bantu
 - Nilotes
 - Cushites
- language group.
- Mary
- Southern Sudan
- | Language group | Origin |
|----------------|----------------|
| Cushites | Horn of Africa |
| Bantus | Congo Forest |
| Nilotes | Southern Sudan |
- Nilotes
- three, River-lake Nilotes, Highland Nilotes
- Agikuyu
 - Abaluhya
 - Akamba
- x- Bantus
y - Cushites
z- Nilotes
 - x- agriculture
 - y - pastoralism
- Terik
 - Mijikenda
 - Abasuba
 - Sanye
- How different language groups in Kenya depend on each other.
- Promotes peace

Promotes trade

Promotes national language
- farm produces
 - trade
 - fish and pastoralists

- Language barrier

Language Group	Activity
Nilotes	Fishing
Cushites	Nomadic pastoralists
Semites	Selling items
Bantu	Planting food crops

- true
 - false
- It promotes unity, understanding and friendship.
- It allowed them to communicate and understand each other.
- It shows appreciation and respect for other cultures.
- There would be confusion and the patient might not get proper treatment.

B. Population Distribution in Kenya

- Population density
- Densely
- Evenly distributed areas
- Population
- Densely populated or highly populated
- Eastern part of Kenya
 - Northern part of Kenya
- Low market for goods and services
 - Lack of enough labour
- Coastal areas
 - Central areas

(Accept any correct answers.)
- Overcrowding in schools and hospitals
 - Increased spread of diseases

10. a. Transport system
b. Urban centre
(Accept any correct answers.)
11. a. low
b. High
c. High
d. Low

C. African Traditional Education

1. It is the way of life of the people
2. African traditional education
3. a. Storytelling
b. Proverbs
c. Riddles
d. Narratives
4.

Song	A set of words that are sang to mark various events such as weddings, birth and funerals.
Proverbs	A short saying with hidden meaning that advises or warns people.
Apprenticeship	A method used to teach special skills and knowledge such as iron smelting, midwifery and pottery.
5. a. Making of parts from clay soil
b. Making of statues from clay, wood or stone
c. Making of mats, ropes and hats
6. a. Storytelling
b. Proverbs
(Accept any correct answer.)
7. a. Sharing
b. Honesty
c. Respect

8. a. Sharing
b. Responsibility
c. Respect
9. Honesty
10. Making them to be responsible

11.

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

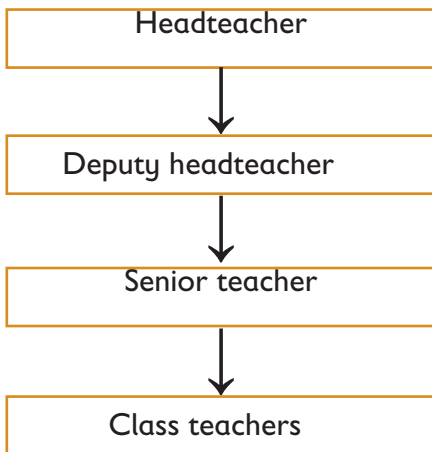
12. Teaches us the importance of fairness, respect for different people
13. Teamwork, fairness
14. Stories taught them how to be brave and kind or always tell the truth.
15. Values
16. a. Unity
b. Respect

D. School Administration

1. a. Headteacher
b. Deputy headteacher
c. Senior teacher
2. a. Drivers
b. Cooks
3. Class teacher
4. Answer accordingly

Duties	Leader
a. Calling and marking registers. b. Recording and keeping learners' assessment books.	Class teacher
a. Admitting new learners to the school. b. Chairing staff meetings. c. Addressing parents meeting in school.	Headteacher

6. The deputy headteacher
7. The deputy headteacher
8. The headteacher
- 9.



10. Class prefect – Class teacher – Senior teacher – Deputy head teacher Head teacher
11. The senior teacher
12. BoM, The deputy headteacher
13. a. False
b. False
c. True

Resources and Economic Activities

A. Resources in Kenya

1. Resources are things around us that we use to create wealth or make income
2.
 - a. Land
 - b. Minerals
 - c. Water
 - d. Forests
 - e. Wildlife
3. Avoid polluting the water sources like rivers and lakes
Planting trees and watering them.
While organic manure in soil while farming
4.
 - a. forest
 - b. water
 - c. wildlife
5.
 - a. Nakuru National Park
 - b.
 - i. Buffalo,
 - ii. Lion,
 - iii. Impalas
6.
 - a. Attract tourists
 - b. Source of revenue
 - c. Makes our environment attractive
7. Conservation
8. Re-afforestation
9.
 - a. Avoid cutting young trees, plant more trees
 - b. Protect them from poachers, avoid destroying their habitats
10. Assess learners creativity
11. Accept correct answers

12.

Resources	Care
Land	Avoid overgrazing and soil erosion; practice crop rotation
Water	Avoid pollution; use water wisely and protect water sources
Forest	Avoid deforestation; plant more trees (reforestation)
Minerals	Mine responsibly; avoid wastage and restore mined land

B. Mining in Kenya

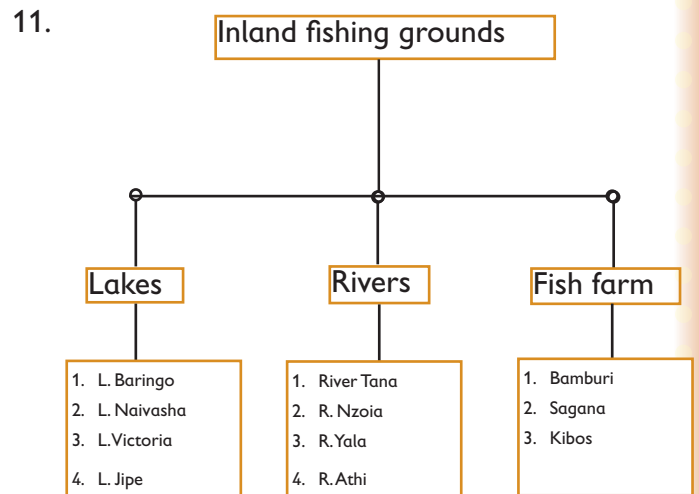
1. Removing minerals from the earth ground
2. Mineral
3. Gaseous, Liquid
4.
 - a. Soda ash
 - b. Limestone
 - c. Salt
 - d. Diatomite
5.
 - a. Petroleum
 - b. Soda ash
6. Solid - Soda Ash, Diatomite
Liquid - Petroleum
7.

Mineral	Area mined
Soda ash	Lake Magadi
Limestone	Bamburi
Diatomite	Kariandusi
8. Petroleum
9.
 - a. Malindi
 - b. Ngomeni
10. limestone
11. salt
12. Limestone - West Pokot

13. a. Source of revenue
b. Source of employment
c. Help in making different items that are used
14. a. making pesticides
b. making glass
c. manufacturing cement
15. a. Soda ash
b. Limestone
c. Petroleum
16. Limestone
17. Soda ash, salt
18. Land and soil pollution
Lack of skilled labour
Lack of enough money to carry out mining

C. Fishing in Kenya

1. fishing
2. Fishing that is done in fresh water
3. a. lakes
b. Rivers
c. Fish ponds
4. a. purse seining
b. Long lining
c. Trawling
5. Victoria
6. a Nile perch
b. Tilapia
c. Sardines
7. a. L.Turkana
b. L.Victoria
8. these are salty water lakes
9. a. Athi river
b. River Nzoia
c. River Tana
10. a. Kibos
b. Sagana



12. Assess learners creativity
13. Msando
14. Proteins
15. Source of protein and food
Source of income
Raw materials to industries
Create employment
16. Assess learners creativity
17. A place set aside that contains water which is used for rearing fish

D. Wildlife and Tourism in Kenya

1. Wildlife
2. Wildlife
Coastal sandy beaches
Warm sunny climatic
Historical and pre-historic sites
Physical features
3. Cheetah
Elephant
Lion
Ostrich
4. Kenya Wildlife Service (KWS)
5. County government
6. Lion, Buffalo, Elephant, Leopard, Cheetah
7. a. pre-historical sites
b. Wildlife
c. Sandy beaches
8. National Park

9. Nairobi National Park
Meru National Park
Nakuru National Park
10. a. Laikipia National Reserve
b. Samburu National Reserve
c. Malindi Marine National Reserve
11.

National Park	Game Reserve
Sibilo	Losal
Amboseli	Boni
Aberdare	Maasai Mara
12. Tsavo East and West National Park
Aberdares National Park
Maasai Mara National Reserve
Marsabit National Reserve
Malka Mari National Park
13. Assess learner's creativity
14. Rangers
15. a. Poaching
b. Wildlife-Human Conflict
16. Earning the country foreign exchange
Creation of job opportunities
Promotes agriculture
17. Insecurity
Lack of funds
Climate change
18. Advertising
Educating local people on importance of tourism
Provide security
Giving free incentives to the tourists
19. Poaching
20. Tsavo East and West National Park

E. Development of Transport

1. a. Carts
b. Boat
c. Animal
2. a. Boat
b. Rafts

- c. Donkeys
3. Carmel
4. Walking
5. a. Camel
b. Oxen
c. Donkey
6. The movement of people and goods from one place to another.
7. a. Road
b. Railway
c. Air
d. Water
8. a. Air
b. Rail
c. Road
d. Water
9. Air, Water
10.

Form	Means
Motor Bike	Road
Boat	Water
Pipe	Pipeline
Airplane	Air
11. a. Water
b. Road
c. Air
d. Pipeline
12. Road signs
13. Carelessness by the road users
14. Using traffic police officers on the roads should be more vigilant
Using bumps
Speed governors should be fitted on vehicles to avoid speeding
15. Footbridge
16. a. Bumps
b. Children crossing
c. Hospital
d. Zebra Crossing
e. Stop sign
17. Assess learner's creativity

18. Children should be assisted to cross busy roads by adults
Motorists and cyclists should be guided by traffic lights on busy roads
Cross the road at the pedestrian crossing or footbridge
19. Accept any relevant answers
20. Right, Left and right
21. Safety belt
22. a. Life saver jackets
b. Reflector clothes
23. You might cause accidents.

F. Development of Communication

1. The process of passing information from one person to another
2. a. Drumming
b. Smoke
c. Horn blowing
d. Messenger
3. a. Drum
b. Smoke
c. Horn
4. a. Blowing Horn
b. Drum
5. a. False
b. True
6. a. Television
b. Radio
c. Telephone
d. Newsletters
7. Print and electronic
8. Mobile phone
9. a. Television
b. Newspaper
c. Radio
d. Services
10. Accept correct responses
11. Mobile phones
12. Post office
13. Make it easy to access information
Help us to talk with people who are far away from us
They are faster and more reliable
14. Relatively cheap
Can operate in places without electricity
Most radio broadcast is done in local language
15. a. Newspapers
b. Magazines

Political Systems and Governance

A. Traditional Leaders in Kenya

1. A person who holds a position of authority and influence within a community, typically based on heritage, custom or cultural practices.
2. long
3.
 - a. Promoted Trust and Unity in the Community.
 - b. Prevented Conflicts and Ensured Long-lasting Peace
4.
 - a. Settling disputes among community members.
 - b. Leading the community in ceremonies and rituals.
 - c. Making decisions for the welfare of the community.
5.
 - a. Honesty – so that people could trust them.
 - b. Wisdom – to make good decisions.
 - c. Courage – to protect the community.
 - d. Fairness – to treat everyone equally.
(Accept any correct answers.)
6. Both were respected traditional leaders who played an important role in their communities.
7. Mekatilili wa Menza resisted colonial rule, while Kivoi wa Mwendwa was known for trade and peacekeeping.
8.
 - a. Honesty strengthens someone's credibility and integrity
 - b. If a leader lacked empathy, they would struggle to understand the needs and concerns of the people
9.
 - a. Increased Sense of Safety and Protection
 - b. Inspiration and Unity Among the People
10.
 - a. Mekatilili wa Menza resisted British colonial rule.
 - b. Kivoi wa Mwendwa developed trade networks between the coastal regions and the interior of Kenya.
11.
 - a. He advised many upcoming traders on how to conduct trade
 - b. He guided the first European Christian missionaries in the interior of Kenya
 - c. He was a diviner
12.
 - a. She challenged the British for not respecting the Agiriama culture
 - b. She led the Agiriama people from protecting their land
 - c. She advised people on various issues of the Agiriama
13. Accept any correct answers.

B. Early Forms of Government in Kenya

1.
 - a. chiefs
 - b. council of elders
 - c. kings
2.
 - a. oloibon supported by council of elders
 - b. Council of Elders.
3. Accept relevant answers.
4. Oloibon
5. Accept correct answers

6.

Ameru	Maasai
The council of elders was supreme. They had two age set systems that oversaw administration. Njuri Ncheke blessed the warriors before they went to war.	The overall leader was assisted by a council of elders. They did not have an age-set system. Oloibon was the presider of religious functions.
Leadership was not hereditary	Maasai leadership was hereditary.

7.
 - a. Both communities had a council of elders
 - b. They had warriors who defended the community during the war
8.
 - a. Maasai
 - b. Ameru
9. Council of elders
10. Njuri Ncheke
11. To protect the community and livestock and defend against enemies.
12. role of elders and unbiased decision-making
13. Council of elders.
14. Agreement among leaders
15. patriotic, open, wise, brave
(Accept any correct answers.)
16. Accept relevant answers

C. Citizenship in Kenya

1.
 - a. By birth
 - b. By registration
2. by registration
3. registration
4.
 - a. Non-Kenyans who have lived in Kenya for more than seven years
 - b. A person who is married to a Kenyan and has lived in Kenya for not less than seven years
 - c. One of the parents is a Kenyan

5. She is already a citizen by birth since she was born in Kenya
6. Dual citizenship refers to the status of a person who is a legal citizen of two countries at the same time
7.
 - a. A person must be Kenyan by birth.
 - b. They must inform the Kenyan government if they acquire another nationality
8.
 - a. Being a Kenyan Citizen by Birth
 - b. The Kenyan citizen must declare their dual citizenship status to the Kenyan authorities.
 - c. The person must meet the legal requirements of the other country to acquire citizenship.
 - d. The individual must adhere to the laws of both Kenya and the country of their second citizenship.
9.
 - a. Access to Benefits in Both Countries.
 - b. Ease of Travel and Work.
 - c. Cultural and Economic Opportunities.
10.
 - a. If they renounce Kenyan citizenship.
 - b. If they commit serious crimes like treason or terrorism.
(Accept any correct answers.)
11.
 - a. Citizenship by birth.
 - b. Citizenship by registration.
12. Good citizenship means being a responsible member of the community by obeying the law and helping others.
13.
 - a. Obeying laws and rules.
 - b. Helping others and caring for the environment.
 - c. Respecting other people and their rights.
14.
 - a. Respecting different cultures and opinions.
 - b. Solving disagreements peacefully.
 - c. Participating in community activities and helping others.

D. National Unity in Kenya

1.
 - a. Flag
 - b. Public seal
 - c. Coat of Arms
2.
 - a. Respecting people from different communities
 - b. Using national symbols like the flag and anthem
 - c. Celebrating national holidays together
 - d. Encouraging peace and cooperation among citizens
3.
 - a. To show love and loyalty to our country
 - b. To promote peace and unity
 - c. To remind us of our duties as citizens
4.
 - a. Kenya
 - b. Government
5.
 - a. Jamhuri Day (12th December)
 - b. Madaraka Day (1st June)
6. Assess learners creativity.
7.
 - a. Black
 - b. Red
 - c. Green
 - d. White
8. three
9. Amkeni ndugu zetu
Tufanye sote bidii
Nasi tujitoe kwa nguvu
Nchi yetu ya Kenya
Tunayoipenda
Tuwe tayari kuilinda
10.
 - a. During national celebrations and holidays
 - b. At school during assembly or closing/ opening days
11.
 - a. It shows the identity of the country
 - b. It promotes unity and patriotism among Kenyans
12.
 - a. English
 - b. Kiswahili
13.
 - a. Using a common language
 - b. Having national symbols
 - c. Celebrating cultural diversity
 - d. Promoting equal rights and justice
14.
 - a. Promoting peace education in schools
 - b. Avoiding discrimination and hate speech
 - c. Encouraging national dialogues and cooperation
15.
 - a. Conflicts and violence may occur
 - b. Poor development and economy
 - c. People may live in fear and mistrust

E. Human Rights

1. Things that everyone should be allowed to enjoy to have a normal life.
2.
 - a. Right to clean water and sanitation
 - b. Right to health care
3.
 - a. Right to Education
 - b. Right to Protection
 - c. Right to Health
4. Right of movement, right to non-discrimination
5. Right to proper housing
Right to food and clean water
Right to freedom from discrimination
6. Right to vote
7.
 - a. Solving problems peacefully
 - b. Participate in public meetings
8.
 - a. Promotes equality
 - b. Enhances peace
9.
 - a. Protects Individual Freedom
 - b. Promotes Justice and Fairness
10.
 - a. right to education
 - b. They will be able to acquire skills and knowledge
11. Assess learner's creativity
12. Right to inclusive education
13. By allowing people to worship freely, promoting love and equality and helping those in need

14. a. Right to food and shelter
b. Right to express opinions and feelings
15. It means speaking up for yourself in a kind and clear way.
16. Implementing fair policies and practices.
17. Assess learner's creativity.

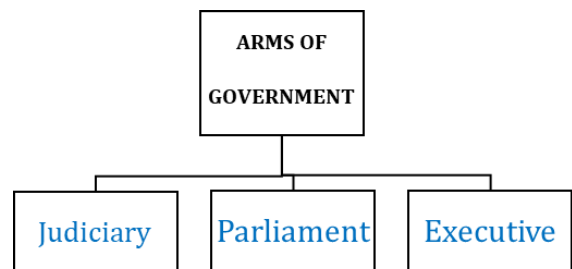
F. Democracy in Society

1. A situation where people are allowed to take part in making decisions on issues that affect them.
2. Indirect and direct democracy
3. During general elections when citizens vote for Members of Parliament to represent them.
4. Indirect democracy
5. a. Protection of Individual Rights and Freedoms
b. Accountability and Transparency in Governance
c. Encouragement of Civic Participation and Engagement
6. Citizens vote in free and fair elections
Freedom of speech and expression is allowed
Leaders are accountable to the people
(Accept correct answers.)
7. a. Ensuring Representation and Accountability
b. Strengthening Democratic Values and Institutions
8. a. People speak their mind
b. The government does things in the right way
9. People are allowed to choose which party they can join.
10. a. Participating in school elections
b. Respecting other people's opinions
c. Voting during national elections
d. Solving disagreements through peaceful discussions

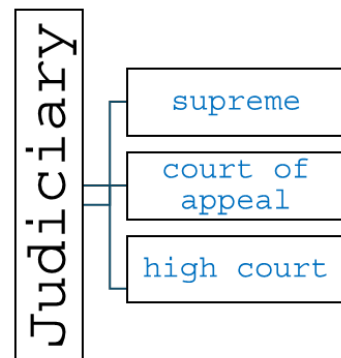
11. a. True
b. False
c. True
d. False
12. Accept correct answer.
13. Direct
14. Assess learner's creativity

G. National Government

1. a. Judiciary
b. Parliament
c. Executive
2. executive
3. a. Making and passing
b. Putting on check the Executive
4. a. True
b. False
c. False
d. True
e. True



6.



7. a. Member of parliament
b. Senators
c. Women representatives.
8. parliament, judiciary

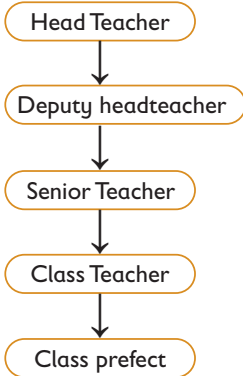
Parliament	Executive
Speaker	President
Senator	Deputy President
Women representatives	Cabinet secretaries
Member of parliament	Attorney general

10. Accept correct answers.
11. Parliament
12.
 - a. Settling disputes in courts
 - b. Interpreting the laws of the country
 - c. Protecting the rights and freedoms of citizens
13.
 - a. Making and enforcing laws
 - b. Providing public services
 - c. Protecting the country and its citizens
 - d. Promoting economic development
14. National Assembly and Senate
15. Chief Justice
16.
 - a. Voting during elections
 - b. Obeying laws and paying taxes
 - c. Participating in public meetings and community discussions
17. President

Assessment Test 1

1. Compass
2. Mining is the process of extracting minerals and other valuable materials from the earth.
3. Mobile phones
Newspapers
Radio
Television
4. Tourism brings income, creates jobs and helps preserve culture and wildlife.
5. Assess learner's creativity.
6. a. Gold
b. Forests
c. Water
7. a. Rivers
b. Lakes
8. They were elders who settled disputes, made laws and preserved culture.
9. Fishing
10. Deputy Headteacher
11. a. Respect for elders
b. Honesty and hard work
12. a. Bantu
b. Nilotes
c. Cushites
13. a. Donkey
b. Camel
14. Citizen
15. Right to education

Assessment Test 2

1. A circle
2. Indian Ocean
3. Wildlife attracts tourists which brings income to the country and creates jobs.
4. a. They are a source of income for the government.
b. They create employment opportunities.
5. a. National parks and game reserves (e.g., Maasai Mara)
b. Beaches along the Indian Ocean (e.g., Diani, Mombasa)
6. a. Obeying laws and rules
b. Participating in community activities
7. Mount Kenya, 5,199 metres
8. a. Nairobi
b. Kisumu
9. a. Storytelling
b. Songs and proverbs
10. a. Temperature
b. Rainfall
c. Wind
11. 

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graph TD
    A[Head Teacher] --> B[Deputy headteacher]
    B --> C[Senior Teacher]
    C --> D[Class Teacher]
    D --> E[Class prefect]
    
```
12.

Building	Type
Tom Mboya stature	Monument
Fort Jesus	Monument
National archives	Museum
13. a. Kikuyu
b. Luhya
14. Planting more trees (reforestation)
15. a. Direct democracy
b. Representative (indirect) democracy

Assessment Test 3

1. A plateau is a flat raised area of land that is higher than the surrounding land.
2. Temperature
3. They work together to run the country and each arm checks the powers of the others to ensure no abuse of power.
4.
 - a. Harsh climate
 - b. Poor soils and lack of water
 - c. Insecurity or wild animals
5. Hospital
6. Right to education
7.
 - a. Madaraka Day — 1st June
 - b. Mashujaa Day — 20th October
 - c. Jamhuri Day — 12th December
8. Mobile phone
Email/Internet
Television
9. To represent other learners and help maintain discipline
10.
 - a. They support the economy
 - b. They provide jobs and income
 - c. They help in development
11. To lead the community and settle disputes

Nilotes	Cushites	Bantus
Turgen	Rendile	Luhya
Luo	Borana	Kamba
Kipsgis		

13. Conservation
14.
 - a. Nairobi National Park
 - b. Amboseli National Park
 - c. Tsavo National Park
15.
 - a. By birth
 - b. By registration

Assessment Test 4

1. A key explains the meaning of symbols and colours used on a map.
2.
 - a. It creates employment opportunities
 - b. It earns income for the country through exports
 - c. It promotes development in mining areas
3. Democracy is a system of government where people choose their leaders and take part in decision-making.
4.
 - a. Drum beating
 - b. Smoke signals
 - c. Horn blowing
 - d. Messenger on foot
5. Mountain climate
6. Registration
7.
 - a. Buying and selling goods and services
 - b. Providing different types of jobs to each other
8. Walking
Use of animals (donkeys/camels)
Canoes or rafts on water
9.
 - a. Mekatilili wa Menza — Agiriama
 - b. Chief Kivoi — Akamba
10. National Assembly and Senate
11. They represent the defense of the country's freedom.
12.
 - a. Celebrating national holidays together
 - b. Encouraging use of a common language like Kiswahili
13.
 - a. Great Rift Valley
 - b. Mount Kenya
 - c. Lake Victoria
14. Indirect Democracy
15. It means that few people live in a large area of land.

Assessment Test 5

1.
 - a. Obeying traffic rules and signs
 - b. Using footbridges and zebra crossings
 - c. Ensuring vehicles are in good condition
2.
 - a. a hill
 - b. Ngong hills
Taita hills
3.
 - a. They protect the freedom and dignity of every person
 - b. They promote fairness and equality in society
4. Ewaso Nyiro River
5.
 - a. Singing the national anthem
 - b. Celebrating national holidays
 - c. Respecting national symbols (e.g., the flag)
6.
 - a. Mijikenda
 - b. Swahili
7. Dual citizenship
8. Boys: Herding animals, building huts, hunting
Girls: Cooking, fetching water, caring for children
9. Mobile phones or Internet (Social Media/ TV)
10.
 - a. Entrance fees to parks and museums
 - b. Tourists spending money on hotels, transport and local goods
11. To guide and warn road users and promote safety
12. Chief Justice
13. Tufanye sote bidii
Talks about being hardworking
14.
 - a. Avoiding poaching and illegal hunting
 - b. Supporting wildlife conservation efforts
15. A riddle is a short, puzzling question or statement used to teach thinking skills and pass down knowledge in a fun way.

KPSEA Sample Assessment

1. a. Fishing
2. d. Assistant Chief
3. a. Sparse
4. a. Christianity
5. b. South east to North west
6. d. Poor transport networks
7. c. Impartiality
8. d. Religion
9. b. Respecting their personal information and space
10. a. Turkana, Maasai, Teso
11. d. Wildlife
12. b. It has reduced congestion on roads
13. a. Soil
14. c. Interpreting laws
15. d. Letters
16. b. Thanksgiving Day
17. c. Floor of Rift Valley
18. b. Meeting citizenship requirements for both countries
19. c. In charge of the school's overall management
20. a. Prepare youths for future adult life
21. d. Wildlife
22. b. Allowing boys to be circumcised
23. c. Rwanda
24. b. Soda ash
25. c. Leadership is inherited by the first born
26. c. Speaker, members of parliament
27. a. Reading
28. b. Participating in community clean-ups
29. b. Ocean
30. b. Lowering charges paid by local tourist



Agriculture

Conservation of Resources

A. Soil Conservation

1. Soil erosion is the removal of the top layer of soil by wind, water or human activities.
2. Cutting down trees (deforestation).
Overgrazing by animals.
Farming on steep slopes without terraces
Burning vegetation.
Constructing roads and buildings without proper planning.
3. Riverbanks
Dams
Lakes
Roadsides
Lower slopes or valleys
4. Soil recovery is the process of restoring soil that has been damaged or eroded so that it can support plant growth again.
5. Soil improvement is the addition of materials or use of methods to make the soil more fertile and better for plant growth.
6. Lack of nutrients
Too much water (waterlogged soil)
Too little water (dry soil)
Soil erosion
Hard or compacted soil
Presence of harmful chemicals or salts
7. Because oily food or meat can slow down decomposition and attract pests such as rats and flies, which can cause bad smells and spread diseases.
8. Mulching is important because it:
Prevents soil erosion
Keeps the soil moist
Adds nutrients to the soil as it decomposes
Controls weeds
Protects soil from extreme heat or cold
9.
 - a. An organic pit is a hole dug in the ground for dumping biodegradable waste to decompose and form organic manure.
 - b. Vegetable peels
Fruit remains
Dry leaves
Eggshells
Animal droppings
(Accept any correct answers)
 - c. Sukuma wiki (kale)
Spinach
Onions
(Accept any correct answers)
10. Plastic and glass bottles should not be dumped in organic pits because they do not decompose and can harm the environment or injure people when handling the compost.
11. Sorting waste before putting it in the waste pit is important because it:
Separates biodegradable from non-biodegradable waste
Helps make good quality compost
Prevents pollution
Protects people and animals from harmful or sharp objects
Makes recycling easier
(Accept any correct answers)
12. Turning or mixing the compost heap regularly helps in the quick rotting of the compost by allowing air to reach all parts of the heap.
13. The organic waste pit improves the soil by:
Adding nutrients to the soil when the waste decomposes
Improving soil texture and making it easier to work with

Increasing soil moisture retention
Encouraging the growth of soil organisms like earthworms, which help soil fertility
(Accept any relevant answers)

14. Beans

Peas

Groundnuts

Green grams

Cowpeas

(Accept any correct answers)

B. Water Conservation

1. Water conservation refers to the practices implemented to use water efficiently, minimise waste and protect water resources in agricultural activities.

2. The process of watering crops when there is no rain is called irrigation.

3. Mulching.

4. Water conservation is important to farmers because it:

Ensures crops have enough water during dry seasons

Improves crop yields

Reduces water bills or pumping costs

Prevents soil erosion and nutrient loss

Ensures water is available for future farming activities

(Accept any correct answers)

5. a. Cover cropping involves growing plants like grass or legumes to cover the soil and reduce water loss through evaporation and prevent soil erosion.

b. Shading involves providing shade to plants hence reducing water loss through transpiration.

c. Mulching involves placing dry grass, leaves or crop remains around plants to retain soil moisture, control weeds, and prevent erosion.

6. Mulching conserves water in farming by reducing evaporation of water from the soil.

7. Water is conserved in a nursery bed by:
Mulching to reduce evaporation

Watering in the morning or evening to reduce water loss through heat

Shading the bed to protect it from direct sunlight

Using watering cans to avoid wastage

Planting in rows to allow even watering and reduce runoff

(Accept any correct answer)

8. Dry grass

Dry leaves

Crop remains (like maize stalks)

(Accept any correct answer)

9. Beans

Clover

(Accept any correct answers)

10. Moisture

11. a. Shading

b. Banana leaves, palm fronds or plastic sheets.

12. Drip irrigation

13. Reduces evaporation of water from the soil

Keeps the soil cool for better plant growth

Protects young plants from strong sunlight

Helps retain soil moisture for longer periods

(Accept any correct answers)

14. Ensures plants have enough water during dry seasons

Reduces water wastage

Lowers water bills or use of stored water

Keeps soil moist for healthy plant growth

Improves yield of vegetables

(Accept any correct answers)

15. a. Sticks or poles

String or rope

Grass, banana leaves or plastic sheets

Hammer or digging tool (for fixing poles)

- b. Clear the area around the garden or seedlings
Mark and dig holes at the corners or sides of the garden
Fix the poles firmly into the ground
Tie string or rope across the top of the poles to create a frame
Place grass, banana leaves or plastic sheets over the frame to provide shade
Ensure the shade allows some sunlight to pass through

- c. Use strong poles to avoid collapse
Make sure the shading material is secure to prevent it from being blown by wind
Avoid covering the plants completely
Work carefully with tools to prevent injury
Check for pests hiding in shading materials like grass or leaves

16. Use clean and dry materials to avoid introducing pests or diseases.
Wear gloves to protect your hands from sharp objects or insects.
Avoid piling mulch too close to plant stems to prevent rotting.
Do not use plastic or harmful materials that may block air or harm the soil.
Check mulch regularly for signs of pests or mould.

C. Conserving Wild Animals

1. Monkeys
Squirrels
(Accept any correct answers)
2. Using scarecrows or noise-making objects to scare them away
Building fences or nets around the crops
Planting crops they dislike around the garden as a barrier
Using harmless repellents
3. Help in pollination and seed dispersal
Control pests by feeding on harmful insects
Maintain balance in the ecosystem
Attract tourists, which brings income
Provide learning opportunities for education and research
(Accept any correct answers)
4. Destroying their habitats through deforestation
Killing them for food or fun
Using harmful chemicals like pesticides
Setting traps or snares
Starting bush fires
Polluting the environment with waste and plastics
(Accept any correct answers)
5. Wire mesh
Wooden poles
6. Chilli (pepper)
Garlic
Onions
(Accept any correct answers)
7. Monkey.
8. Mole
9. Gloves
Gumboots
Overalls
10. Eating or uprooting crops in the farm
Digging holes or tunnels that damage plant roots
Attacking or spreading diseases to domestic animals
11. Educating people on the importance of wild animals.
Creating safe boundaries or wildlife zones to reduce conflict between humans and animals.

12. a. Monkeys and birds
b. Squirrels and monkeys
13. Protects human life by preventing injuries or diseases that may result from dangerous encounters with wild animals.
Protects wild animals by ensuring animals are not harmed or killed, helping preserve biodiversity and the environment.
(Accept any relevant answers.)
14. Scarecrow
A scarecrow helps scare away wild animals and birds from farms without harming them. This allows farmers to protect their crops while also keeping the animals safe, promoting peaceful coexistence and wildlife conservation.
15. They protect the animals from injury or death, helping conserve wildlife.
They are safer for humans, avoiding dangerous confrontations.
They maintain the balance of nature, as every animal plays a role in the ecosystem.
They prevent cruelty, promoting humane treatment of animals.
They are legal and environmentally friendly, unlike harmful traps or poisons.
(Accept any correct answers.)
16. a. Old clothes or materials (for scarecrows)
Sticks or poles
Ropes or strings
Chilli or pepper
Garlic and onions (repellent crops)
Metal tins, bells or containers (for making noise)
Dry leaves or grass (for smoke)
Matches or lighters
Gloves and overalls (protective gear)
(Accept any correct answers.)
b. Collect dry leaves, grass or wood from safe sources.

- Choose a safe location away from buildings and crops to light the fire.
Set up small, controlled fires in raised metal containers or dug fire pits.
Add damp leaves or green materials to produce thick smoke.
Ensure smoke is blowing in the direction of the area to be protected.
Stay nearby and monitor the fire to avoid spreading.
Put out the fire completely after use.
- c. Wear protective gear like gloves and gumboots
Keep water or sand nearby in case of fire emergencies
Avoid using smoke near children, the sick or animals
Do not leave fires unattended
Use smoke only in open and well-ventilated areas
Ensure the materials used are safe and non-toxic
17. Conserving wild animals means protecting and caring for wild animals and their habitats so they can continue to live and grow naturally. In the context of living better with them, it involves using peaceful, safe and non-harmful methods to prevent conflict, while respecting their role in the environment and ensuring both humans and animals benefit and stay safe.

Food Production Processes

A. Growing Vegetables

1. Watering regularly
Weeding the garden
Applying manure or fertilizer
2. ii. Make furrows
v. Place seeds on furrows
iv. Cover seeds with soil
iii. Water the nursery bed
i. Mulch the nursery
3. To prevent the spread of diseases to healthy seedlings.
4. extra seedlings
5. Thinning
6. Mulch
7. Rake, trowel
8.

Vegetable crop	Maturity level
Onion	Heads become firm
Tomatoes	Change in color
Cabbage	Increase in size
Spinach	Drying of leaves
9. Provide vitamins and minerals that help keep us healthy.
Boost the immune system to fight diseases.
Help with digestion because they are rich in fiber.
Keep the skin healthy.
Give energy and help the body grow properly.
(Accept any correct answers)
10. Asses the learner's presentation
11. vitamins, minerals
12. Prevents injuries while using tools.
Protects the vegetables from diseases and pests.
Avoids contamination by using clean water and materials.

Ensures healthy and safe food for the family.
Promotes good hygiene and proper handling of crops.

13. Shade
A shade protects young vegetable seedlings from direct sunlight, heavy rain and strong winds, helping them to grow strong and healthy. It also helps to conserve moisture in the soil, making it easier for the plants to survive, especially during hot weather.
14. Sorting seeds before planting helps improve the effectiveness of vegetable growing by:
Selecting healthy and strong seeds, which are more likely to germinate and grow well.
Removing damaged or diseased seeds, which may not grow or could spread diseases.
Ensuring uniform growth, as similar seeds germinate at the same time and grow evenly.
Increasing crop yield, because only the best seeds are planted.
15. Watering regularly.
Weeding to remove unwanted plants.
Shading to protect from strong sunlight.
Thinning to prevent overcrowding.
Removing diseased or weak seedlings.
Applying organic manure or compost.
(Accept any correct answers.)
16. a. Hoe
Rake
Jembe
Watering can
Seeds
Manure or compost
Mulching materials (dry grass or leaves)
Pegs and string (for marking)
(Accept any correct answers.)

b. Select a suitable site with good sunlight and drainage.

Clear the land by removing weeds, stones and plant remains.

Dig and level the soil to loosen it for easy root growth.

Mix manure or compost with the soil to add nutrients.

Make shallow furrows in rows for placing the seeds.

Sow the seeds evenly in the furrows

Cover the seeds lightly with soil.

Water the bed gently using a watering can.

Mulch the nursery bed to retain moisture and protect seeds.

c. Wear gloves and gumboots to protect hands and feet.

Handle tools carefully to avoid injury.

Avoid bending for too long to prevent back strain.

Wash hands after handling soil or manure to maintain hygiene.

17. Choose a clean container with small holes at the bottom for drainage.

Fill the container with well-mixed soil and compost or manure.

Level the soil and make shallow furrows using a stick.

Sow the vegetable seeds evenly in the furrows.

Cover the seeds lightly with soil.

Water gently using a watering can or bottle with small holes.

Place the container in a shaded area and mulch if necessary to retain moisture.

18. Provides vitamins and minerals that keep the body healthy.

Improves immunity and help fight diseases.

Are a source of food for domestic animals like rabbits and goats.

Helps reduce the cost of buying food.

Can be sold to earn income

Supports a balanced diet for families and livestock.

(Accept any correct answers.)

B. Uses of Domestic Animals

1. Donkey, camel

2. Oxen

3. Fish

4. poultry.

5. goat

6.

Cat

Kills rat and mice.

Donkey

Transport goods

Fish

Source of protein

Cow

Source of meat.

7. camel

8. Manure

9. Milk

Meat

Skin

10.

Domestic animal	Use
Bees	Produce honey
Rabbit	Source of protein
Sheep	Produce wool Source of protein(mutton)

11. draught

12. water

C. Preservation of Cereals and Pulses

1. Sun drying

Using ash.

Storing in airtight containers

Smoking.

Use of natural repellents like neem leaves.

2. Spread the cereals or pulses on a clean surface like a mat or tray.
Place them under direct sunlight for several hours or days.
Turn them regularly to ensure even drying and prevent mould.
3. Ash repels insects and prevents pests from damaging the grains.
4. The cereals were not completely dry before storage, causing mould or rot.
5. It prevents food loss, ensures availability during dry seasons and reduces hunger in times of shortage.
6. Sun drying removes moisture, which helps prevent spoilage naturally without adding anything to the food.
7. Wash hands and tools before handling cereals.
Use clean containers and surfaces for drying and storing.
Keep the drying area free from dust and animals.
8. It uses natural, locally available materials and does not require chemicals or machines.
9. To protect the skin from irritation and maintain hygiene during food preservation.
10. a. Cost-free and natural, removes moisture that causes spoilage.
b. Protects cereals from air, moisture, and pests, keeping them fresh longer.
11. Prevents entry of air, moisture and pests, keeping the food dry and safe.
Maintains freshness for a longer time.
12. Clean mats or trays.
Rake or stick for turning.
Covering material (like a net or cloth) to protect from dust or animals.
13. Ash is sprinkled on dry cereals to repel pests naturally.
Airtight containers seal the cereals and keep out air, moisture and pests.
Ash is a traditional method, while airtight containers are modern and reusable.
14. Dry cereals on clean surfaces only.
Protect them from dust and animals.
Bring them indoors in the evening to avoid moisture.
15. Ensure the cereals are well dried.
Mix clean, cool ash with the dried cereals.
Store the mixture in clean containers or sacks.
16. Dry the cereals completely.
Clean and dry the container.
Place the cereals in the container and seal it tightly.
17. Prevents contamination and spoilage.
Keeps the food safe and healthy for consumption.
18. Prevents food loss, ensures availability during dry seasons and improves food security at home and in the community.
19. Name of the cereal or pulse.
Date of storage.
Preservation method used.
20. a. Face mask
b. A face mask prevents inhaling ash particles, which can cause coughing, breathing problems or irritation to the nose and throat.

D. Food Nutrients

1. a. Goitre
b. Kwashiokor
c. Marasmus
2. Provide energy for the body to carry out daily activities.
3. Provide energy.
Keep the body warm.
Protect internal organs.
4. goitre.

5. Help the body fight diseases.
Support healthy growth and development.
6. Helps in planning balanced meals.
Ensures the body gets all the nutrients it needs for health and growth.
7. Seda
8. They strengthen the immune system, helping the body fight diseases and stay healthy, while foods high in fats can lead to weight gain and increase the risk of lifestyle diseases like heart problems.
9. Eat a variety of foods from all food groups—carbohydrates, proteins, vitamins, minerals and fats.
Include fruits and vegetables in every meal for vitamins and minerals.
Avoid eating too much sugary and fatty food.
Drink clean water and eat clean, well-cooked food.
Have regular meal times to support healthy growth and energy.
(Accept any correct answers.)
10. a. Chicken
b. Chicken is important because it is rich in protein, which helps in body growth, repair of tissues and building strong muscles.
11. Spinach – Rich in vitamins and minerals (like iron and vitamin A)
Nuts – Rich in proteins and healthy fats.
12. a. Provide energy.
b. Build and repair body tissues.
c. Provide energy and help keep the body warm.
13. Eat fats in small amounts.
Choose healthy fats (like from nuts or fish) instead of fried or processed foods.
14. Cook protein-rich foods properly to kill germs and avoid food poisoning.

15. Eggs
Beans
Meat
16. Carrots (rich in vitamin A)
17. Nutrient deficiency is when the body does not get enough of a certain nutrient.
It can cause poor growth, weakness and diseases.
Example: Lack of vitamin C can cause scurvy, which shows symptoms like bleeding gums, tiredness and weak immunity.
18. carbohydrates.

E. Cooking Food

1. Place fatty food (like meat or sausage) in a pan without adding extra oil.
Cook over low to medium heat to allow the fat in the food to melt and cook it.
Turn the food occasionally until it is evenly cooked and browned.
2. Fries
Samosas
3. Dry fat drying uses less fat, making the food healthier.
Dry fat drying reduces oil waste and is more economical.
4. Heat oil in a deep pan or pot.
Gently place the food into the hot oil using a slotted spoon or tongs.
Turn the food as needed and remove when golden brown, then drain excess oil.
5. Ivy: Pan fried beef steak in low heat without additional oil.
6. To prevent hot oil from splashing, which can cause burns or fires.
Ensures safety in the kitchen and avoids accidents.
7. a. Fries - Deep frying.
b. Donuts - Deep frying.
8. Uses little or no added oil, making it healthier.

Saves cooking oil, making it cost-effective.
Enhances the natural flavor of fatty foods.

9. Do not leave hot oil unattended to avoid fires or accidents.
10. Bacon
Sausages
Fatty beef cuts
(Accept any correct answers.)
11. No, dry fat frying uses the fat within the food itself to cook it, so the food is not submerged in oil like in deep frying.
12. True – Excessive smoking from the oil is a sign of overheated oil during deep frying.
13. Skimmer
It is used to safely remove food from hot oil while allowing the excess oil to drain through the holes.

Hygiene Practices

A. Good Grooming Practices

1. Wear clean, well-ironed clothes, such as a suit or dress.
Neat hair, trimmed nails and well-polished shoes.
Avoid strong perfumes and keep jewelry simple and elegant.
2. Wear comfortable clothes, like a T-shirt and trousers.
Use sturdy shoes or hiking boots.
Tie hair neatly, apply sunscreen and carry a hat or cap for sun protection.
3. Good grooming helps a person feel clean organized and presentable, which boosts confidence in social and academic settings. It shows self-respect and makes others take you seriously.
4. Wearing clean and neat clothes when attending events or visiting others.
Maintaining personal hygiene, such as brushing teeth and bathing regularly.
5. Use grooming tools carefully and clean them regularly to avoid infections or injuries.
6. Job interviews.
School functions or presentations.
Religious services or ceremonies.
7.
 - a. belt
 - b. comb
 - c. nail cutter
8.
 - a. Formal clothing such as a suit, dress shirt/blouse and closed shoes.
 - b. Neatly combed hair, trimmed nails, clean face, light or no perfume and minimal accessories.
9. Chew with your mouth closed.
Say “please” and “thank you” when requesting or receiving food.
Wait for others to be served before starting to eat.
(Accept any correct responses.)
10. It shows respect for the event and the people involved.
It builds self-confidence and makes you feel comfortable.
It helps create a positive impression.
11.
 - a. T-shirt, jeans or shorts and comfortable shoes or sandals.
 - b. Modest clothing such as a dress, long skirt or trousers with a blouse/shirt.
12. Shows you are responsible and organized.
Makes others feel comfortable and confident around you.
13.
 - a. Sportswear such as a T-shirt, track pants or shorts and running shoes.
 - b. Hair tied back, clean body, short nails and use of sunscreen if outdoors.
14. Brushing teeth twice daily.
Bathing regularly with clean water and soap.
15. False
Good grooming is not only about physical appearance, but also includes personal hygiene, cleanliness and respectful behavior, all of which affect how others see and relate to you.
16. Etiquette is the set of polite behaviors and manners expected in social settings.
It is significant in good grooming because it helps one interact respectfully, builds

confidence and creates a positive impression in different environments.

17. a. Comfortable, modest clothing such as a T-shirt, trousers or skirt and closed shoes.
- b. Neat hair, clean clothes, trimmed nails and minimal accessories to stay practical and safe.

B. Home Hygiene

1. Glass
Wooden
Tiled
Cemented
Earthen
2. Dust the surface with a soft cloth.
Spray glass cleaner or soapy water.
Wipe using a dry, lint-free cloth or newspaper for a streak-free shine.
3. To avoid damaging the wood finish and to protect the surface from scratches and stains.
4. Easy to clean and maintain.
Resistant to water and stains.
Durable and long-lasting.
5. To remove dust and germs.
To prevent insects and pests.
To maintain a healthy living environment.
6. Sweep the floor thoroughly.
Sprinkle water lightly to settle dust.
Apply a layer of cow dung mixed with water for sealing and smoothness.
7. Sweep to remove dust and dirt.
Mop using water and appropriate cleaning detergent.
8. Avoid slipping by wearing non-slip shoes and drying the floor immediately.
9. Allows more natural light into the home.
Improves the appearance of the room.
Reduces germs and fingerprints for better hygiene.
10. Prevents buildup of dust and pests.
Preserves the wood's shine and quality.
Extends the lifespan of the furniture or surface.
11. Keep every area tidy and well-maintained.
Take responsibility for cleaning shared spaces.
Clean regularly to avoid buildup of dirt.
12. Mild floor detergent.
Disinfectant solution.
13. Removes bacteria, food stains and grease in kitchens.
Prevents mold and soap scum in bathrooms for a healthier space.
14. a. Soft cloth or squeegee.
b. Damp cloth or soft brush.
c. Broom and cow dung mixture.
d. Mop and bucket.
e. Sponge or floor cloth.
15. Removes dust, mold and pet dander, which trigger allergies and asthma.
16. They can scratch or dull the tiles.
May wear down protective coatings over time.
17. True
Regular cleaning of cemented floors removes moisture and dirt, which prevents mold and mildew growth.
18. Prevents cross-contamination and ensures each surface is cleaned safely and effectively.
19. Promotes good health, responsibility and self-discipline.
Prevents the spread of diseases.
Encourages respect for shared spaces.
20. Reduces dust and pests.
Creates a safe and neat living environment.
Prevents bad odours and infections.

C. Laundering Cotton Items

1. a. White coloured cotton
b. Fast coloured cotton
2. Soak the shirt in warm water with detergent.
Gently scrub stained areas, rinse thoroughly.
Use mild bleach if needed, rinse again and air-dry in direct sunlight.
3. To prevent colour transfer and keep whites from becoming dull or stained.
4. Gentler on fabric, preventing damage.
Safer for the environment and skin
5. To prevent colour bleeding onto other clothes.
To maintain the brightness of the coloured items.
To preserve fabric quality and avoid staining whites.
6. Wash separately in cold or lukewarm water.
Use a mild detergent for coloured clothes.
Rinse well and dry in shade.
7. a. Omo Extra Fresh
Ariel Handwash Powder
b. Sunlight Color Care
Persil Color
8. To follow correct washing instructions and prevent shrinking, fading or damage.
9. Wear gloves and use in a well-ventilated area to avoid skin irritation or inhaling fumes.
10. Prevents shrinking.
Saves energy and money.
Is gentler on the fabric.
11. Wash clothes with clean water and detergent.
Dry clothes thoroughly before wearing or storing.
12. Visible dirt or stains
Unpleasant odour
13. To remove detergent residue that may cause skin irritation.
14. False
Explanation: Fast coloured cotton items should not be washed in hot water as it can cause colours to fade or bleed.
15. To prevent mould and mildew that can cause odours and health issues.
16. Hand wash in cold or lukewarm water using mild detergent.
Avoid wringing; gently squeeze out water.
Dry flat or hang in shade.
17. T-shirts with prints
Jeans
(Any correct answer.)
18. It removes bacteria, sweat and allergens that may cause skin irritation or rashes.
19. To prevent fading and preserve the vibrancy of colours.

Production Techniques

A. Repairing Garments

1. a. Back stitch
b. Running stitch
2. Thread the needle and knot the end of the thread.
Insert the needle from the inside of the fabric and pull it through.
Make one small stitch forward, then bring the needle back behind the end of the first stitch.
Repeat by stitching forward and then back into the previous stitch to create a strong seam.
3. It creates a strong, tight and durable seam that holds the fabric securely.
4. Quick and easy to do.
Uses less thread.
Neat and clean finish for light repairs.
5. Saves money by avoiding new purchases.
Reduces waste, helping the environment.
Extends the life of clothes.
6. Thread a needle with matching thread and knot the end.
Align the torn edges and stitch forward in evenly spaced lines.
Tie a secure knot at the end and trim excess thread.
7. Makes the repair less visible and preserves the garment's appearance.
8. Handle the needle carefully and store it safely after use to avoid injury.
9. Restores the garment's use.
Saves money on replacements.
Teaches useful life skills.
10. Back stitches provide extra strength, especially for garments worn often, preventing further damage.

11. Loose threads or open seams.
Visible holes or tears.
12. It prevents the stitch from coming undone, keeping the repair firm and lasting.
13. School uniforms
T-shirts
Trousers
14. Easily come undone.
Look untidy and may not hold the fabric securely.
15. Encourages money-saving habits.
Promotes responsible clothing use and care.
Instills self-reliance and problem-solving skills.
16. True
The back stitch is strong and durable, making it ideal for repairing small tears and gaps in fabric securely.
17. The sewing tool improves both safety and efficiency during hand sewing.

B. Constructing Innovative Gardens

1. Cut holes in the sides of clean plastic bottles.
Fill the bottles with soil and place plants inside.
Hang or stack the bottles on a wall or frame using strings or wires.
2. Easy to water and maintain.
Can grow many crops in rows.
Suitable for crops with deep roots.
3. They save space by growing plants upwards instead of spreading on the ground.
4. Fill sacks with soil and place them on the ground.
Make holes in the sides and top for planting.
Plant seedlings and water them regularly.

5. Spinach
Strawberries
6. Plastic bottles
Wooden frames
Wires or ropes
7. Use a watering can or drip irrigation.
8. Saves water.
Delivers water directly to the plant roots.
9. Plants absorb carbon dioxide and release oxygen, making the air cleaner.
10. Cabbage
Carrots
Onions
11. Easy to access and harvest.
Saves space and adds beauty.
12. Water the plants regularly.
Remove weeds and check for pests.
13. To prevent soil exhaustion and reduce plant diseases.
14. Helps plants climb and grow upright.
Prevents the plants from falling or breaking.
15. False
Vertical gardens can be used to grow both flowers and vegetables.
16. Prevents water from collecting and causing root rot.
17. Improves drainage.
Keeps soil warm.
Makes planting and weeding easier.
18. Plants need sunlight for photosynthesis and healthy growth.
19. Beans
Peas
Passion fruit
20. Adds nutrients to the soil.
Improves soil texture.
Helps plants grow strong and healthy.

Assessment Test 1

1.

Crops	Part eaten
millet	seeds
arrowroots	root
cabbages	leaves
tomatoes	fruit
2. Oil or grease them regularly to prevent rust and ensure smooth movement..
3. Prevents food from absorbing too much oil. Ensures the food cooks evenly and becomes crispy.
4. Vegetable peels, fruit remains, dry leaves, grass clippings, animal manure.
5. Monkeys
Squirrels
6. Make loud sounds or gently chase it away without harming it.
7. Prevents soil erosion.
Controls weed growth.
Keeps soil cool and adds nutrients when it rots.
8. i. Root vegetable
ii. Leafy vegetable
b. Q – Kales
9. Uses less oil, making the food healthier.
10. Removes excess oil and makes the food less greasy.
11. Shows respect and avoids offending others in different social or cultural settings.
12. a. Spray glass cleaner or vinegar
Wipe with a soft, dry cloth or newspaper.
b. It leaves the glass shiny and streak-free.
13. Kitchen counters
Bathroom sinks
14. Helps choose the right cleaning method and products to avoid damage and maintain hygiene.
15. Repairing clothes saves money, extends their use and keeps you looking neat.

Assessment Test 2

1. Clean container, dry ash and scoop/spoon.
2.
 - a. Cow
 - b. Female
 - c. It has an udder for producing milk.
3. Uprooting
4. Pruning
5. Compost pit
6. Spinach
Sukuma wiki (kales)
Onions
7.
 - a. Removing unwanted plants (weeds) from the garden.
 - b. Replacing dead or missing seedlings with new ones.
 - c. Removing extra seedlings to give space for others to grow well.
8. Trowel, sprayer
9. Keeps the body clean and healthy, prevents bad smells and diseases.
10. Wearing clean clothes.
Keeping hair neat and tidy.
Trimming nails and brushing teeth regularly.
11. Sort by colour and wash separately.
Use cold or lukewarm water with mild detergent.
Rinse thoroughly and dry in the shade.
12. Removes dirt, sweat and germs.
Prevents skin infections and allergies.
Keeps clothes smelling fresh and looking neat.
13. Coloured towels
Bedsheets
T-shirts
14. Soak in warm water with detergent.
Use mild bleach or lemon juice for stains.
Scrub gently and rinse thoroughly.
Dry in direct sunlight.
15. Thread the needle and knot the end.
Align the torn edges of the fabric.
Sew small, even stitches along the tear.
Tie a knot at the end and cut the thread.

Assessment Test 3

1. Ensure the container is clean and dry.
Store in a cool, dry place away from direct sunlight.
2. Water conservation
3. Strengthen bones and teeth.
Support muscle function and keep the body healthy.
4. Cow
Goat
Chicken
5. Using scarecrows.
Fencing the farm.
Planting repellent crops like chilli.
6. Clay soil
7. Mutton
8. Uses little oil
Makes food crispier and healthier
Preserves the natural taste of food
9. Irrigation (watering crops).
Giving animals drinking water.
Cleaning tools and animal shelters.
10. Compost manure
11. Help build and repair body tissues.
Support growth and development.
12. Bathe daily and wear clean clothes.
Keep hair neat and nails trimmed.
13. Causes fading of colour.
Can shrink or damage the fabric.
14. Makes clothes soft and easier to iron.
Leaves a pleasant smell.
15. Helps detect pests or diseases early.
Ensures plants are growing healthy and getting enough water and nutrients.

Assessment Test 4

1. Watering can
2. Weeding
3. a. Poisoning monkeys is harmful to the environment and other animals.
b. Using scarecrows.
Fencing the farm with wire or nets.
c. Cobs
4. Shoes, belts and bags
5. Jembe (hoe)
Spade
Wheelbarrow
6. A small, prepared area where seeds are planted and cared for until they are ready to be transplanted.
7. Kwashiorkor
8. Using scarecrows
Planting repellent crops like chillies
Fencing the farm
9. Provides the body with all the nutrients it needs to stay healthy.
Prevents diseases like kwashiorkor (protein deficiency) and goitre (iodine deficiency).
10. False.
Some fats like omega-3 in fish and nuts are healthy and support brain and heart health.
11. Allows fresh air in and removes bad smells.
Reduces moisture and prevents mould growth.
12. Removes dust and dirt that can make the floor muddy when wet.
13. Dust with a dry cloth.
Wipe with a damp cloth using mild soap.
Dry with a clean soft cloth.
14. Thread a needle with matching thread
Knot the end of the thread
Sew small back stitches along the hemline
Knot securely at the end and cut the thread.

15. Reduces waste in the environment
Saves money by reusing available materials
Promotes creativity and sustainability

Assessment Test 5

1. Dry the cereals or pulses properly.
Clean the airtight container.
Put the dry cereals or pulses into the container.
Seal the container tightly to keep out air and moisture.
2. Cutting down trees (deforestation)
Overgrazing by animals
3. At the bottom of slopes
Near water channels or rivers
In ditches or gullies
4. Clean and sort the cereals or pulses
Spread them thinly on a clean mat or surface under the sun
Turn them regularly to ensure even drying
Store them when completely dry
5. Squirrels
Monkeys
6. To add nutrients to the soil
To improve soil fertility for better plant growth
7. a. pumpkin leaves
b. Black nightshade (Managu)
8. It prevents water from evaporating by covering the soil.
9. a. Fibre helps in digestion by preventing constipation and keeping the digestive system healthy.
b. Vegetables
Whole grains
Fruits
10. It shows respect, cleanliness and good manners when interacting with others.
11. Sweep or vacuum the surface first.
Mop with warm water and mild detergent.
Dry the surface to avoid slipping.

12. It prevents diseases caused by germs and pests.
It creates a comfortable and safe space for the family.
13. It prevents waterlogging and root rot in plants.
14. Use recycled materials like plastic bottles or containers.
Place gardens where they can get enough sunlight.
15. To prevent the garment from tearing and ensure it lasts longer.

KPSEA Sample Assessment

1. b. Spinach
2. c. ii, v, iv, i, iii
(Make furrows, Place seeds, Cover seeds, Mulch Water)
3. c. Helps body grow and repair muscles
4. b. Running stitch
5. b. Excessive smoking from the oil
6. b. Wood cleaner
7. b. Uses less water
8. c. Supplying energy
9. a. Recovered soil requires less fertiliser
10. b. Uses less oil, reducing fat content
11. b. Ostrich
12. a. Wearing clean and ironed clothes
13. b. Cow
14. d. ii, iv, i, iii
(Select and cut fruits, Extract seeds, Wash seeds , Sun dry)
15. a. Watering
16. b. Colour safe detergent
17. c. French fries
18. a. Mulch
19. c. Makes us prone to diseases
20. d. Hill top
21. c. Hare
22. a. Mirror
23. c. Talking while eating
24. b. Pale skin
25. a. Plastic bags
26. c. Suit
27. b. Oil
28. a. Planting too many crops in one area
29. b. Planting crops that cover the soil
30. c. Bilharzia



Christian Religious Education

Creation

A. My Purpose

1. b. God rewards faithfulness
2. A talent is a special ability or gift that God gives us to use for good.
3. b. ability
4. bathroom
5. c. Serve God and benefit others
6. a. Faithfulness
b. Responsibility
7. Singing, drawing, public speaking
8. By helping in music groups, participating in drama or leading others in prayer and teamwork.
9. By practicing regularly, joining clubs or teams and seeking guidance from teachers and mentors.
10. A man went on a journey and gave his three servants some talents (money). One received five, another two and the last one got one—each according to his ability. The first two servants used their talents wisely and doubled them. But the third servant hid his talent in the ground. When the master returned, he praised the first two for being faithful and gave them greater responsibility. The third servant was punished for being lazy and wasting his chance.
11. Because they help us serve others, grow in confidence and fulfill God's purpose for our lives.
12. Plans to prosper us and not to harm us, plans to give us hope and a future.
13. He buried it in the ground and did nothing with it.

14. He was praised by his master and given greater responsibilities.
15. A learner can join school clubs, sports teams, music or drama groups, church choirs or competitions to practice and grow their talents.

B. Work

1. Responsibility is doing what you are expected to do and being accountable for your actions.
2. Child rights are special rights that all children have to help them grow, be safe and be treated fairly.
3. all living things and the earth.
4. a. Sweeping the house
b. Washing dishes
c. Doing homework
d. Cleaning the classroom
5. By planting trees, picking up litter, creating awareness through songs or drawings and not polluting.
6. Child labour is when children are forced to do hard work that is harmful to their health, education or development.
7. a. I can advise him to talk to a teacher or report to a children's officer for help.
b. He becomes tired, misses school or is unable to concentrate and perform well in class.
8. a. Poverty
b. Lack of education
c. Ignorance of child rights
d. Orphanhood
9. To teachers, police officers, children's departments or child helplines.

10.
 - a. Freedom to play
 - b. Freedom to learn
 - c. Freedom to express themselves
 - d. Freedom to worship
11.
 - a. Domestic work
 - b. Farming
 - c. Street hawking
12.
 - a. The story of Adam and Eve.
 - b. i. Obedience – They disobeyed God's command not to eat from the tree of knowledge.
 - ii. Self-control – They gave in to temptation and ate the forbidden fruit.
 - iii. Trust – They did not fully trust God's instructions and chose to listen to the serpent instead.
 - c. i. Work is part of God's plan for human beings – God gave Adam the responsibility to take care of the Garden of Eden.
 - ii. Disobedience can make work difficult – Because of their sin, God said that work would become hard and painful for them.
13.
 - a. Take care of animal
 - b. Protect the environment
 - c. Multiply and fill the earth
14. 18 years.
15.
 - a. Death of parents
 - b. Neglect or abandonment
 - c. Being separated from family
 - d. Hunger or lack of basic needs

C. The Fall of Man

1. It means listening to and following what they tell you.
2. Snake
3. The snake told Eve she would not die and would become like God.
4. Disobedience has consequences; We should listen to God.

5. Sin
6. Adam, Eve
7. Because they were ashamed after disobeying God.
8. To stay safe, to live in peace, to make God and others happy.
9. To take care of it and enjoy its fruits.
10. I obeyed my teacher by doing my homework on time.
(Accept any relevant answer.)
11. They were punished and sent out of the Garden of Eden.
12. True
13. Because they take care of us and guide us.
14. Helping with chores, doing homework, respecting elders.
15. Punishment, shame, separation from others.

D. Family Unity

1. Working together and living in peace.
2. Love, respect and good communication.
3. Brings peace; Strengthens relationships.
4. kind, forgive
5. Help with chores and pray for her sister.
6. Obeying parents, sharing, being kind.
7. By loving them, providing for their needs and spending time with them.
8. Fighting, lack of communication, selfishness.
9. Washing dishes, sweeping the house, cleaning my room.
10. Compose a song
11. True
12. Laziness
13. Love
14. Unity
15. Sickness, lack of money

The Bible

A. The Bible as a guide

1. A holy book that contains God's word.
2. It teaches what is right and wrong.
3. d. swimming pool
4. Because it gives direction in life.
5. To know God better and grow spiritually.
6. In prayer, worship and preaching.
7. Reading it carefully, not placing it on the floor, keeping it clean.
8. The Bible
9. 66
10. For example: John 3:16
(Accept any other relevant answer.)
11. Learn about God, gain wisdom, grow in faith.
12. Genesis, Exodus, Leviticus, Numbers, Deuteronomy
13. Honesty, kindness

B. Bible Stories

1. Silver and gold I do not have, but what I have I give you: In the name of Jesus Christ of Nazareth, walk.
2. Staying strong and trusting God even during hard times.
3. Help the woman carry the bags.
4. Faith in Jesus
5. Courage, kindness, compassion
6. To overcome challenges, to be a good example, to receive God's blessings
7. Example: I refused to join my friends in cheating during exams because I believed it was wrong.
(Accept any other relevant answer.)
8. Have faith in God, help others, be bold in

sharing God's word.

9. The priests, Sadducees and temple guards
10. We must obey God rather than men.
11. Peter and John went to the temple and saw a lame man at the gate. He asked for money, but Peter healed him in Jesus' name. The man walked and praised God. People were amazed and Peter preached to them about Jesus.
12. The Jewish council (Sanhedrin)

C. King Solomon the Wise Ruler

1. Wisdom
2. Help them take turns or suggest they play together.
3. Justice
4. To promote peace and understanding
5. b. Ownership of a child
6. a. He could not tell who the mother of the child was.
7. "The fear of the Lord is the beginning of wisdom and knowledge of the Holy One is understanding."
8. Pray, think carefully and ask for advice.
9. God's guidance
10. Use wisdom when solving problems; Be fair and just.
11. Beginning of wisdom
12. Two classmates both want to lead a group discussion—suggest they take turns or work as co-leaders.
(Accept any relevant answer.)
13. Pray, read the Bible and seek advice from parents or teachers.

D. Noah and his Sons

1. Shem, Japheth
2. a. Obeying them
b. Helping with house chores
3. Offer the seat to the elderly person
4. Respect, obedience, kindness
5. It helps her build good relationships and earn blessings from God and others
6. Compose a poem as instructed.
7. Punishment from God
Broken relationships
8. Shem, Ham, Japheth
9. a. Greeting them politely
b. Helping them with tasks
10. Ham
11. With respect, kindness and care
12. The fifth commandment: "Honour your father and your mother"

E. A Hand Writes on the Wall

1. Being humble and not thinking you are better than others
2. Thinking too highly of oneself and looking down on others
3. Daniel
4. Because he disrespected God by using holy vessels for partying
5. The Medes and the Persians
6. God has numbered your days, you have been weighed and found wanting, your kingdom is divided
7. During Holy Communion, baptisms and weddings
8. Show respect to God
9. Because pride leads to disrespect and losing friends
10. Chalice, offering plate

11. Because it shows kindness and earns respect from others
12. By obeying and praying—It shows love for God and brings blessings
13. God punishes pride; God sees all things
14. By being honest, obedient and helping others without being told

F. Mount Carmel Contest

1. Worship is showing love, respect and honor to God.
2. From morning until evening.
3. He sent fire from heaven to burn Elijah's sacrifice.
4. A bull.
5. They shouted, danced and cut themselves.
6. They bowed down and worshipped God.
7. Elijah.
8. They love possessions, they want to show off, they trust things more than God.
9. The twelve tribes of Israel.
- 10.

True God	False gods
Answers prayers	Do not answer prayers
Has power over all things	Have no power
Is alive	Are made by people

11. Because only the true God is worthy of worship; To teach people the truth; To stop idol worship.
12. It pleases God; It helps others learn the truth; It builds strong character.
13. Faith, courage, honesty.
14. By praying daily, reading the Bible and obeying God's word.

G. The Birth of Moses

1. To save him from being killed by Pharaoh's soldiers.
2. Pharaoh's daughter.
3. Pharaoh's daughter named him Moses, meaning "drawn out of water."
4. By protecting him in the river and letting his own mother raise him.
5. Because God helps us in difficult times and keeps us safe.
6. Kindness, compassion and courage.
7. Help them or report to an adult or authority.
8. His mother, Jochebed.
9. Because Pharaoh had ordered all Hebrew baby boys to be killed.
10. By helping those in need, showing kindness and caring for the helpless.
11. Example: I was scared during a storm, but I prayed and felt safe.
(Accept any other relevant answer.)
12. She was brave, loving and trusted God.
12. To rescue the Israelites from slavery.
13. By obeying Him, praying and not giving up in hard times.
14. God uses ordinary people; Obedience is important; God gives courage; God is always with us.

H. The Call of Moses

1. Doing helpful work for others or for God.
2. Singing, praying, cleaning the church.
3. In the wilderness, near Mount Horeb.
4. A bush was on fire but did not burn up.
5. Example: Yes, my teacher and parents encouraged me.
(Accept any relevant answer.)
6. Because he was afraid to look at God.
7. To go and lead the Israelites out of Egypt.
8. By following God's word; By being honest and faithful.
9. That God can call anyone for His work, no matter their job.
10. It helps grow spiritually and serve others.
11. By praying, reading the Bible and helping others.

The Life of Jesus Christ

A. John the Baptist

1. Repent, for the kingdom of God is near.
2. Honesty, humility
3. Unfair treatment of others in the society
4. Corruption, discrimination, favouritism
5. Sinning and living unjustly
6. To live a righteous life; To treat others fairly
7.
 - a. Social injustice: corruption, stealing, bullying, bribery
 - b. Social justice: kindness, respect, honesty, obedience, fairness
8. Discrimination, child labour, unfair wages
9. Share one pencil with her deskmate
10.
 - a. Honesty – By telling the truth
 - b. Sharing – By lending books or pencils
 - c. Respect – By listening to teachers and classmates
 - d. Social justice – By treating everyone fairly and equally
11. Repent, share with others, do not cheat or steal
12. It helps us grow, become better and be forgiven by God and others
13. By praying, reading the Bible and turning away from sin
14. To feel sorry for your sins and decide to change your ways

B. The Baptism of Jesus Christ

1. Baptism is a Christian practice that shows a person's decision to follow God.
2. By immersion in water or sprinkling, with prayers and blessings.
3. John the Baptist

4. It shows obedience to God and marks the beginning of a new life in Christ.
5. "This is my beloved Son, with whom I am well pleased."
6. By accepting to be baptised like everyone else, even though He was sinless.
7. By listening, helping and respecting my family members.
8. Jesus was baptised, the heavens opened, the Holy Spirit came down as a dove and a voice spoke from heaven.
9. The Holy Spirit
10. Like a dove
11. It means being loved by God and living according to His will.
12. By helping others, being respectful and not boasting.

C. Calming the Storm

1. Nature
2. He rebuked the wind and said, "Peace, be still."
3. Example: I was once very sick and had to go to the hospital.
(Accept any other relevant answers.)
4. Pray and trust Him to save us.
5. Pray, take medicine and rest as advised by a doctor.
6. Poverty, sickness, lack of clean water
7. Praying to God, reading the Bible, trusting in Jesus
8. Sleeping
9. To have faith and trust in Him during tough times
10. Sickness, fear, poverty, family problems
11. They were afraid and thought they would die

12. By speaking to the wind and waves and they became calm
13. God

D. Feeding the Four Thousand

1. A person who lacks basic needs like food, shelter or clothing
2. Floods, drought, fire
3. Donating food or clothes, praying for them or helping clean their homes
4. It shows love, pleases God and makes life better for others
5. Compassion, kindness, generosity
6. Teaching and healing them
7. Seven baskets
8. Three days
9. Example: Yes, I once shared my lunch with a classmate who had none and it made them happy.
(Accept any other relevant answers.)
10. By sharing what little we have, showing kindness and giving our time or help
11. Seven loaves of bread and a few small fish

E. Healing the Paralysed Man

1. His four friends
2. Capernaum
3. Because of the faith of the man and his friends
4. Any prayer composition written is accepted
5. Jesus rewards faith; Jesus cares for the sick; We should help others in need
6. Faith, teamwork, kindness, determination
7. Helping them move around, listening to them, including them in activities
8. I tell my parents or guardian, visit a doctor and pray for healing
9. Heal and forgive sins
10. "Get up, take your mat and go home."

11. Have faith in Jesus; Help those in need
12. Faith can lead to healing and miracles

F. Parable of the Lost Sheep

1. Because he cared for the lost sheep and wanted to bring it back.
2. God loves everyone; God forgives sinners; We should care for the lost.
3. By praying for them, talking kindly to them and inviting them to church.
4. Pray for him, talk to him kindly and invite him to church events.
5. Believers
6. Any written poem is accepted according to the instructions given.
7. True
8. A sinner who has gone astray.
9. Every person is valuable and loved by God.
10. Yes, I felt very happy and thankful.
11. Jesus or God.

G. Sermon on the Mount

1. Humility, mercy, purity, peace-making, hunger for righteousness, meekness, mourning for sin
2. They build trust, kindness and respect among people
3. Pleases God, builds good character, earns respect from others
4. By giving food, clothes or helping them with kind actions
5. By solving conflicts calmly and encouraging others to be kind
6. The peacemakers
7. By being kind, helping classmates and obeying school rules
8. To have clean thoughts, intentions and a sincere heart before God
9. Solving conflicts peacefully; Encouraging kindness among classmates

10. a. Purity – having good thoughts, actions and intentions towards others
- b. Mercy – to pity those who are helpless
- c. Peace – being in harmony with God, oneself and others

H. The Rich Young Man

1. People who lack basic needs like food, shelter or care
2. It shows love and kindness; It pleases God
3. Donating to them what they lack, encouraging and teaching them skills
4. Do not love wealth more than God; Follow Jesus fully
5. It teaches the danger of loving possessions more than God
6. Sin and love for worldly things
7. By praying, reading the Bible and avoiding bad influences
8. Obey God's commandments and follow Jesus
9. Example: I shared my lunch with a classmate who had nothing to eat (Accept a relevant answer.)
10. "What must I do to inherit eternal life?"
11. Sell his possessions, give to the poor and follow Him
12. He went away sad because he had great wealth
13. Example: My video games, because I enjoy them a lot
14. Because he did not want to give up his wealth to follow Jesus

I. The Story of a Friend at Midnight

1. Talking to God.
2. Give her a pencil kindly; it shows kindness and care as a friend.
3. Kindness, honesty, helpfulness.
4. To thank God; To ask for help.
5. To pray always and not give up.
6. Because God answers prayers in His own time.
7. Be persistent; God answers those who seek Him sincerely.
8. Help them kindly or offer support where possible.
9. Midnight.
10. We should pray with persistence and faith.
11. Ask again politely and explain why it's important.
12. Because God hears our prayers and answers them in the best way and time.

The Church

A. The Early Church

1. Togetherness among Christians in faith, love and service.
2. Praying together, sharing meals, helping the needy.
3. Promotes peace, encourages love, builds strong relationships.
4. Helping others, working as a team, avoiding conflicts.
5. Organizing fellowships, preaching love and peace, helping the needy.
6. Love, forgiveness, cooperation, respect.
7. It means belonging to God's family and serving with others.
8. Encourages love and support; Strengthens faith.
9. Praying, singing together, helping the needy.
10. Prayed, ate together, shared their belongings.
11. Builds strong faith, promotes peace, encourages teamwork.
12.
 - a. Unity, Worship, Respect, Joy, Togetherness
 - b.
 - i. Congregational singing and worship
 - ii. Celebrating events together (e.g. Christmas)
 - iii. Involving all age groups in church activities
 - iv. Decorating and preparing the church together
 - v. Encouraging fellowship and participation in worship

B. The Lord's Supper

1. The Lord's Supper is a special meal Christians share to remember Jesus' death and resurrection.
2. Jesus gave thanks, broke bread, shared wine and told the disciples to remember Him.
3. It reminds Christians of Jesus' love, sacrifice and unity with Him.
4. Respect, thankfulness, unity
5. It helps me remember Jesus' love and teaches me to live like Him.
6. By saying thank you, helping others and being content with what I have.
7. The body of Jesus Christ.
8. The blood of Jesus Christ.
9. "This is my body, which is given for you. Do this in remembrance of me."
10. With prayers, reading the Bible, sharing bread and juice/wine among believers.
11. Holy Communion, Eucharist
12.
 - a. Bible reading and prayers
 - b. Blessing of bread and wine
 - c. Sharing bread and wine with believers
 - d. Closing prayers and thanksgiving

C. The Holy Spirit

1. Jesus promised His disciples the Holy Spirit.
2. Wisdom, knowledge, faith, healing, miracles, prophecy, discernment, speaking in tongues, interpretation of tongues.
3. Pastor, bishop, elder.
(Accept any relevant answer.)
4. Preaching, teaching, leading prayers, counseling.
5. It helps believers serve God and others effectively.

Christian Living

6. It teaches patience, kindness and self-control in relationships.
7. By teaching, encouraging, healing and praying for others.
8. By being kind, forgiving, helping and showing care.
9.
 - a. Guides me to do right
 - b. Comforts me in hard times
 - c. Gives me strength to obey God
(Accept any relevant answer.)
10. Love, joy, peace, kindness, patience, goodness, faithfulness, gentleness, self-control
11. By encouraging love, patience and kindness among believers
12. Wisdom
13. By listening, helping, praying and encouraging them
14. Mention a gift of the Holy Spirit. Example: Teaching or helping others (personal gift may vary)

D. Peter's Miraculous Rescue

1. Prayer
2. The church
3. God answers prayers; we should trust God in tough times
4. In the morning, before eating, before sleeping, during church
5. Kneeling, standing, lifting hands
6. Singing worship songs, giving offerings, helping others
7. God hears and rescues those who trust Him
8. Praying earnestly
9. Intercessors
10. An angel of the Lord
11. "Get up quickly"
12. Thanksgiving prayer, intercessory prayer, repentance prayer, petition prayer

A. Friendship Formation

1. A person of the same age or social group
2. The effect that friends can have on how one thinks or acts
3. Kindness, honesty, helpfulness, loyalty
4. Yes. I said no and walked away OR No, I always choose what is right
5. By setting a good example and making right choices
6. They encourage you to do the right thing and support you
7. Lack of guidance, wanting to fit in, peer pressure
8. By being respectful, honest and supportive
9. Playing, studying, sharing stories
10. "I say no, walk away and choose what is right."
11. Lying, stealing, bullying, missing school
12. It can lead you to make bad decisions to fit in or be liked
13. Make a poster as instructed.

B. Human Sexuality

1. Human sexuality is how people experience and express themselves as male or female, including feelings, relationships and body changes.
2. Adolescence is the stage of growth between childhood and adulthood, usually between ages 10 and 19.
3.
 - a. Deepening of the voice
 - b. Growth of facial and body hair
 - c. Broadening of shoulders
4.
 - a. They are praying.
 - b. i. Studying or doing homework together

- ii. Playing games or sports in a group
- 5. By accepting them and practicing good hygiene
- 6. My parents at home and my teacher or school counselor at school
- 7. Christians teach to pray, seek guidance from trusted adults and stay pure
- 8.
 - a. Avoid staying alone in private places
 - b. Set personal boundaries
 - c. Choose good friends
- 9.
 - a. Growth of breasts
 - b. Hips become broader
 - c. Start of monthly periods
- 10. Temple
- 11. I would politely decline and inform my friend I need permission first
- 12.
 - a. Growth of breasts
 - b. Widening of hips
 - c. Start of menstruation
- 13. Bad company
- 14.
 - a. Early pregnancies
 - b. School dropout
 - c. Emotional stress
- 15.
 - a. Hips broaden.

C. Sanctity of Life

1. Because it is a gift from God
2. Because I am wonderfully and fearfully made by God
3. It is harming or taking someone's life wrongfully
4.
 - a. Abortion
 - b. Murder
 - c. War
 - d. Drug abuse
5.
 - a. Being kind to others
 - b. Avoiding fights
 - c. Helping those in need
6.
 - a. Life is given by God
 - b. Everyone deserves to live peacefully
7.
 - a. Praying
 - b. Talking to someone
 - c. Deep breathing or relaxation

8. By caring for others and avoiding violence
9. Make a poster as instructed.
10. God
11. A strong feeling of worry or pressure
12.
 - a. Talking to a trusted person
 - b. Taking deep breaths or resting
13. True
14. By staying calm and talking to a teacher or counselor

D. Alcohol, Drugs and Substance Abuse

1.
 - a. Poor hygiene
 - b. Eating unhealthy food
 - c. Drug abuse
 - d. Lack of exercise
2. Using drugs in the wrong way or without a doctor's advice
3.
 - a. Liver damage
 - b. Poor memory
 - c. Addiction
4. Peer pressure or bad company
5.
 - a. Alcohol
 - b. Bhang
 - c. Cigarettes
6.
 - a. Peer pressure
 - b. Curiosity
 - c. Stress
7.
 - a. Education and awareness
 - b. Avoiding bad company
 - c. Involving in healthy activities
8. They counsel and pray for them
9. Compose a song as instructed.
10.
 - a. To feel accepted
 - b. To escape problems
 - c. Due to peer pressure
11. Talking to a trusted adult or teacher
12.
 - a. Smell of alcohol
 - b. Change in behavior
13.
 - a. Talk openly about drugs
 - b. Set a good example

- c. Monitor their children and their friends
- 14. a. Attending awareness programs
- b. Reading books or watching videos about drug dangers

E. Social Media

1. Online platforms where people share messages, pictures, videos and ideas.
2. a. Facebook
- b. WhatsApp
- c. Twitter (X)
- d. TikTok
- e. YouTube
3. a. Watching Bible stories
- b. Sharing positive messages
- c. Connecting with Christian groups
4. a. Addiction
- b. Cyberbullying
- c. Exposure to bad content
5. Bullying someone through messages, posts or pictures on the internet.
6. Any answer is acceptable
7. a. Sharing helpful information
- b. Promoting community events
- c. Encouraging good behavior
8. Poor health or addiction
9. False
10. c. Not sharing personal information and being cautious
11. a. Do not share private information
- b. Block and report strangers
- c. Ask adults for help
12. a. Sharing Bible verses or sermons
- b. Live-streaming church services
13. Bad behavior or danger
14. By posting Bible verses, videos and Christian songs
15. Report the person and tell a trusted adult immediately

Assessment Test 1

1. Disobedience to God by eating the forbidden fruit.
2. b. God's will for using our talents.
3. c. Free primary education.
4. a. By listening to and helping his parents.
b. By following school rules and respecting teachers.
5. b. Members of the family helping each other in the family duties.
6. d. David
7. Bible
8. Pharaoh's daughter.

9.

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

10. d. three wise men
11. c. David and Bathsheba
12. Shem, Ham and Japheth
13. The Queen (Belshazzar's mother or queen mother)
14. d. Moses
15. b. John the Baptist

Assessment Test 2

1. Cyber bullying is the use of digital devices to harass or threaten someone online.
2. Faith
3. c. Jesus
4. c. Conducting elections for government posts
5. Orphanages, Hospitals, Homes for the elderly
6. a. The death and resurrection of Christ
7. c. The voice becomes deep
8. Family problems, Academic pressure, Bullying
9. b. Mining factory
10. b. Decreased number of children enrolling in schools
11. Eat
12. a. Receive guidance on how to live
13. a. Give it to the teacher on duty
14. Betty, Paul, Ben
15. Disobedience

Assessment Test 3

1. d. hatred
2. c. panadol
3. Sharing God's word, learning, connecting with others positively
4. To respect God and others
5. The Parable of the Talents
6. Matthew, Mark, Luke, John
7. d. honest
8. d. wisdom
9. b. Our daily bread
10. a. Extended family
11. c. Adam and Eve
12. Teaching, guidance, worship
13. c. Jesus has power over death
14. Sixth day
15. Healing the sick

Assessment Test 4

1. Taking care of creation, naming animals and multiplying.
2. b. Polluting the rivers in your area.
3. a. They were chased out of the Garden of Eden.
4. a. By teaching and helping learners nurture their talents.
5. a. Wealth
6. d. She wanted to be wise like God.
7. a. honesty
8. a. guidance
9. b. School drop outs.
10. The death and resurrection of Jesus Christ.
11. Pray and trust in God.
12. Guides, comforts, teaches and strengthens believers.
13. Idolatry, corruption, injustice, false worship.
14. Disobedience to God.
15. Genesis, Exodus, Leviticus, Numbers.

Assessment Test 5

1. b. light
2. 66
3. c. The Beatitudes
4. c. To worship God and spread the Gospel
5. Helping those in need
Forgiving others
6. d. honesty
7. An intercessory way of talking to God
8. b. To make disciples of all nations
9. b. To symbolise the washing away of sins
10. Are made in the image of God
11. b. Peter
12. c. forgiveness
13. b. Listen to the voice of temptation
14. Caring for the environment
Respecting others
15. b. sleeping in church

KPSEA Sample Assessment

1. a. Cultivating the land
2. b. Praying alone in the house
3. a. Taking care of the sick
4. c. They should remain faithful to God
5. a. The bleeding woman
6. b. Moses
7. c. Pray persistently
8. a. We should pray for other people for God to meet their needs
9. a. Lack of food
10. a. Changing water into wine
11. c. Isolating from your friends
12. c. God cares for every individual
13. b. It can make a child healthy
14. a. They disobeyed God
15. c. We should be scared when in difficulties
16. d. hateful
17. c. He does not answer prayers
18. a. Hallowed be your name
19. d. wisdom
20. c. Give us today our daily bread
21. a. Give it to his class teacher
22. c. Tell them about the dangers of smoking
23. a. They should be willing to share what they have with the needy
24. a. Daniel
25. a. Wiping church benches on weekends
26. c. Reading Bible verses
27. a. We will bear God's punishment
28. d. jealousy
29. b. To be wealthy
30. c. It can lead to good understanding between them



Islamic Religious Education

Qur'an

A. Surah Al-Kauthar

1. 3 verses
2. Makkah
3. One who has no offspring or legacy
4. Allah (S.W.T.)
5. A river in Paradise
6. a. Life
b. Health
7. Be grateful and worship Him
8. 108
9. a. Al-Kauthar
10. a. prayer

B. Surah Al-Maun

1. Makkah
2. Surah Al-Maun
3. 7 verses
4. Allah (S.W.T.)
5. Share food and water with her
6. Make du'a (pray) for them
7. Hypocrisy
8. Small kindness or assistance
9. Kind
10. a. Be kind to orphans
b. Help the needy
c. Do not show off in worship
d. Sincerity in prayer

C. Surah Al-Quraysh

1. A tribe in Makkah
2. Makkah
3. Surah Al-Quraysh
4. Safe travels during trade, provision of food and security
5. Worship the Lord of the Kaaba
6. 4 verses

7. Allah (S.W.T.)
8. Be grateful and worship Him
9. a. Be thankful for Allah (S.W.T.)'s blessings
b. Worship Allah sincerely
c. Allah provides sustenance and security
10. a. Provision of food
b. Security from fear

D. Surah Al-Fil

1. Aam al-Fil
2. Abraha
3. 5 verses
4. Makkah
5. Allah (S.W.T.)
6. Birds (Ababil)
7. To divert trade and attention to his cathedral in Yemen
8. Makkah
9. Yemen
10. a. Allah (S.W.T.) protects His sacred places
b. No one can overpower the will of Allah
c. Arrogance leads to destruction
d. Trust in Allah (S.W.T.)'s power and protection

Hadith

A. Hadith on good Behaviour

1. Ask for forgiveness and return the pen
2. Prophet Muhammad (S.A.W.)
3. The environment
- 4.

P	H	O	N	E	S	T	Y	Z	S
R	E	A	D	I	N	G	X	W	H
A	L	G	R	E	E	T	I	N	G
Y	P	S	H	R	I	N	G	K	R
I	I	C	A	R	I	N	G	J	I
N	N	S	T	E	E	L	I	G	N
G	G	L	Y	I	N	G	W	X	G
R	E	S	P	E	C	T	I	N	G

5. Patience
6. Forgive him
7. a. Good character
b. Taqwa (fear of Allah (S.W.T.))
c. Truthfulness
8. Allah (S.W.T.)
9. a. Giving charity
b. Respecting parents
10. Taqwa

B. Hadith on Greetings

1. Assalamu Alaikum
2. Sign
3. a. Love
b. Unity
c. Friendship
4. Peace
5. The one who greets first
6. He will bless them
7. Greet them with respect

8. Love
9. To earn rewards and follow the Sunnah
10. No

C. Hadith on Knowledge

1. The Night of Qadr (Laylatul Qadr)
2. Mark and give feedback
3. Every Muslim (male and female)
4. To help them become organized and responsible
5. Inform the parent or guardian and try to borrow or revise from a friend
6. Support and guide them in their studies at home
7. By learning from the Qur'an and Sunnah
8. It helps in understanding and practicing Islam correctly
9. The Qur'an and Hadith
10. By listening attentively and asking questions

D. Hadith on Gratitude

1. Jazakallahu Khayran
2. Allah (S.W.T.)
3. Hardships
4. Thankfulness
5. More blessings
6. ...thankful to Allah (S.W.T.)
7. Because Allah (S.W.T.) uses people as a means to deliver His blessings
8. a. Saying thank you
b. Helping them in return
9. Grateful
10. a. Always show appreciation to others
b. Gratitude brings more blessings

Pillars of Iman

A. Belief in Allah

- 99
- Al-Ghaffaar
- Recite the names of Allah (S.W.T.) and praise Him using His attributes
- Al-Hakam
- Al-Hafeedh
- Al-Ahad
- Allah (S.W.T.)
- It strengthens our faith and helps us understand Allah (S.W.T.) better
- d.Al-Hafeedh – The One (Incorrect; it means The Protector)
- 10.

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

B. Belief in Angels

- Belief in the Angels of Allah (S.W.T.)
- Light
- Angels
- Obey and rub the whiteboard
- Kiraman Katibin (Raqib and Atid)
- Refuse respectfully and explain it is haram
- Heaven
- Worship Allah (S.W.T.)

- Eat food
 - Commit sins
- They are created from light
 - They do not disobey Allah (S.W.T.)
 - They are invisible and do not eat or drink

C. Belief in Prophets

- Belief in the Messengers of Allah (S.W.T.)
- 25
- Truthfulness (Sidq)
- Trustworthiness (Amanah)
- His good character
- A trader
- Mount Safa
- Always speak the truth
 - Be trustworthy and kind to others
- False
- Allah (S.W.T.)

D. Miracles of Prophets

- Nabi Idris (A.S.)
- 950 years
- The Ark (Ship) that saved believers from the flood
- Prophet Shuayb (A.S.)
- Prophet Isa (A.S.)
- Through miracles given by Allah
- Prophet Isa (A.S.)
- Obey Allah (S.W.T.)'s commands
 - Be patient and trust in Allah (S.W.T.)
- Prophet Isa (A.S.)
- His staff turned into a snake
 - Parting of the Red Sea

Devotional Acts

A. Nullifiers of Swalah

1. Her prayer became invalid and must be repeated
2. The Qiblah (towards the Kaaba in Makkah)
3. Perform wudhu (ablution)
4. Repeat the prayer
5. Belief in the Angels of Allah (S.W.T.)
6. Purity
7. 5 times
8. Wudhu (ablution)
9.
 - a. Talking during prayer
 - b. Eating or drinking
 - c. Laughing loudly
 - d. Breaking wind
10.
 - a. Sleeping deeply
 - b. Using the toilet (passing urine or stool)

B. Sunnah (Optional prayers)

1. Sunnah Qabliyah (of Subh)
2. Sunnah Ba'diyah
3. Two (2) rakaat
4. Prophet Muhammad (S.A.W.)
5. Follow his teachings and send blessings (Salawat) upon him
6. Maghrib and Subh
7. Maghrib
8. Maghrib
9. Friday
10. Five (5)

C. Taraweeh and Witr

1. Rest or relaxation (refers to the breaks between units of prayer)
2. 20 rakaat
3. After Isha prayer
4. Odd

5. One (1) rakaat
6. After Isha up to before Fajr
7. Ramadhan
8. Ramadhan
9. After Isha and before Fajr
10. Dhul Hijah

D. Swadaqah (Charity)

1. Visit his friend in the hospital
2. Remove the broken bottle from the path
3.
 - a. Wealth
 - b. Heart
4. By providing for them and fulfilling their needs
5. Share food with them
6. Charity
7.
 - a. Donating clothes
 - b. Giving food
8. Spending time and playing with the children
8. Unity
9. Swadaqah

E. Saum

1. Ramadhan
2. 29 or 30 days
3. A person who is mature and accountable in Islam
4. The poor and the needy
5. Saum (Fasting)
6.
 - a. Food
 - b. Drink
7. Worship and reflection
8.
 - a. Patience
 - b. Self-discipline
9.
 - a. Sincere intention (niyyah)
 - b. Avoiding what breaks the fast
 - c. Observing good behavior
10.
 - a. Being a Muslim
 - b. Being sane
 - c. Reaching the age of maturity (Mukallaf)

F. Nullifiers of Saum (fasting)

1. His fast remained valid.
2. Still valid.
3.
 - a. Food
 - b. Drinks
 - c. Sexual relations
4. Suhoor
5. Stop fasting and make it up later.
6. Iftar
7. Continue fasting.
8. False
9. Stop immediately and continue fasting.
10.
 - a. Make intention to fast
 - b. Avoid eating, drinking and sexual activity
 - c. Avoid sinful behavior

Akhlaq (Moral Teachings)

A. Virtues

1. To prevent other children from fighting over them.
2. Five shillings.
3. Increase.
4. Build or help build a hospital.
5. Generosity.
6.
 - a. Unity
 - b. Love
7. Kindness.
8. Sharing books or learning materials.
9. Helping others brings happiness and peace.
10. Compassion.

B. Effects of social media

1. Ask a classmate for help or borrow a textbook.
2. Study through online learning platforms.
3. Lack of enough sleep at home.
4. Online learning or virtual classrooms.
5. Negative.
6.
 - a. False
 - b. True
 - c. True
 - d. False
 - e. True
 - f. False
 - g. False
7. WhatsApp, YouTube
8. Watching Islamic cartoons or lectures
9. Qur'an recitations, Islamic educational videos
10. Addiction, Exposure to inappropriate content

C. Prohibitions in Islam

1. Shaytan (Satan)
2. It causes financial problems and mistrust.
3. It leads to addiction and loss of wealth.
4. They may lose their job and become irresponsible.
5. Advise and counsel them.
6. It can lead to suicide due to depression and debt.
7. Sensitize the community through awareness programs.
8. Keep away from gambling places and bad company.
9.
 - a. Peer pressure
 - b. Desire for quick wealth
 - c. Poverty
10.
 - a. Educate people about its dangers
 - b. Enforce strict laws
 - c. Promote Islamic teachings

D. Dua (Supplication)

1. Allah (S.W.T.)
2. Muslim
3. Beneficial
4. The Qur'an
5. Share it with others
6. Serve humanity
7. Islamic knowledge
8. Harm others
9.
 - a. It helps us gain beneficial knowledge
 - b. It brings us closer to Allah (S.W.T.)
10.
 - a. Always seek help from Allah (S.W.T.)
 - b. Knowledge is a gift from Allah (S.W.T.)

Muamalat (Social Relations)

A. Etiquette of Islamic Wedding Celebrations

1. A marriage contract in Islam.
2. It can lead to immoral behavior and distract from Islamic values.
3. Prophet Muhammad (S.A.W.)
4. To show that it is done according to Islamic teachings.
5. Separate seating for males and females.
6. They should not be heard by men who are not their mahram.
7. Israaf
8.
 - a. Avoid mixing of men and women
 - b. Dress modestly
 - c. Avoid extravagance
9.
 - a. Consent of both parties
 - b. Presence of witnesses
10. Private

B. Rights of Neighbours

1. Three
2. With kindness and respect
3. At appropriate or convenient times
4. "...harm his neighbour."
5. Accept the invitation politely
6. Go and help or call for help immediately
7. Prophet Muhammad (S.A.W.)
8.
 - a. Helping them when in need
9.
 - a. Help them in times of need
 - b. Do not harm them
 - c. Greet and visit them
10. Hungry

C. Islamic Rules on Buying and Selling

1. Trade
2. Getting goods in exchange for money
3. Barter trade
4. Pre-order business
5. Rewarded by Allah
6. Cheating
7. Hoarding
8. Forbidden (Haram)
9.
 - a. Selling clothes
 - b. Grocery business
10.
 - a. Be honest and fair
 - b. Do not cheat or deceive
 - c. Avoid selling haram items

History of Islam

A. Al-Isra wal Miraj

1. Rajab
2.
 - a. Five daily prayers
 - b. Last verses of Surah Al-Baqarah
 - c. Forgiveness for major sins for those who avoid shirk
3. On a creature called Buraq
4. Angel Jibril (Gabriel)
5. Ascension
6. Prophet Musa (A.S.)
7. To show the Prophet (S.A.W.) the signs of Allah and grant him the five daily prayers
8. Israa
9.
 - a. Confirmation of the Prophet's truthfulness
 - b. Establishment of daily prayers
 - c. Strengthening the Prophet's faith and patience

B. Pledges of Aqabah

1. 12
2. Mus'ab ibn Umayr
3. Aws and Khazraj
4. To invite him as a leader and unite their tribes
5. Yathrib
6. They increased their persecution of Muslims
7. Al-'Abbas ibn 'Abdul Muttalib
8.
 - a. As'ad ibn Zurara
 - b. Rafi' ibn Malik
 - c. Uqbah ibn Amir
9. Madina
10.
 - a. Obey the Prophet in all matters
 - b. Defend the Prophet as they would defend their families
 - c. Avoid all sinful acts and associate nothing with Allah

C. Hijrah to Madina

1. Abubakar (R.A.)
2. Ali ibn Abi Talib (R.A.)
3. Angel Jibril (Gabriel)
4. Three days
5. Hijrah (Migration to Madina)
6. Ansar
7. He brought news and information to the cave
8. Abubakar (R.A.)
9. Thaur
10. Abubakar (R.A.)

D. Constitution of Madina (Terms of Madina constitution)

1. Helpers
2. Muslims who migrated from Makkah to Madina
3. The Madina Constitution
4. Prophet Muhammad (S.A.W.)
5. They shared their homes, wealth and resources
6. Freedom of worship and religious practice
7. To promote peace and unity among different communities
8. By forming bonds of brotherhood between them
9. Muslims should support and care for one another

Assessment Test 1

1. Abundance of blessings (or a river in Paradise granted to the Prophet)
2. Surah Al-Ma'un
3. Elephants
4. Fear and consciousness of Allah (S.W.T.)
5. All-Knowing
6. Angels
7. Talking intentionally during prayer
8. a. Maghrib
b. Fajr
9. Sadaqah
10. a. Sharing food with the needy
b. Donating clothes to the poor
11. Cyberbullying
12. The mosque
13. Accept the invitation politely
14. Al-Isra wal Miraj
15. Buraq

Assessment Test 2

1. A person with no posterity (one who is cut off)
2. To worship Him alone
3. a. Food
b. Clothing
4. Remain silent
5. Al-Ahad
6. a. Truthfulness
b. Patience
7. Her prayer became invalid
8. Maghrib
9. It earns rewards and blessings from Allah
10. a. It strengthens community bonds
b. It earns Allah (S.W.T.)'s pleasure
11. By accessing educational content and lectures
12. Half of one's faith (Iman)
13. Go and assist the neighbour immediately
14. A heavenly horse-like creature
15. Fifty

Assessment Test 3

1. The death of his sons
2. Surah Al-Fil
3. Winter and Summer
4.
 - a. Kindness
 - b. Friendliness
 - c. Confidence
5. Clay (soil)
6. By being honest and truthful in class and with classmates
7. The prayer was invalid and must be repeated at the correct time
8.
 - a. Dhuhr
 - b. Isha
9. He can shorten and combine prayers and is allowed to break the fast if it's difficult
10.
 - a. WhatsApp
 - b. Facebook
 - c. YouTube
11. Shaytan (Satan)
12. Avoid the mixed area and advise separation if possible
13. Return the extra money to the seller
14. White
15. Surah Al-Baqarah

Assessment Test 4

1. By praying and sacrificing
2. Elephant and birds (Ababil)
3. Arrogance
4. Studying regularly and staying focused
5. Jinn who are obedient
6. To prove their truthfulness and support their message
7. Sunnah Ba'diyah of Maghrib
8. It brings additional rewards and draws one closer to Allah (S.W.T.)
9.
 - a. Food
 - b. Bad language
10. Lack of sleep and poor concentration in class
11. Poor health and ruined future
12. Music
13. Report the matter or ask for a refund
14. Shirk (associating partners with Allah (S.W.T.))
15. First pledge of Aqabah

Assessment Test 5

1. Helping the needy
2. Allah (S.W.T.) protects His servants from enemies
3. Makkah
4. By giving charity (sadaqah) and helping the poor
5. Obey his mother and go to the shop promptly
6. Prophet Isa (A.S.)
7. One rakaat
8. By following his Sunnah and teachings
9.
 - a. Lying
 - b. Gossiping
10. Bullying someone through digital platforms or online
11. Allah (S.W.T.) will bless him with beneficial knowledge
12. Israaf
13. Write down the agreement (have a written contract)
14. Dar-un-Nadwah
15. Angel Jibril (A.S.)

KPSEA Sample Assessment

1. b
2. d
3. c
4. a
5. b
6. d
7. c
8. b
9. a
10. c
11. d
12. b
13. a
14. d
15. c
16. b
17. a
18. a
19. d
20. d
21. b
22. a
23. d
24. c
25. d
26. b
27. a
28. a
29. d
30. b



Creative Arts

Creating and Executing

A. Wind Musical Instruments (Drawing)

1. These are instruments that produce sound by blowing air into them.
2. Chivoti Coro
Abu Maturiru
Emouo Bung'o
3. Hollow reed
Bell
Neck
Double reed
Lip shield
4. a. Open end
b. To allow air to pass into the instrument when blowing
5. Nzumari, Bung'o
6. Agikuyu
7. Maasai community
8. Drawing
9. Chivoti
10. To prevent the spread of infections and diseases.
11. a. Clean the mouthpiece regularly.
b. Store the instrument in a dry, clean case.
c. Avoid dropping or banging the instrument.
12. a. Soft cloth.
b. Warm soapy water.
c. Disinfectant or mouthpiece brush.
13. a. Bamboo.
b. Hollow reeds.
c. Animal horns.
14. a. To prevent damage and prolong lifespan.
b. To maintain good sound quality.
c. To prevent spread of germs.

15. Accept relevant answers.
16. Drawing

B. Introduction to Football

1. a. Dribbling
b. Passing
c. Shooting
2. a. i. Old newspapers
ii. Flour and water paste
iii. Cardboard
b. i. Tear newspaper into small pieces
ii. Soak in water and mix with flour paste
iii. Mould over a cone-shaped object
iv. Let it dry and paint if desired
c. i. Smooth the surface and edges
ii. Use bright colours for visibility
3. Regular practise and drills
4. Feet, thighs and head
5. a. i. Place cones at boundaries
ii. Use rope or string to align straight lines
iii. Ensure equal distances between markings
6. 11 players
7. A pass made using the outer side of the foot
8. a. Wear proper shoes
b. Check the area for obstacles
9. By communicating and cooperating during play
10. It is kicking the ball using the top part of the foot (laces) for power and accuracy
11. Practise, watching games and listening to

the coach

12. By following rules, using proper gear and avoiding rough play

C. Rhythm

1. Taa, ta-te
2. A steady pulse or unit of time in music
3. A pattern that lasts for two beats
4. Taa – Taa, taa-aa, ta-te ta-te, taa ta-te
5. One
6. Taa – ta-te (strong beat on "Taa")
7. a. Bamboo stick
b. Feather
8. A beat that is less emphasised or softer than the strong beat
9. Accept relevant answers.
10. a. Taa-aa (minim – 2 beats)
b. Taa (crotchet – 1 beat)
c. Ta-te (quavers – $\frac{1}{2}$ beat each, combined 1 beat)
11. Accept relevant answers.
12. a. Accept relevant answers.
b. Accept relevant answers.
13. a. taa → One beat
b. ta → Half a beat
c. taa-aa → Two beats
14. a. Accept relevant answers.
b. Accept relevant answers.
15. a. 2 beats
b. ♪ ♫

D. Painting and Mosaic

1. To create a clean, uniform base and help tiles or pieces stick better.
2. Flat wash, Graded wash
3. A circular diagram showing relationships between colours.
4. A method of applying thin, even layers of paint over a surface.
5. Green, Orange, Purple

6. A picture or pattern made by sticking small pieces of materials onto a surface.
7. Green
8. Glue, Paste
9. Red and Blue
10. Assess and accept relevant answers.
11. A flat wash has a uniform colour, while a graded wash fades from dark to light.
12. Assess and accept relevant answers.
13. Using only one type of material in a mosaic.
14. Red, Blue, Yellow
15. Old toothbrush, sponge
16. Broken tiles, paper, beads and other answers.
17. Equal and consistent gaps for neatness and structure.
18. Assess

E. Melody

1. A tune or a series of musical sounds arranged in order to make a pleasing pattern.
2. 7
3. So that the notes can be read easily and understood by others.
4. Assess and accept relevant answers.
5. s
6. d
7. Assess and accept relevant answers.
8. Fa
9. d, t, l, s, f
10. To make the card attractive and ensure the notes and details are visible and clear.
11. r
12. Assess
13. Assess and accept relevant answers.
14. a. By using sol-fa syllables
b. By using musical instruments

15. a. lower
b. higher
16. True
17. t
18. a. Listening attentively
b. Clapping or nodding in rhythm
c. Giving positive comments or feedback

F. Rounders

1. A maximum of 15 players per team.
Minimum of 9 players.
2. Bat, ball
3. 4 posts
4. Batting is hitting the ball, while bowling is delivering the ball to the batter.
5. The batting square
6. Fielding is the act of catching, stopping or throwing the ball to get the batter out.
7. Batting team, fielding team
8. Underarm throws, ball toss and catch drills
9. A bowler is the player who throws the ball underarm to the batter.
10. a. Short handle
b. Smooth and rounded end
c. Made of wood or plastic
11. a. Hold the bat firmly
b. Wear proper footwear
c. Stand within the batting square
12. a. Bowl underarm
b. Ball must be thrown below head height
c. Must not bowl too wide
d. Allow only one step forward while bowling
13. Draw
14. a. No pushing or shoving
b. Respect the umpire's decisions
c. Do not obstruct other players
15. By running around all four posts without getting out

16. Accept relevant answers.
17. a. Wear protective gear
b. Warm up before playing
c. Avoid swinging the bat near others
18. Draw

Performing and Displaying

A. Athletics

1.
 - a. Banana fibres
 - b. Sisal strands
 - c. Old plastic bags
2. Plaiting is the process of intertwining three or more strands of material to form a strong and neat rope or item.
3.
 - a. Mats
 - b. Baskets
 - c. Table mats
4.
 - a. Painting with bright colours
 - b. Wrapping with coloured threads
5.
 - a. Sticks
 - b. Bamboo pieces
 - c. Used plastic pipes
 - d. Rolled newspapers
6. Relay race
7. To ensure the baton is smooth, lightweight and safe for passing without causing injury.
8.
 - a. Avoid sharp edges on the baton
 - b. Maintain clear running lanes
 - c. Communicate effectively during exchange
9. Visual baton exchange is when the receiving runner looks back to see the baton, while non-visual exchange is done without looking, using timing and signals.
10. Non-visual baton exchange, upsweep technique
11. It allows faster baton exchange and maintains running speed without turning to look.
12.
 - a. Use clean, safe materials
 - b. Sand rough edges
 - c. Ensure it is not too heavy or too long
13.
 - a. Painting with patterns or symbols

- b. Covering with coloured tape
- c. Adding beads or fabric wrapping

B. Fabric Decoration

1.
 - a. Rubber bands
 - b. Strings
2. A dye fastener is a substance used to help fix dye on fabric so it doesn't wash out easily.
Example: Salt
3.
 - a. Needle
 - b. Scissors
 - c. Fabric pieces
4.
 - a. Tie and dye involves tying and colouring fabric, while appliqué involves stitching fabric onto another fabric.
 - b. Tie and dye creates patterns through colour; appliqué creates designs by adding shapes.
5. To make the design stand out and be more attractive or visible.
6.
 - a. Pinch the centre of the fabric
 - b. Twist it into a round shape
 - c. Tie it tightly with a rubber band or string
7.
 - a. Tie the fabric using your chosen method (e.g. circle, spiral)
 - b. Mix the dye with warm water and add a fixative like salt
 - c. Dip the fabric in the dye, let it sit, then rinse and dry
8.
 - a. Choose a design (like a flower or heart)
 - b. Cut the shapes out of colourful fabric
 - c. Stitch or glue them neatly onto the pillowcase
9.
 - a. Beetroot
 - b. Turmeric

- c. Onion peels
 - d. Spinach
10. Salt helps fix the dye to the fabric and makes the colour stay longer.

C. Kenyan Folk Dance

1. A folk dance is a traditional dance passed down through generations, performed by members of a specific community or culture to express their way of life.
2.
 - a. Music
 - b. Costumes
 - c. Body movement patterns
 - d. Props and instruments
3.
 - a. Props are objects used by performers to enhance or support a performance.
 - b. Drums, walking sticks, calabashes.
4.
 - a. folk song or traditional group song
 - b. Cultural attire or traditional costumes
5. To make the performance colourful, meaningful and to represent culture or tradition.
6. Cultural centre
7.
 - a. Beads
 - b. Cowrie shells
 - c. Feathers
8.
 - a. Seeds
 - b. Straws
 - c. Old buttons
9.
 - a. Bangle
 - b. Worn on the hand/wrist.
10. Upcycling in ornament-making means using old or waste materials creatively to make useful and decorative items.
11.
 - a. Stretching
 - b. Clapping in rhythm
 - c. Light dancing or stepping to a beat
12.
 - a. Drums

- b. Rattles
 - c. Flutes
 - d. Horns
13.
 - a. Any relevant answer is accepted
 - b. Write the message
 - c. Occasion: Accept relevant answer.
 - d. Instruments: Accept relevant answer.
14. The soloist leads the song, starts the verses and the group responds in chorus.
15.
 - a. Mobile phone
 - b. Tablet
 - c. Digital camera
16.
 - a. Preserves culture and traditions
 - b. Educates and informs
 - c. Provides entertainment
 - d. Strengthens community unity
17.
 - a. Respect
 - b. Unity
 - c. Hard work

D. Puppetry

1. Puppetry is the art of making and using puppets to act, entertain or tell stories through movement and speech.
2. Marionettes
3.
 - a. Pieces of fabric or old clothes
 - b. Bottle tops
 - c. Paper bags
4.
 - a. Buttons, old clothes.
 - b. Plastic bottle caps
5.
 - a. Glove puppet
 - b. Stick puppet
 - c. String (marionette) puppet
 - d. Shadow puppet
6.
 - a. Painting or colouring the puppet
 - b. Gluing fabric or paper decorations
 - c. Sewing on buttons or beads
 - d. Adding yarn or wool for hair
7.
 - a. Bright colours

- b. Decorative patterns
 - c. Interesting textures
 - d. Facial expressions or accessories like hats
8.
 - a. Teaching moral lessons
 - b. Storytelling
 - c. Entertainment
 - d. Role-playing
 - e. Encouraging creativity
 9. By moving the puppet's hands to clap or wave, jumping up and down and using a loud, cheerful voice to shout words like "Go! Go! Go!" or "You can do it!"

E. Descant Recorder

1.
 - a. Instrument: Descant recorder
 - b. The instrument is played by: Blowing air into the mouthpiece while covering and uncovering finger holes to produce different notes.
2.
 - a. Covering the back hole with the left thumb
 - b. Covering the top three holes with the index, middle and ring fingers of the left hand
 - c. Leaving the rest of the holes open
3. True
4. Draw
5.
 - a. Clean the mouthpiece before and after use
 - b. Do not blow too hard to avoid damaging the instrument or producing a harsh sound
6.
 - a. C' uses fewer finger holes than D'
 - b. C' produces a lower pitch than D'
 - c. Different finger combinations are used
 - d. The sound of D' is sharper or higher
7. Wood instrument
8.
 - a. A
 - b. B
 - c. G

9.
 - a. Sit or stand upright for good airflow
 - b. Cover the holes completely to avoid squeaky sounds

10.

Note	Finger used
B	Left thumb + Left index
G	Left thumb + Left index, middle and ring fingers
A	Left thumb + Left index and middle fingers
C'	Left thumb + Left middle
D'	Left thumb + Left middle

11.

- a. Dabbing technique: This is where a sponge or foam is lightly pressed (dabbed) over a stencil to transfer ink or paint onto a surface.
- b. Another technique: Brushing or rolling method

F. Swimming

1.
 - a. Front crawl
 - b. Abdi said: "The front crawl is a swimming technique where the swimmer lies on their stomach, kicks their legs up and down and moves their arms in a circular motion while turning the head to breathe."
2.
 - a. Turning the head to the side while one arm pulls through the water
 - b. Inhaling quickly through the mouth
 - c. Exhaling slowly through the nose or mouth underwater
3. Ensure there is an instructor or lifeguard present during practice
4.
 - a. Propelling the swimmer forward
 - b. Maintaining body balance and stability

5.
 - a. Showering before entering the pool
 - b. Not urinating in the pool
 - c. Avoiding littering or bringing food near the pool
6.
 - a. Warm up before getting into the water
 - b. Check the water depth
 - c. Always swim under supervision
 - d. Avoid running near the pool
7.
 - a. Relay races
 - b. Underwater tag
 - c. Treasure hunt games
8. To build confidence, promote teamwork and encourage good sportsmanship
9.
 - a. Dispose of waste in bins
 - b. Do not eat near the pool
 - c. Clean the area regularly
10. Sketch
11. Helps beginners stay afloat and practise leg movements or breathing techniques
12. The ability to feel comfortable and confident in water, including floating, gliding and basic body control in the pool

G. Indigenous Kenyan Games

1. They said: "It is a traditional board game that involves moving stones or seeds across holes to capture or count them. It helps improve thinking and strategy skills."
2. Counting games are traditional games that involve counting objects, moves or players while playing, helping learners develop numeracy and logical skills.
3. A small stone is tossed into the air. While the stone is in the air, the player quickly picks another stone from the ground. The tossed stone is then caught before it falls.

The game continues by increasing the number of stones picked up.

4.
 - a. Play on flat, clean surfaces
 - b. Avoid sharp or harmful objects in the play area
 - c. Do not throw stones toward others
 - d. Take turns to avoid conflict
5. Accept relevant answers.
6. Accept relevant answers.
7. Ajua (or Bao)
8.
 - a. Small stones or seeds
 - b. Wooden or dug-out boards
 - c. Chalk or sticks for marking the ground
9. They said: "Indigenous games help us exercise, improve our body coordination and keep us active and strong."
10.
 - a. Improve concentration and memory
 - b. Enhance hand-eye coordination
 - c. Encourage physical movement and muscle development
11. Indigenous counting games encourage cooperation, taking turns and supporting teammates, which builds teamwork and social skills.

Appreciation in Creative Arts

A. Analysis of Creative Arts Works

1. A gallery is a place where artworks such as paintings, drawings and photographs are displayed for people to view.
2. Maasai community.
3.
 - a. Images or photos of artworks
 - b. Descriptions of the artworks or artists
 - c. Artist biographies
 - d. Dates and history of the artwork
4. Sportsmanship is the practice of showing respect, fairness and good behaviour in sports, whether you win or lose.
5.
 - a. Paintings
 - b. Mosaics
 - c. Collages
 - d. Fabric prints
6.
 - a. Show cultural identity
 - b. Add beauty and meaning to performances
7.
 - a. Use colorful borders and backgrounds
 - b. Arrange artworks neatly with labels
 - c. Hang decorations like ribbons or fabrics
8.
 - a. Painting.
 - b. The learner to talk about beauty, emotion, harmony and balance.
9. Body adornments are items worn on the body during dances, such as jewelry, beads, shells or paint, to enhance appearance and cultural expression.
10.
 - a. Taarab music
 - b. Kanga and kikoi fabrics
 - c. Swahili poetry (mashairi)
11.
 - a. Unity
 - b. Peace
 - c. Cooperation
12.
 - a. During official EAC events
 - b. On EAC Day celebrations
 - c. At school during national or regional events
13. Fair play means following the rules, showing respect to others and playing honestly without cheating or hurting others.
14.
 - a. Beaded necklace
 - b. Shells
 - c. Kyondo
 - d. Wrapper

Assessment Test 1

1. Dribbling
2. Papier mâché is a technique of making hard objects using paper pieces soaked in glue or paste and layered over a mould.
- 3.

French Rhythm Name	Symbol	Beats
Ta	♪	One beat
Taa-aa	♩	Two beats

4. Accept relevant answers.
5. a. TRUE
b. FALSE
6. Assess and accept relevant answers.
7. Crosshatching
8. Mosaic is an artwork created by arranging small pieces of colored materials like paper, glass or tiles into a pattern or image.
9. a. They show cultural identity
b. Make the performance beautiful and meaningful
10. Cover the back hole with the left thumb
Cover top three holes with the left index, middle and ring fingers
11. 2nd verse
12. Soloist is the lead performer in a folk song who sings or starts verses while others respond in chorus.
13. Pleating is the folding of fabric into even layers or ridges before tying and dyeing to create patterns.
14. Draw
15. a. Wooden bangles
b. Carved bead necklaces

Assessment Test 2

- Old fabrics
 - Sisal
- 3 stanzas
- Glove puppet
 - Stick puppet
 - String puppet (marionette)
- Ensure a swimming instructor is present
 - Check that the swimming gear fits properly
- Ornaments
 - Instruments
 - Costumes
- Seeds
 - Beads from plastic bottle tops
- Empty plastic jerrycans
 - Inflated inner tubes
- Broken pottery, ceramic pieces
- Fabric dye in various colours
 - Rubber bands or string
 - Plastic squeeze bottles or brushes
- Colour the picture.
- Posts, bats, ball
- Draw
- Blue
- Any fielder can catch a ball that is in play.
- This technique involves lightly tapping or pressing a brush, sponge or other applicator onto the stencil openings, transferring the ink or paint onto the underlying surface in a controlled manner.

Assessment Test 3

- Blow gently while covering holes to produce notes.
- School gallery, cultural centre.
- Unity, peace, cooperation.
- Broken tiles, seeds, coloured paper.
- Items worn on the body to enhance beauty and culture.
- Improves fitness, enhances breathing.
- Down sweep method, upsweep method.
- Painting, adding beads.
- Ability to float in water.
- Beaded necklace.
- Wood, seeds, coconut shells.
- d, t, l, s, f, m, r, d
- ↓
 - ↓
- 11 players
- Assess

Assessment Test 4

1. Strings, fabric dye, aprons and gloves
2. Instrumentalist – plays one or more instruments in a folk song.
3. Kikuyu.
4. Ee Mungu twaomba ulinde,
Jumuiya Afrika Mashariki,
Tuwezeshe kuishi kwa amani,
Tutimize na malengo yetu.
5. Draw.
6. The arm is swimming in a clockwise position.
7. Cover thumb hole at the back, cover first finger hole, blow gently.
8. Beaded necklace or other relevant answers.
9. Gloves, goalkeeper jersey.
10. Use soft materials, ensure no sharp edges.
11. To prepare muscles, prevent injury, increase flexibility.
12. To create patterns on the cloth.
13. Assess and accept relevant answers.
14. Peace
15. a. Where we have steps
b. Slopped areas
c. Shallow end

Assessment Test 5

1. digo, mijikenda, luo
2. a. Beeswax
b. Color pigment
3. Primary, secondary, tertiary
4. Leather, bamboo stick, old piece of cloth.
5. Glove puppet, stick puppet, string puppet, shadow puppet
6. Promotes cultural understanding and appreciation
7. Accept relevant answers.
8. Adding decorative details to improve appearance
9. Bowl gently, ensure batter is ready
10. Calligraphy pen, ink
11. To stick materials together
12. Clapping, stamping, pointing
13. Twisting or braiding strands to make items
14. a. Inspecting the stick
b. Cleaning the stick
c. Measuring and marking
d. Cutting the stick
e. Shaping and smoothing
f. Adding grip
g. Inspecting the finished batons
15. The surface of the material is carved or etched with shallow cuts or lines to create decorative patterns.

KPSEA Sample Assessment

1. c. sewing or pasting fabric pieces onto another fabric
2. d. binding
3. b. Push your peers
4. c. one beat
5. c. Ghana
6. b. To prevent goals from being scored
7. b. notice board
8. a. Throwing
9. c. strong – weak
10. b. 4x100m
11. c. They help learners keep fit
12. a. clay
13. b. Luo and Luhya
14. c. Designed to easily absorb water
15. c. melody
16. c. it gives better control
17. c. rope
18. b. orange + purple
19. c. tying the centre tightly before dyeing
20. c. oil
21. d. conning people
22. c. They dry faster and are safer
23. d. None of the above.
24. a. dribbling
25. c. red light, green light
26. a. Nzumari.
27. b. onion skin
28. a. Diketo
29. d. During circumcision
30. b. To remove unnecessary dye