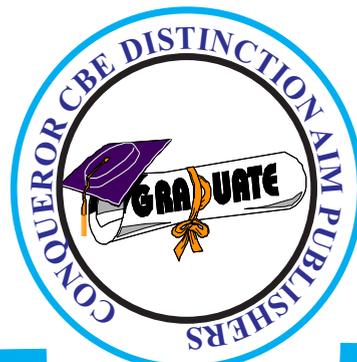


CONQUEROR CBE DISTINCTION AIM

GRADE 5

CBE COMBINED EXTENSION ACTIVITIES ANSWERS



No child left behind

COMPETENCY BASED EDUCATION

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2025 EDITION

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1.

Preface

The **Conqueror CBC Distinction Aim reference material** has been developed in line with the Competency-Based Curriculum (CBC) to support holistic learning and the development of essential skills among young learners at the foundational level. It integrates all the key learning areas required for Grade 5, namely: Creative Arts, Christian Religious Education (CRE), English, Social Studies, Science and Technology, Islamic Religious Education (IRE) Activities, Kiswahili and Mathematics.

It has been developed to make learning engaging, enjoyable and meaningful for young learners. It presents concepts in a simple, clear and interactive manner that encourages curiosity, exploration and creativity. Each learning area has been developed using a child-friendly approach that promotes active participation and gradual skill acquisition through songs, stories, questions, illustrations and practical activities.

The content is carefully aligned with CBC's emphasis on competency development, enabling a learner to communicate effectively, think critically, solve problems, act ethically and live harmoniously with others. In addition, this material nurtures key values such as love, respect, responsibility, unity, care for the environment and appreciation of diversity.

Through the integration of the various learning areas, learners are guided to make meaningful connections between knowledge, daily life and their immediate environment. They are encouraged to observe, ask questions and apply what they learn in real-life situations. This in turn lays a strong foundation for lifelong learning.

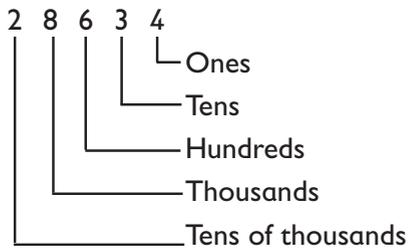
Teachers and parents will find this reference material an invaluable resource for guiding learners through their first year of formal education. It promotes learner-centred instructions and provides opportunities for continuous assessment through engaging activities and reflective exercises.

We trust that the **Conqueror CBC Distinction Aim reference material** will stimulate curiosity, nurture moral and creative growth and inspire young learners to discover the joy of learning across all areas of knowledge.

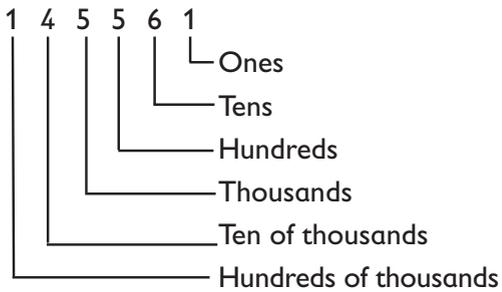
MATHEMATICS

Exercise 1A

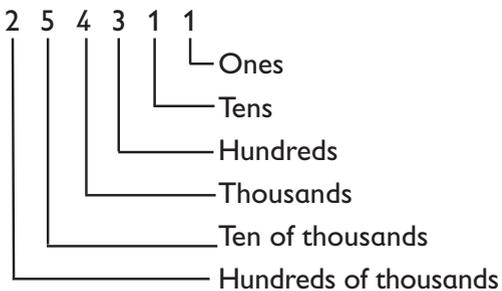
1. a)



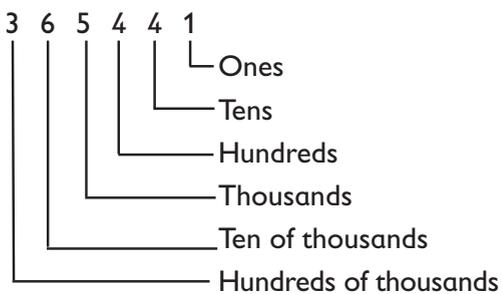
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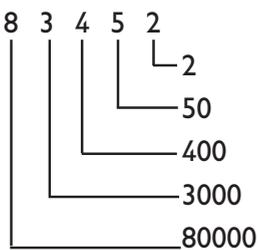
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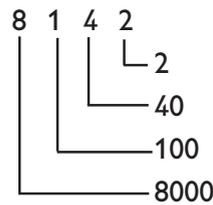
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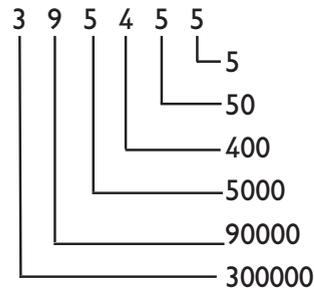
2. a)



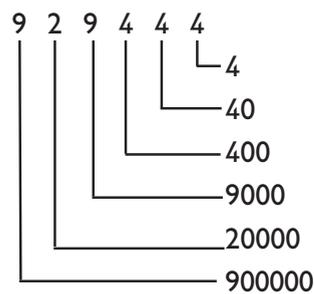
b)



c)



d)



3. a) Thousands

b) Thousands

c) Tens

d) Hundreds of thousands

4. a) 90

b) 90 000

c) 9 000

d) 900 000

5. a) 5

b) 8

c) 0

d) 9

6. Birds - 6

Reptiles - 2

Insects - 9

Gazelles - 8

7. 508 061

Exercise 1B

1. a) 68411

b) 18808

c) 44014

c) 24472

2. a) Eighty six thousand two hundred and forty five.

b) Eighteen thousand five hundred and forty four.

c) Fifty thousand one hundred and fifty one.

d) Sixty five thousand five hundred and fifty five.

3. Eight thousand four hundred and fifty two.

4. 12575

5. 14619

SUBTRACTION

Exercise 3A

- a) 71141 b) 621222
c) 60110
- a) 45300 b) 832451
c) 630400 d) 813503
- 6165 kg 4. 21301 metres
- sh. 2840

Exercise 3B

- a) 74899 b) 192192
c) 98443 d) 748878
- a) 27643 b) 591172
c) 491158 d) 771091
- 83952 4. sh. 21710
- sh. 9460 6. 2316

Exercise 3C

- a) 68290 b) 91670
c) 191820 d) 7800
- a) 4600 b) 853700
c) 930900 d) 68100
- sh. 7900 4. sh. 2910

Exercise 3D

- a) 16 b) 13
c) 10 d) 100
e) 104 f) 105
- 11
- 55 degrees Celsius
- a) 0 b) 4
c) 1 d) 6
- 44 rabbits

Exercise 3E

- a) 98500 b) 38000
c) 99000 d) 84226
e) 9920
- 3000, 2880, 2760, 2640, 2520, 2400, 2280.
- 45 kg
- 3600 cases
- 20, 27, 34, 41, 48, 55, 62, 69, 76, 83, 90, 97

MULTIPLICATION

Exercise 4A

- a) 12012 b) 64746
c) 12510 d) 36025
- a) 29716 b) 7140
c) 98901 d) 2574
- sh. 38115 4. 90 metres

- sh. 24418
- sh. 8550

Exercise 4B

- a) 14600 b) 42500
c) 81000 d) 19500
- 22500kg 3. 10800cm
- 7400 litres 5. sh. 300

Exercise 4C

- a) 729 b) 512 c) 320
- 27th January
- 36 minutes
- 1800kg, 1850kg, 1900kg, 1950kg, 2000kg, 2050kg, 2100kg, 2150kg, 2200kg, 2250kg, 2300kg, 2350kg, 2400kg, 2450kg, 2500kg, 2550kg, 2600kg, 2650kg, 2700kg, 2750kg, 2800kg

DIVISION

Exercise 5A

- a) 18 b) 22
c) 60 rem 4 d) 30
e) 18 rem 16 f) 31
- a) 7 rem 16 b) 23
c) 19 d) 5
e) 25 f) 30
- 24 kilometres 4. 3 trays
- 10 bags 6. 8 grapes
- 39 fruits

Exercise 5B

- $u = 12$ $v = 42$
 $w = 18$ $x = 28$
 $y = 16$ $z = 54$
- a) $35 \div 7$ and $35 \div 5$
b) $100 \div 5$ and $100 \div 20$
c) $108 \div 9$ and $108 \div 12$
d) $128 \div 16$ and $128 \div 8$
- a) 4×7 and 7×4
b) 9×5 and 5×9
c) 5×20 and 20×5
d) 15×8 and 8×15
- $1000 \div 50$
- $216 \div 18$

Exercise 5C

- a) 21 b) 18 rem 30
c) 11 d) 19 rem 16
- 80 oranges 3. 18

COMBINED OPERATIONS

Exercise 5D

- a) 14 b) 0

- c) 24
e) 12
2. a) 11
c) 2
e) 31
3. sh. 3000
5. 35 goats
- d) 19.2
f) 4
b) 20
d) 14
4. 120 minutes

FRACTIONS

Exercise 6A

1. a) 12, 15
c) 4, 12
e) 4, 15
2. 6 pencils
- b) 6, 15
d) 6, 8

Exercise 6B

1. a) $\frac{1}{2}$
c) $\frac{4}{5}$
2. $\frac{1}{3}$
- b) $\frac{1}{2}$
d) $\frac{2}{3}$
3. $\frac{2}{5}$

Exercise 6C

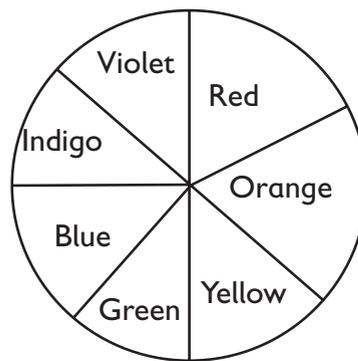
1. a) larger than
c) larger than
e) less than
g) larger than
2. 5 white
4. Odhiambo
- b) larger than
d) larger than
f) larger than
h) equal to
3. Judy

Exercise 6D

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

3. Sugar, water, milk

4.



Exercise 6E

1. a) 1
c) $\frac{3}{4}$
e) $\frac{10}{6}$ or $\frac{5}{3}$ or $1\frac{2}{3}$
2. $\frac{4}{8}$ or $\frac{1}{2}$
3. $\frac{4}{5}$
4. $\frac{5}{8}$
- b) $\frac{4}{3}$ or $1\frac{1}{3}$
d) $\frac{7}{5}$ or $1\frac{2}{5}$

Exercise 6F

1. a) $\frac{1}{2}$
c) $\frac{1}{5}$
2. $\frac{1}{4}$
4. $\frac{4}{5}$
- b) $\frac{3}{6}$ or $\frac{1}{2}$
e) $\frac{1}{11}$
3. $\frac{2}{5}m$
5. $\frac{2}{5}$ litres

Exercise 6G

1. a) $\frac{3}{4}$
c) $\frac{9}{10}$
e) $\frac{7}{8}$
2. $\frac{5}{4}$ or $1\frac{1}{4}$
3. $\frac{5}{4}$ or $1\frac{1}{4}$
- b) $\frac{9}{6}$ or $\frac{3}{2}$ or $1\frac{1}{2}$
d) $\frac{13}{12}$ or $1\frac{1}{12}$

Exercise 6H

1. a) $\frac{3}{6}$ or $\frac{1}{2}$
c) $\frac{5}{10}$ or $\frac{1}{2}$
- b) $\frac{1}{4}$
d) $\frac{1}{8}$

AREA

Exercise 10A

- a) 2 squares
c) 3 squares
e) 3 squares
- 12 squares
- b) 4 squares
d) 1 square
f) 3 squares
3. 48cm^2

Exercise 10B

- a) 12cm^2
c) 15cm^2
e) 12cm^2
- 1350cm^2
- 15000cm^2
- 7200cm^2
- b) 15cm^2
d) 30cm^2

Exercise 10C

- a) 4cm^2
c) 81cm^2
- 10000cm^2
- b) 36cm^2
d) 64cm^2
3. 36cm^2

VOLUME

Exercise 11A

- 72 cubic centimetres

Exercise 11B

- a) 24m^3
c) 64cm^3
- b) 60m^3
d) 48cm^2

Exercise 11C

- a) 60 cubes
c) 45 cubes
- b) 50 cubes
d) 60 cubes

Exercise 11D

- 96cm^3
- 1000cm^3
- a) 525cm^3
c) 2800cm^3
- b) 189m^3
e) 3332cm^3

CAPACITY

Exercise 12A

Supervise the activity

Exercise 12B

Supervise the activity

Exercise 12C

Supervise the activity

Exercise 12D

- a) 7000ml
c) 10000ml
e) 17250ml
- b) 8000ml
d) 5500ml
f) 8250ml

- a) 1l 200m
c) 8l 700ml
e) 6l 500ml
- 2500ml
- 3l
- 1l 500ml
- b) 2l
d) 5l 400ml
f) 2l 900ml
4. 10000ml
6. 8l 500ml

Exercise 12E

- a) 6l 700ml
c) 11l 250ml
e) 7l 100ml
- 1l 200ml
- 54l 400ml
- b) 14l
d) 11l 700ml
f) 1l 600ml
3. 11l 500ml

Exercise 12F

- a) 5l 100ml
c) 8l 300ml
e) 7l 800ml
- 1l 200ml
- 3l 200ml
- b) 4l
d) 17l 700ml
f) 17l 992ml
3. 11l 600ml

Exercise 12G

- a) 48l 560ml
c) 63l
e) 29l 600ml
g) 2l 100ml
- 28l 500ml
- 38l 250ml
- b) 64l 400ml
d) 130l 50ml
f) 113l
3. 143ml 500ml
5. 12l

Exercise 12H

- a) 1l 440ml
c) 800ml
e) 4l 775ml
- 50ml
- 6l 800ml
- b) 1l 200ml
d) 12l 600ml
3. 200 jericans

MASS

Exercise 13A

Supervise the activity

Exercise 13B

- a) 8000gm
c) 25000gm
e) 1500gm
- a) 1kg 700gm
c) 7kg 540gm
e) 3kg 425gm
- 90000gm
- 78450gm
- b) 17000gm
d) 3200gm
f) 14500gm
b) 9kg 700gm
d) 8kg 904gm
f) 7kg 750gm
4. 24000gm

Exercise 13C

- a) 10kg 500g
c) 18kg 10gm
- b) 14kg 100gm
d) 60kg 950kg

- e) 12kg 700gm
 2. 29kg 100gm
 4. 12kg 450gm

Exercise 13D

1. a) 5kg 300gm
 c) 15kg 900gm
 e) 47kg 500gm
 2. 17kg 500gm
 4. 2kg 700gm

Exercise 13E

1. a) 31kg
 c) 118kg 400gm
 e) 146kg 160gm
 2. 21kg 600gm
 4. 6 kg

Exercise 13F

1. a) 2kg 500gm
 c) 18kg 800gm
 e) 30kg
 2. 200 packets
 4. 200 spoons
 7. 500gm

TIME

Exercise 14A

1. a) $\frac{1}{2}$ min
 c) 11 min 40sec
 e) 24min
 2. a) 180sec
 c) 400 sec
 e) 552 sec
 3. 1 min 40 sec

Exercise 14B

1. a) 4 min 27 sec
 c) 8 min 20 sec
 e) 15 min 50 sec
 2. a) 18 min 50sec
 c) 26min 20 sec
 3. 9 min 30 sec

Exercise 14C

1. a) 10 min 10sec
 c) 29min 30 sec
 e) 14min 59 sec
 2. a) 12min 5 sec
 c) 25min 50 sec
 3. 14min 30 sec
 4. Rotich - 11min 10sec
 5. 8min 40sec

Exercise 14D

1. a) 30min 30sec
 c) 92min 15sec
 e) 162min 45sec
 2. a) 427min 42sec
 c) 483min 44sec
 3. 30 min 50 sec
 5. 5min 50sec

Exercise 14E

1. a) 1min 18sec
 c) 1min 28sec
 e) 1min 2sec
 2. a) 1min 45sec
 c) 2m 44sec
 3. 6min 8 sec

MONEY

Exercise 15A

Supervise the learner in the activity

Exercise 15B

- Construction of a road
- The Government
- Taxes
Loans from other states
- Building schools
- Building hospitals
- Building bridges or any other sensible answer

Exercise 15C

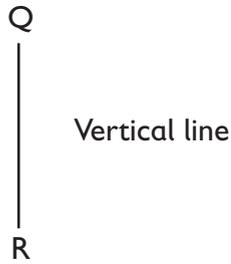
- A bank
- Money deposit
- money exchange
- Giving of loans
- Withdrawing money or any other sensible answer.
- Any sensible answer

GEOMETRY

Exercise 16A

- AB - Horizontal
BC - Diagonal
CD - Horizontal
AD - Diagonal
- 1, 2 and 3
4, 5 and 6
7, 8 and 9
- Any sensible answer

4. Any sensible answer
 5. A ————— B Horizontal line



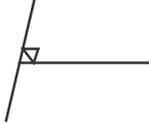
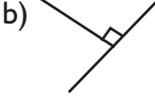
Exercise 16B

1. 
 2. 
 3. a) i) AB ii) CD
 b) i) AC ii) BD
 4. Any sensible answer

Exercise 16C

1. a) AD and AB, AD and DC
 b) AB and FC
 2. a) UV and XY b) ST and TU

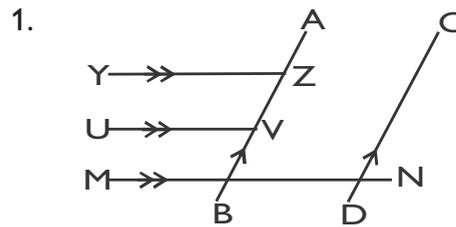
Exercise 16D

1. a) UV and VW
 2. a)  b) 
 3. 
 4. MQ and NP
 5. Market to school and market to church
 6. Check the drawing

Exercise 16E

1. AB and DC AD and BC
 2. AE and BF
 3. AB and CD
 BE and GH
 BJ and HK

Exercise 16F



2. Line CD
 3. 
 4. 
 
 
 
 5. Any sensible answer

ANGLES

Exercise 17A

1. Check the cutouts
 2. Supervise the activity

Exercise 17B

1. a) Protractor
 b) They are degrees
 c) Measuring angles
 2. Supervise the learners as they measure the angles
 3. a) 45° b) 60° c) 135°
 d) 90° e) 70°

3D OBJECTS

Exercise 18A

1. a) cylinder b) cuboid
 c) sphere d) cuboid
 e) cylinder f) cuboid
 g) cuboid h) cuboid

Exercise 18B

Supervise the activity

DATA HANDLING

Exercise 19A

1. Cars	Tally	Number
Red	### //	7
Black	### ###	10
White	### ### ///	14
Blue	///	3

2. Team	Tally	Points
Shujaa	### ###	10

Bora	### ## III	13
Washindi	### IIII	9
Wakali	### ## I	11
Wanyonge	### ## IIII	14

3.

Method	Tally	Numbers
Television	### I	6
Internet	III	3
Radio	### II	7
Newspaper	IIII	4

4.

Day	Tally	Number
Mon		20
Tue		25
Wed		21
Thu		20
Fri		24

Exercise 19B

- Assess the piles made
- Asses the piles made
- Assess the piles made
- Assess the piles made

Exercise 19C

- a) 20 people b) 35 people

c) 10 more people
- a) 300 bags b) 6300kg

Assessment Task 1

- Hundred 2. 2
- Hundreds of thousands.
- Three hundred and fourteen thousand six hundred and thirteen.
- 1085, 1099, 1999, 2045
- 2900
- Ahmed and Jane
- 1, 2, 4, 5, 8, 10, 20, 40
- 6 10. 6
- 70597 12. 2409 seedling
- 16 km 14. 60 km
- 10 sticks 16. 70 km
- 30 m 18. 2000 m
- 7050 m 20. 2500 m
- 100 km 22. 4 km 550 m
- 6 km 900 m 24. 19
- $x = 7$ 26. sh. 13
- AF, BG, CH, DE
- Q ————— R
- F 30. U, W and VY

Assessment Task 2

- 23
- 25l 60ml
- $\frac{3}{7}$
- $\frac{10}{7}$ or $1\frac{3}{7}$
- Hundredths
- 291.661
- 1km 500m
- 8km 920m
- 40km 100m
- $2m^2$
- $6m^2$
- $60000cm^3$
- a e i o u
- $2x + 6$
—————
 →
- G ————— R
- 90°
- 10200
- 26
- $\frac{1}{2}$
- $\frac{3}{10}$ ha
- 8.926
- 2.58m
- 7km 560m
- 121km 920m
- $20m^2$
- $90000cm^2$
- $400cm^2$
- 80 cubes
- sh. 5
- 90°

Assessment Task 3

1. 10.00, 10.20, 12.06 2. $\frac{7}{12}$
3. Blue 4. Thousands
5. $\frac{2}{3}$

6	Thousands	Hundreds	Tenths	Ones	Tenths	Hundredths
	7	6	5	4	2	6

7. 53210
8. 5000 or five thousands
9. Twenty eight thousand nine hundred and fifty four
10. 8 11. zero or 0
12. 60 13. 135cm^3
14. 9000cm^3 15. 30000 bales
16. 28000cm^3 17. 240m^3
18. 40 bottles 19. 2 and half bottle
20. 5000ml 21. 4l 500ml
22. 7ml 190ml 23. 11l 940ml
24. 34l 800ml 25. 127l 400ml
26. 60 bottles 27. 5l 550ml
28. 6025ml 29. 20
30. 6500gm

Assessment Task 4

1. 4 2. 11.152
3. 2.45m 4. 8
5. $\frac{9}{10}$ 6. $\frac{12}{8}$ or $1\frac{1}{2}$ or $1\frac{4}{8}$
7. $\frac{4}{10}$ or $\frac{2}{5}$ 8. 0.19, 0.54, 0.6, 0.72
9. Thousandths 10. $\frac{1}{5}, \frac{1}{4}, \frac{1}{3}, \frac{1}{2}$
11. 1600 12. 10
13. $y + 2n$ 14. $n = 4$
15. Reflect angle 16. 90°
17. A pyramid B. Cuboid C. Sphere
18. AB and DC 19. None
20. 20kg 100gm 21. 2kg 500gm
22. 142kg 23. 200sec
24. 19min 3 sec 25. 10min 55sec
26. 24 fruits 27. $5 = n$
28. $2x + 2y$ 29. Triangle
30. Cylindrical

Assessment Task 5

1. VII 2. 48
3. 8000 or eight thousands
4. 4000 5. 6
7. 6 8. 11
9. $\frac{113}{524}$ 10. 9999
11. 162647 12. sh. 1840
13. 3min 3 sec 14. 4min 37 sec
15. sh. 60 16. sh. 45
17. Paying water bills for people
18. Buying a house
19. 10 notes
20. 34 learners
21. Red, blue, Green, Yellow
22. $x = 11$ 23. 6 bananas
24. cylinder 25. cylinder
26. 6 faces 27. cuboid
28. Sphere 29. rectangle
30. Cuboid and pyramid

ENGLISH

Activity 1 (pg 65)

B- Where children are picking harvest in a farm

Activity 2 (pg 65)

Comprehension caution (Accept any other correct answer)

1. Listening attentively helps one to understand what the other person is saying before responding or answering. It also helps one become better in community
2. Mary's parents died
3. "Life took a new twist" means life changed.
4. At the crack of dawn
5. The chief talked to uncle Sam's family about how it is wrong to mistreat children, and they promised to treat Sam and Mary well.
6. Mistreating children is wrong (accept any other correct answer)

Activity 3 (PG 65)

1. early
2. track
3. heard
4. learner
5. mood
6. person
7. learner
8. flame
9. earn
10. transport

Activity 4 (PG 66)

1. Citizens
2. Adopted
3. Violence
4. clothing
5. Saul jail
6. Law
7. Security
8. Labour
9. Rest
10. Deny

Activity 5 (PG 66)

1. In the picture there are children who seen to be under the supervision of a man holding a stick. The children are doing a hard work of making tricks.

(ii) PG 67

1. He was brilliant not obedient
2. No. Mapesa and Joel & parents to prison because they failed to pay back some money he had lent then to pay Joel's school fees
4. He had children working for him in the brick making company which is a hardwork for children
They had not paid back the money that he had lend them.
5. No, Joel was not happy to work for Mr. Mapera.
Reason: When he went to look for his parents at the Mr. Mapesa's company, he was astonished to discover some workers were children and he wished he could help them. He wanted to fight for the right of the children working there. Therefore, he could not be happy working at the company because he knew it was wrong to violate children's' rights.
6. Mr. Mapesa was arrested and charged for violation of children's right and eventually sent to jail.
7. The area MCA give Joel parents a job in the county council.
8. Information about children's rights can be found in the interment , in magazines, newspaper, from the constitution of Kenya. (Accept any other correct answer)

Activity 6 (PG. 67)

- (i) That
- a) That can belongs to madam Wandi. (Accept other correct sentences)
 - a) This is the grade five classroom.
 - Those
- Those learner came to school early.
 - These
- These are the chairs you ordered for.
- This, that and these
- PG. 68
- | | |
|----------|----------|
| 1. That | 2. This |
| 3. These | 4. Those |
- iv) 1. This shows things that are dose to the speaker while. That is used to show things that are far from the speaker.
2. There and those
These shows things that are close to the speaker while those shows things that are far from the speaker.
 3. This and these
This is used to show things in singular while these is used to show things in plural.
 4. That and those
That shows things that are in singular while

those demonstrate things in plural.

Activity 7 (PG. 68)

What to look for in the filling of the admission form.

- a) Check of the learner used block letters
- b) Check if the learner has followed the order of filling the the names as in (Surname, first name, middle name)
- c) Check if the learner followed the correct order when filling the date of birth (day/ month/ year)
- d) Ensure the other details are filled correctly (place of birth, town, gender, religion, grade to be admitted and vertical adverts)

National celebrations

Activity 1 (PG 69)

1. Soldiers in uniform marching in front of people standing in a dias (Accept any other correct answer)
ii) Mercy was happy as she was already dressed up for the occasion and she explained to George what it was all going to be about.
2. The scouts were going to march around the stadium as the band played melodious tunes
3. **Occasion-** an important social event or ceremony

Sentence: Mary invited her classmates during her birthday occasion.

Independence - Political freedom from control by the government of another country.

Sentence: Jomo Kenyatta was the first president after independence.

Heads of state - the leaders of various countries

Sentence: The heads of state agreed to hold the conference during the next week.

Stadium- A venue where public events and sports can be held.

Sentence- The stadium was filled to capacity during the athletic or competition

Entertain- to amuse someone or people in a way that give pleasure

Sentence- The dancers entertained the guest with their creative songs.

Citizens - the residents of people who stay in a particular country, town or city.

Sentence- The citizens of Mzalendo town were angry at their member of county assembly.

Patriotic- Showing love for one's county.
Sentence- the patriotic citizens of haki.Yetu town fought for their children's rights.

4. Oh! Wow! Uh-huh!,AL, (Accept any other correct answer)

Activity 2 (PG. 70)

- i) As learners read the tongue twister proverb ensure they put emphasis on the words with the sounds /b/ and /p/ and that they pronounce them correctly.
- ii) As one learners reads the words, ensure they do so with emphasis on the sounds /b/ and /p/ in the words and projects their voices as they say the words.

Ensure the learner writing the words has heard correctly the sounds projected for them to write the correct spelling

Activity 3 (PG. 70)

1. Decorate
2. guests
3. parade
4. patriotic
5. events
6. ceremony
7. entertain
8. costumes
9. unity
10. crowd

Activity 4 (PG. 71)

- i) A person who is on a dias with a police officer standing behind him is speaking to people who are seated in stadium.
- ii) The story could be about an event or celebration organised some where. (Accept answers related to celebrations)
Answer to questions after the passage.
 1. It is the day our country got internal self-governance from the British colonialist
 2. It was the fiftieth celebration
 3. Uhuru park in Nairobi
 4. Troupes of traditional dancers from ethnic groups soldier police force, scouts who matched around the stadium, Kenya Air Force pilots who steered art crafts high in the sky
 5. Look for details such as parodium or dias where the president is speaking from. People who are seated in a stadium around the president.
 6. Observe as learners sing the second stanza of the National Anthem, carefully observe their performance and ensure they perform as if they are doing it in a celebration.
 7. Jamhuri Day, Labour day. (accept any other relevant answer)
 8. Patrolled- checked regularly and different times

3.
 - a) sang happy birthday songs to Stacy
 - b) Played different exciting songs.
 - c) Gave their gifts to Stacy.
 - d) Shared a meal and soft drinks.
4. Accept any relevant answers, related to helping Ben do away with his glutinous behavior
5. It leads to spilling of food everywhere and people which is a disgusting behavior.
6.
 - a) Were welcomed warmly
 - b) very soon/quickly / fast
 - c) start a new kind of behavior/ start a fresh

Activity 5 (PG. 75)

1. The language was too heavy for me to lift
2. The food is too cold for the guests to eat.
3. I am too sleepy to finish the homework.
4. The puzzle is too difficult for the children to solve.
5. Moureen is too sick to eat anything.
6. The team is too strong for us.
7. The man is too poor to send his children to school.
8. The house is too small for all the guests.
9. My grandmother is too old to walk on her own.
10. The questions were too difficult for us to answer.

Activity 6 (PG. 76)

1. I must wash my hands every time I want to eat.
2. We must follow instructions when doing a test.
3. The girl should do her work healthily everyday.
4. You should do proofread your work well before handing it in.
5. Edwin should make his bed immediately he wakes up.
6. They must ask for permission before they can be allowed to go out.

Activity 7 (PG.76)

6.
 - a) sentences, 1, 3, and 5
 - b) Good handwriting is easy to read.
 - c) Accept any relevant answer.

Activity 8 (PG. 76)

1. Points to check for in the short composition
 - a) If airside style of writing is used.
 - b) If the story development is done well from introduction to how the good table manner content is developed and a clear conclusion.
 - c) If a good and neat handwriting is used.

4. ROAD ACCIDENTS PREVENTION

Activity 1 (PG. 77)

First road sign- where pedestrian should cross
 Second road sign- red means stop

- Amber means get ready to go

- Green means go

Third road sign - Bumps ahead

Forth sign - Means stop

Activity 2(PG. 77)

1. Fatal, accident, occurred, at
2. Road, closed, unity , notice
3. Lost, control, skipped, road
4. Feared, that, trailer, would, collide
5. Driver, tried, not, to, pedestrian
6. Crowd, that, had, gathered, at accident, offered, first, aid, to, victims, accidents

Activity 3 (PG. 77)

1. The car is overtaking the lorry.
2. The boy who fell down was rushed to hospital in an ambulance.
3. The traffic officer stopped the school bus.
4. The vehicles have stopped for the children to cross the road at the zebra crossing.
5. The boy who fell while riding a bicycle was given first aid.
6. All road users must follow the road signs.
7. All pedestrians should use the pedestrians. walk (Accept any other correct sentence).

Activity 4 (PG. 78)

The story should have the following scenes.

Scene 1:A boy leaving home for school.

Scene 2:The boy boarding the school bus.

Scene 3: The bus leaving the bus stop on way to school.

Scene 4:The bus meeting another bus which is overtaking a lorry at a bend.

Scene 5:The school bus colliding with the overtaking bus.

Scene 6:An ambulance approaching a hospital

Scene 7:The boy at the hospital bed with three adults around him, are of whom is a nurse

- (ii) 1. waking up, cleaned himself, wore his school uniform, took his breakfast, packed his lunch and left school. (Accept any other activity)
2.
 - a) He drove at a moderate speed.
 - b) He followed all the traffic rules
3. They were scared.
4. Overtaking at a bend, not slowing down to go back to his lane when he realized the school bus was ahead.

5. A place where many accidents have occurred and keep occurring
6. No. Because they had to be taken to hospital for treatment and check - up.
7. a) slow down or stop at the zebra crossing for pedestrians to cross the road.
b) Use moderate speed
c) Carry required number of passengers
d) Maintain quietness especially when passing near schools and hospitals
e) Always keep left
8. Have a sign of relief- take a breath or relax from something that was bringing tensions
Bleeding in torrents - a lot of bleeding
Good samaritan - someone who offers help to people in need even when he/ she does not know them.

Activity 5 (PG. 80)

- | | | |
|--------|---------|--------|
| 1. We | 2. Them | 3. Him |
| 4. he | 5. it | 6. she |
| 7. her | 8. they | |

Activity 6 (PH. 80)

- | | | |
|-----------|---------|---------|
| 1. Theirs | 2. ours | 3. His |
| 4. hers | 5. its | 6. mine |

Activity 7 (PG.81)

1. One address
2. Lawrence Kivuva
3. Justus
4. Heading (address) greetings (Dear), Body (reason for writing), closing (yours), signatures (name).
5. For reference purpose

Activity 7 (PG. 81)

Include the following in your letter.

- a) a heading which is your address
- b) Greetings, (Dear (the name of your cousin)
- c) Body (Tell your cousin about your school)
- d) Closing or conclusion (Your ... (Your name
- e) Signature (Your signature)

5. TRADITIONAL FOODS

Activity 1 (PG. 82)

- i) Githeri, Matoke, Nyama choma (Accept any other relevant answer)
- ii) 1. Because we cannot live without it
2. Millet, sorghum, cassava, fish, omena, mursik, githeri, muthokoi
3. To avoid miscommunication

4. So as to communicate to people with special needs
5. Most of them are lazy to prepare the traditional foods, they may not know how to prepare them, the junk foods are easily accessible and do not need any preparation. (Accept any other relevant reason)
6. a) Ensure you start your speech with opening marks (“) and close with closing speech marks.”)
b) Include an introduction, a body and a conclusion in your speech
c) Let your speech be clear
d) Be definite in delivering your message.

Activity 2 (PG. 82)

- i) As you read emphasize where sound /e/ is used

- | | | |
|-----------|---------------|--------------|
| 1. energy | 2. recipe | 3. berries |
| 4. digest | 5. vegetables | 6. unhealthy |
| 7. matoke | 8. githeri | |

- (ii) a) We used a lot of energy to clean the classroom
b) She wrote for him the recipe of making matoke
c) Berries are nutritious fruits
d) We should eat dinner early to allow our system digest the food
e) Vegetables should be included in our diet for a balanced diet
f) Eating junk food is unhealthy
g) Matoke is healthy traditional food
h) They eat githeri for lunch

Activity 3 (PG. 83)

- | | | |
|--------------|--------------|------------|
| 1. Mixture | 2. Delicious | 3. culture |
| 4. junk food | 5. appetite | 6. diet |

Activity 4 (PG. 83)

- Picture 1: a bowl of rice
2. a plate of githeri
3. beef
4. fish

(Accept any other relevant answer)

1. That is two weeks time, they would hold a culture day
2. Most of them did not know how they were prepared.
3. Sausages, hamburger, Kebabs, chips (accept any other)
4. Beef, instructions on how to smoke it and the procedure to prepare 'aliya' (Accept any other relevant answer)

5. A recipe is set of instructions for cooking a particular type of food
6. Because she had earlier asked her grandmother to send her the recipe.
7. The last paragraph tells us of different traditional foods and how delicious they taste.
8. Points to consider when choosing reading materials
 - a) Appropriateness in terms of age, language etc
 - b) subject matter you want to read about
 - c) does the material provide variety in language usage, content, creativity etc
 - d) does the materials serve the purpose you want to achieve
9. Looking up the meaning in the dictionary

Activity 5 (PG. 84)

- more fresh, most fresh
- Less, least
- warmer, warmest
- shorter, shortest
- more delicious, most delicious
- stronger, strongest
- longer, longest
- more, most
- sweeter, sweetest
- more generous, most generous

Activity 6 (PG. 84)

- | | |
|-------------------|---------------------|
| 1. More delicious | 2. sweetest |
| 3. warmer | 4. most industrious |
| 5. strongest | 6. bigger |
| 7. smarter | 8. more nutritious |
| 9. least | 10. shortest |

Activity 7 (PG. 85)

1. Huge, cylindrical, modern
2. Large, oval, ancient
3. Big, square, traditional
4. New tinu circular
5. Old big rectangular
6. Brand - new huge triangular

Activity 8 (PG. 85)

What to look for in the comparative composition

- a) When you travelled
- b) Whom you went to visit
- c) How you felt you learned that you were going to make the visit.
- d) The preparations made for the visit
- e) The means of transport used
- f) The adventure on the way to the place of

visit

- g) Time of arrival
- h) The reception on animal
- i) Foods eaten at the country wide
- j) Your favourite food at the country side
- k) How your favourite food was prepared
- i) what you liked at the country side

6. JOBS AND OCCUPATIONS

Activity 1 (PG. 86)

- i) Masonary, Teller, judge, barber
- ii) ensure learners read the sentences as either statements or questions
- iii) 1, No
 2. Sentences 1, 4 and 6
 3. a) Who treats the nick in the hospital
 - b) Where did the librarian go?
 - c) Why did the police officer arrest them?
 - d) How did the driver overtake?
 - e) when did you last visit a dentist?
 - f) What did the teacher say?

Activity 2 (PG. 86)

Learners to put emphasis on words with sound /f/ and /v/ and pronounce them well

Words with sound /f/ and /v/

/f/- proof, safe fail, belief, fine, leaf

/v/ - prove, save, veil, believe, vine, leave

Activity 3 (PG. 86)

1. A lecture- lecture
2. A pilot
3. Veterinary officer
4. Author
5. An actress
6. A carpenter
7. Fire fighters

Activity 4 (Pg. 86)

- i) Listen to learners descriptions on what is the picture and ensure they are related to the learners in class being talked to by people who do various occupations as the picture shows.
- ii)
 1. authors, chef
 2. They help us put on fires and avoid damage, as well as save lives
 3. To treat patients
 4. A tailor
 5. book and cook, learner and turn, train and plane. (accept any other correct answer)
 6. Five learners' time to talk about their desired occupations

Activity 5 (PG. 87)

- i)
 - a) The chef has a lot of food for the guests
 - b) There were a few pupils in the classroom
 - c) The magistrate has many cases to decide on his week.
 - d) The doctor used some medicine to treat the patient.
 - e) The plumber has repaired each water pipe in our house.
- ii)
 - The guests ate all the food we had prepared.
 - Most of the employees were at work today.
 - There is enough milk to make tea for us.
 - She spend little money on her shopping.

Activity 6 (PG. 88)

What to consider as learner write their story from the pictures.

- a) A good hand writing
- b) The story must have an introduction, body and conclusion
- c) Use of language variety such as expressions, similes and proverbs
- d) Check for spelling mistakes, grammatical errors and punctuation marks used correctly
- e) How character development is done through out the story.

7. TECHNOLOGY

Activity 1 (PG. 89)

- i) Accept any answer the learner give that is related to technology
- ii)
 1. I will be glad to help, I will be grateful, Don't worry about it, thanks a lot, you are always welcome, sorry for interrupting.
 2. Listening keenly helps us communicate better, it is a polite gesture during communication, none iss able to understand, what the other person is saying.
 3. Ask for help from friends, teachers
 4. Learners to pronounce the words correctly as you listen to them, Assist them where they experience a challenge.

Activity 2 (PG. 89)

- i) Learners to write the words as others pronounce them
- ii) Learners to listen as other read the words provided
Words with sound /ei/ - make, maintain, stay, pray, maiden,
Words with sound /ia/- fear, year, appear, clear, wierd
- iii) Learners to read the words listed under sounds /ei/ and /ia/

Activity 3 (PG. 90)

Uploaded, email. tablet/ logged in, address, attached, desktop, log out, mails.

Activity 4 (PG. 90)

- i) A magazine, a newspaper, digital media, journal
- ii)
 1. Dictionaries, bookmarks
 2. Because learners need to assess online reading materials
 3. Maintaining silence within the library, Handling the books and other materials around the library with care, not picking more than one reading materials
 4. Interesting, size of the material, topic written about (subject matter), (etc) Accept any other relevant answer
 5. Friction refers to books and stories about imaginary people and events while non- friction refers to books or stories about real facts or events
 6. Because obeying ruler helps maintain good relation with other people (Accept any other reason)
 7. Open search icon on digital device, type

5. Mwea, Ahero
6. To ensure they remain fresh since they are perishable
7. Coffee

Activity 5 (PG. 95)

- (i)
- | | |
|------------------|------------------|
| 1. wasn't he? | 2. Aren't they? |
| 3. Isn't he? | 4. Weren't they? |
| 5. Aren't they? | 6. Wasn't it? |
| 7. Weren't they? | |
- (ii)
- | | |
|-------------|--------------|
| 1. ploughed | 2. harvested |
| 3. burnt | 4. Talked |
| 5. sold | |

Activity 6 (PG. 95)

- (i)
- | | |
|----------------|------------|
| 1. in the bush | 2. None |
| 3. milk | 4. shiries |
| 5. leap | 6. pain |
| 7. mind | 8. perfect |
- (ii)
- | | |
|----------|---------------------------|
| 1. ox | 2. bee |
| 3. grass | 4. lark |
| 5. bat | 6. flash/rabbit/lightning |
| 7. lion | 8. snail |
- (iii) Ensure the composition have the following:
- a) When you plan your visit to the tea plantation
 - b) How you prepared for the visit
 - c) Means of transport to the plantation
 - d) Where the plantation is
 - e) What you saw on your way there
 - f) What you saw in the farm
 - g) What you did at the farm
 - h) Your experience at the tea plantation
 - i) Your experience on the way back home
 - j) Conclusion

9. COMMUNICABLE DISEASES

Activity 1 (PG. 96)

- i) Picture of a girl washing hands
Picture of a boy wearing a face mask
Picture of hand sanitizer
1. Wash your hands
 2. Covering your mouth as you sneeze or cough
 3. So as to kill any germs which maybe on our hands before eating

Activity 2 (PG. 96)

1. However, heart, high, hands
2. Heal, hill, help, health, hit (any other correct words)
3.
 - a) We should go for a health check-up regularly.
 - b) Washing hands regularly is a healthy behavior
 - c) She hit her head on the bed.
 - d) The heart pumps blood to all parts of our body.
 - e) It is healthy to maintain a balanced diet.
 - f) If someone smokes close to you, you will inhale cigarette smoke
 - g) She experience headache after working under the hot sun for long.
 - h) The doctor gave the patient some medicine to heal her.
 (Accept any other correct sentences)
4.
 - Regularly washing hands, with clean water and soap
 - Rubbing our hands with sanitizers
 - Maintaining at least one meter social - distance
 - Cover their mouth and nose when coughing or sneezing
 - wearing of masks while in publics
5. Come up with a way to ensure learners have retold the story of carona virus to their parents.

Activity 3 (PG 96)

- (i) Listen to learners make oral sentences using given words. Ensure the words are used correctly.
- (ii) Bacteria- very small organisms that cause disease
Outbreak- When an illness happens in unexpected high numbers.
Symptoms - Signs of an illness.
Pharmacy - a shop that sells medicine.
Vaccine - medicines that prevent certain disease.
Overdose- taking more than the required dose at one time
Hygiene - the practice of cleanliness
Thermometer - an instrument used for measuring temperature
Epidemic - many cases of an infectious disease is an area.

Activity 4 (PG. 97)

1. To ensure they got the right that was ailing them
2. Diarrhoea, vomit
3. To ensure no more spread of the disease
4. Maintain cleanliness is everything they do
5. By boiling it
6. a) A sample of something small taken for tests
b) Signs of an illness
c) Made dirty
d) Released from hospital
7. They ate food which had been cooked using contaminated water.
8. Flu, coronavirus, tuberculosis

Activity 5 (PG. 99)

1. Frequency 2. manner
3. manner 4. time
5. place 6. time- frequency
7. Time 8. manner
9. time 10. manner

Activity 6 (PG. 99)

1. How many infections would a tuberculosis patient get before full recovery?
2. How many syringes could fit in one box?
3. How many patients could the doctor attend to in a single day?
4. How many people would be infected if malaria broke out in this village?
5. How many bottles of medicine would the doctor buy with the donated money?
6. How many calls could the emergency team respond to during the corona virus outbreak period?

Activity 7 (PG. 99)

1. We are looking after my grandmother's goats.
2. The men's shoes are upstairs
3. That is Cyrus' desk
4. Where is my sister's new bikes?
5. The spider's webs have been destroyed

Activity 8 (PG 99)

1. Isn't 2. Don't
3. I'm 4. They'll
5. Aren't

Activity 9 (Pg 99)

1. Watch out! The stream might be deep.
2. Yuck! Eating raw egg is disgusting.
3. Alas! Mt. Everest is the tallest mountain in the world.
4. Ssh! The baby is sleeping.

5. Oh my! who drew that beautiful picture?
6. Oh no! the locusts have invaded the entire plantation.
7. Wow! Look at the sunset beyond the lake.
8. Ouch! That was a painful injection.
9. Gash! The riverbanks are about to burst.
10. Hurray! our team won the match.

10. LEISURE TIME ACTIVITIES

Activity 1 (PG. 100)

- a) reading books
- b) Riding bicycles uphill
- c) Growing through photo albums/ scrap booking
- d) playing the guitar
(accept any other correct answer)

Activity 2 (PG. 100)

1. scrap booking
2. Reciting poems helps us advance our language as we come across.

Activity 3 (PG. 100)

- 1 /s/ - best enjoys. stamps, swim, weekends, puzzles, newspaper, magazine, skate, lessons
/z/- prize, puzzles

Activity 4 (PG. 101)

1. Fishing 2. talent
3. dive 4. hobby
5. leisure 6. park
7. swimming 8. football
9. theatre

Activity 5 (PG 102)

1. Watch a movie.
2. watching a movies, swimings.
3. Recipe is a set of instructions for cooking a particular type of food.
4. Knitting, playing the guitar, piano and singing
5. Listening to mark, baking, playing the guitar, piano and singing.
6. each learner to list their hobby/ what they enjoy doing at their leisure time.

Activity 6 (PG 103)

- (i) 1. The children could not swim because they didn't carry their swimming costumes
2. The weather was very cold but we played in the field.
3. We could either play football or go for swimming
4. Wafula must have been a good player since he scored a goal within the first five

minutes.

5. She enjoys swimming and going to the cinema
 6. They wanted to visit the park, yet it was raining heavily
- (ii)
1. Enjoy swimming **and** playing tennis
 2. He likes playing football **but** not basketball
 3. Caroline has won many trophies **because** she is a good skater.
 4. She can listen to music **or** watch a movie.
 5. The children could not swim in the pool **since** they did not have the swimming costumes.
 6. Jane **and** his brother like hiking during their leisure time.
 7. She has lost weight **because** she has been jogging every time.
 8. He practice very hard **yet** never scores for his time.
 9. Kiki **and** Mueni enjoys swimming.
 10. We should exercise regularly **because** it is healthy.

Activity 7 (PG. 103)

Check for the following in the descriptive composition

- a) It should have an introduction, body and conclusion
 - b) Use of similes, proverbs, adjectives to give vivid description
 - c) How is description of the leisure activity done
 - d) Should explain how the learner benefit from the leisure activity
 - e) Is it a group of individual leisure activity
 - f) For how long they practice or carry out their leisure activity
 - g) Why they love that particular activity.
- 11 SPORTS- Appreciating talents and sports

i) Activity 1 (PG- 104)

Rugby, volleyball, basketball, athletics

- (ii)
1. So as to be able to communicate with people with special needs (the deaf)
 2. By use of sad expressions or happy expressions, facial expressions

Activity 2 (PG. 104)

Learners to react with given tongue twisters. emphasis to be put on words with the sound / ai/

Activity 3 (PG. 105)

- | | |
|----------------|----------------|
| 1. competition | 2. adjudicator |
| 3. whistle | 4. champion |
| 5. guest | 6. athletics |
| 7. celebrate | 8. discover |

Activity 4 (PG. 105)

1. Upendo primary school FC and Amani primary school FC
2. To ensure the rules of the football game are followed
3. People who come to watch a game
4. To decide the position of each team and the team to make the first kick.
5. 22 players
6. At the start of the game/ during the half time/ at the end of the game (Accept any other correct answer)
7. With songs dances and shouts
8. Amani FC - 0 - upendo primary school FC - 1

Activity 5 (PG. 106)

- | | | |
|----------|----------|---------|
| 1. Which | 2. why | 3. when |
| 4. who | 5. when | 6. who |
| 7. how | 8. which | |
- (ii)
1. Who else took part in the race?
 2. Who else plays volleyball for your school?
 3. How else can you score a goal in football?
 4. How else is the winner determined in a swimming competition?
 5. What else did the adjudicator write on the score sheet?
 6. What else did the coach tell the team during the half time break?
 7. How much money did the fans pay at the entrance?
 8. How much time does a game of football take?

Activity 6 (PG. 107)

1. Committee
2. Accommodation
3. continuous
4. Fulfill
5. Writing
6. Occasion
7. Lightening
8. Receive
9. Necessary

Activity 7 (PG. 107)

- | | | |
|----------|------------|--------------|
| 1. their | 2. bare | 3. mail |
| 4. lose | 5. scent | 6. blew |
| 7. wait | 8. allowed | 9. principal |
| 10. weak | | |

Activity 8 (PG. 108)

1. They fetched water from the deep village well
2. A fly was buzzing on the toilet door
3. She sent a letter to her parents in the village.
4. I can see his car in the park.
5. She used a ruler to measure the length of the goal parts.
6. She wore a clean shirt and a tie to work.
7. The drop of water fell on the floor

12 ENVIRONMENTAL POLLUTION

Activity 1 (PG. 109)

Picture A and C

Activity 2 (PG. 109)

In the speech learners to consider all the rules of making a speech including- should be about air pollution (subject matter

- Be purposeful and straight to the point
- Use the right tone
- Use present tense
- Do your research on pollution thoroughly before making the speech
- Start and end strongly

Activity 3 (PG. 109)

- i) Learners to read the provided sentence with emphasis on the words in bold
- (ii) Learners to take turns in spelling the given words. Ensure they spell them correctly

Activity 4 (PG. 109)

Dirty, disaster, dump, chemicals, convert, waste, poisonous, cancer, purify, contaminated, conserving.

Activity 5 (PG. 110)

1. Is the process of releasing things that are harmful into the environment
2. Air pollution, water, pollution and soil pollution
3. Air pollution
4. It leads to water pollution which in turn leads to a lot of disease that come from conserving contaminated water
5. They kill living organisms in the soil
6. To improve its fertility
7. a) Environment- the surroundings around all living things
b) sewage - mixture of human waste and water
c) Spillage- process of pouring something which is in liquids form
d) Pesticides- chemicals used to kill pests.

Activity 6 (PG. 111)

- (i) Learners to underline the following nouns
 1. Scouts, binoculars, birds
 2. trousers
 3. Remains
 4. Women, jeans
 5. gumboots
 6. gloves
 7. Sunglasses

- (ii) **Activity 7 (PG.111)**

Learners to underline the following nouns

1. Waste, river
2. garbage, roadside
3. Officer, water
4. Classroom, rubbish, pit
5. Department, equipment, river
6. Teacher, environment
7. Furniture

Activity 8 page 111

The learner to construct complete sentences using the vocabularies to show their use in singular and plural forms.

1. The **luggage** was misplaced at the airport on my arrival
2. My brothers **pair of shorts** have been torn
3. My **bedding** are wet because they have been raised on
4. Alicia's **gumboots** were stolen at night
5. The **dirt** on our hands is invisible there forever should wash them before meals.

Activity 9 (III)

- Learners to fill the diary provided with the correct information of the date and activity carried on different days of the week

13. MONEY- Saving and Banking

Activity 1 (Pg. 112)

- i) People walking into a bank, machine releasing money, different forms of money (coins and notes)
Accept any relevant answer
- (ii) Learners to suggest different ways of saving money in their area
- (iii) Learners to discuss how they save money at home

Activity 2 (PG. 112)

1. As pleased as a punch, as happy as a lark, as good as gold, as easy as ABC, as busy as bee, as quick as lightning.
2. - The girls were as pleased as a punch after

they were taken out by their father.
- She smiled all day long as she was happy as a lark.

- Saving money is as good as gold.
 - The task was as easy as ABC.
 - My day has been as busy as bee
 - The bus passed us as quick as a lightning
- (Accept any other correct sentence)

3. As strong as an ox
As wise as a grasshopper
As brave as a whistle
As cold as ice
(Accept any other correct similes)

Activity 3 (PG. 113)

- (i) Learners to practice saying the given words as you listen
- (ii)
- | | | |
|-----------|-------------|------------|
| 1. sling | 2. snark | 3. snapped |
| 4. sleeve | 5. slice | 6. sneezed |
| 7. slip | 8. sneaking | |

Activity 4 (PG. 113)

Lend - granting someone money on the understanding that it will be repaid
Internet- a computer network that provides a variety of information and communication facilities.
Deposit- put money in a bank for safe keeping.
Debit- a sum of money that is owned or due.
Banker- a person who manages or owns a bank.
Value- the momentary estimated of something.
Teller- an employee of banker who deal directly with customers.
Withdraw- remove money from a bank
loan- money that is borrowed and expected to be paid back with interest.
Exchange - the changing of money to its equivalent in the currency of another country.
Queue - a line of people or vehicles a waiting their turn to be attended.

Activity 5 (PG. 114)

- (i) Someone is withdrawing money from a machine
(Accept any other answer)
- (ii)
1. She saw him, put huge sums of money in the safe on a daily basis
 2. He owns a big shop/ He is a renowned businessman
 3. A place where locks and keeps his or her money
 4. - It is safer in the bank
- It earns an interest
- The bank can lend you some money when in need
 5. How to open a bank account, how to

operate the account and that the bank could also lend him money to expand his business.

6. Deposit- to put money in a bank
Withdraw - to take money out of a bank

Activity 6 (PG. 114)

- | | | |
|-------------|------------|------------|
| 1. in | 2. from | 3. at |
| 4. on | 5. on | 6. on |
| 7. on | 8. in | 9. at |
| 10. in | | |
| (ii) 1. in | 2. on | 3. at |
| 4. in | 5. at | 6. on, in |
| 7. win | 8. on | 9. at |
| 10. at | | |
| (iii) 1. to | 2. into | 3. through |
| 4. to | 5. towards | 6. towards |
| 7. into | 8. through | 9. to |
| 10. across | | |

Activity 7 (PG. 116)

- a)
1. for, four
 2. accepts, except
 3. buy, by, bye
 4. allowed, aloud
 5. here, hear,
 6. stare, stair
 7. knew, new
 8. right, write
 9. steel, steal
 10. hour, our

Activity 8 (PG. 116)

Some learners to say the words provide as others write them as they pronounced
- Ensure the spelling of the words are correct as well as their pronunciation

Assessment Task papers

Suggested answer

ASSESSMENT TASKS PAPER 1

Task 1

- (i)
1. A type of food that is readily availability and frequently eaten in a certain area.
 2. Coastal region
 3. Githeri
 4. To clean off any germs which maybe on your hands.
 5. You will spit food on people around you and it is not a good table manner practice

Task 2

- | | |
|-------------|---------------|
| 6. blessing | 7. more |
| 8. are | 9. who |
| 10. Besides | 11. transport |

12. innovations 13. have
14. these 15. patients

Task 3

16. Fields
17. a wold wolf
18. some dogs chased away the wolf.
19. For the wolf to sing a song for him.
20. A group of dogs chased him away.
21. To see what activities are carried out in the farm.
22. Weeding cabbages, adding, manure, irrigating onions and tomatoes.
23. To allow crops get enough water without competition from weeds, as well as enough space to grow.
24. To improve the fertility of soil.
25. Fruits
26. She gave the learners some fruits to eat.
27. She gets milk from dairy cattle.
28. Yes the end of the story they say they enjoyed their time. Mrs Wangas farm.

Task 4

- | | |
|------------------|-----------------|
| 29. they | 30. her |
| 31. it | 32. we |
| 33. him | 34. she |
| 35. Haven't we? | 36. does he? |
| 37. hasn't he? | 38. doesn't he? |
| 39. doesn't she? | 40. didn't they |
| 41. shall | 42. will |
| 43. will | 44. shall |
| 45. will | 46. themselves |
| 47. himself | 48. my self |
| 49. it self | 50. ourselves |

Task 5

- learners to write a composition about the importance of technology
- Ensure it has an introduction, a body and a conclusion.
- It should have the different component of technology.
- Every component mentioned, should have its functions explained as well as importance.

ASSESSMENT TASKS PAPER 2

Task 1

1. To sell rabbits they had been rearing.
2. They talked nicely to the customers
3. Six thousand shillings
4. Deposit it in a bank (accept any other correct answer)

5. Every month
6. To avoid getting dirt and germs on their hands.
7. To educate them about environment cleanliness.
8. participating in cleaning activities/ creating awareness on the importance of cleanliness/ not contribution to making of the environment dirty. (Accept any other correct answer)

Task 2

- | | |
|---------------|----------------|
| 9. asleep | 10. heard |
| 11. someone | 12. knew |
| 13. hurriedly | 14. saw |
| 15. many | 16. their |
| 17. bigger | 18. extinguish |

Task 3

19. About where she would get food.
20. All efforts bare no fruits/ without success.
21. She was thin and fatigued.
22. Dusk
23. Phrasal verbs- made up.
Simile- as sure as death.
Idiom - nook and eranny.
(Accept any other correct answer)
24. Someone who helps people who are in need even when they do not know them.
25. Because they stayed together in unity.
26. Frightening/ ready to attack.
27. No. he tricked them into separation, hence they were attacked.
28. To stop doing something after several attempts.
29. Because they separated and each was alone making it easy to be attacked.
30. Not to trust the goat before asking about it from other three cows

Task 4

31. Beautiful, blue, cotton
32. Large, green plastic
33. Nice, small, pink
34. Large, yellow, glass
35. big, round, woodens, dining
36. choir
37. pride
38. swam/ hive
39. litter
40. board
41. accommodate
42. occasional
43. persuade
44. burial/ receive
45. Museum

46. much
47. many
48. each
49. a little
50. some

Task 5

- Wrote a journal of your school activities
- Include your journal, a date, a day and a vivid descriptions of the activities you engage in school

ASSESSMENT TASKS PAPER 3

Task 1

1. They can be passes from one person to another and can cause death.
2. In case of body contact, through body fluids, airborne (through the air)
3. Because it can be spread from one person to another
4.
 - Washing out hands with water and soap regularly
 - using hand sanitizer
 - wearing facial masks
 - Keeping social distance of 1.5 metres
 - Minimizing movement from one area to another
5. They may feel threatened, hence defend themselves in a way that may harm you.
6. From the environment they live in.
7. They can attack someone so as to defend themselves.
8. They are a source of revenue, because they are a tourist attraction.

Task 2

- | | |
|-----------------|-------------|
| 9. found | 10. flock |
| 11. fierce | 12. could |
| 13. none | 14. Luckily |
| 15. slaughtered | 16. the |
| 17. feast | 18. found |

Task 3

19. protect the nation against enemies.
20. They ensure citizens do not sleep hungry.
21. crops dry up leading to lower harvests.
22. Through construction of dams.
23. It improves the fertility of soil leading to high produce during harvest.
24. Legally.
25. Responsibility.
26. clean it up.
27. A duty to be done.
28. Accept any relevant answer that shoes using

- money wisely
29. return it to them.
 30. wipe it up

Task 4

31. Often
32. always
- 33.
34. hardily
35. Frequently
36. the milk was hot for the baby to drink
37. The bay was too heavy for the little girls to carry.
38. The sum was too difficult for the learners to do.
39. The area is too insecure for the villagers to leave.
40. The car is too expensive for my uncle to buy.
41. Taller
42. most patient
43. More beautiful
44. Shortest
- 45.
46. A drowning man will clutch at a straw
47. necessity is the mother of invention
48. Prevention is better than cure
49. Never judge a book by its cover
50. An apple a day keeps the doctor away

Task 5

- Write an interesting composition about a sport day in your school
- Ensure your composition has an introduction, a body and a conclusion
- Tell in your composition when the day of the sports was and all the activities that took place on that day.
- The teams that took part in the sports day
- The scores and how the winning teams celebrated

ASSESSMENT TASK PAPER 4

Task 1

1. Because they are mammals that are able to fly.
2. in caves in abandoned areas and dead trees.
3. Blood from other animals.
4. Helping in pollination, especially those that feed on fruits and nectar.

Task 2

- | | |
|----------------|------------------|
| 7. exciting | 8. annually |
| 9. guests | 10. capacity |
| 11. officially | 12. thereafter |
| 13. divided | 14. participants |

42. tomorrow
43. seldom
44. frequently
45. never
46. expensive
47. go to bed
48. agree on something/ being in the same situation
49. to be slightly to be in low spirits
50. to tell one secret
51. to take a dangerous chance on behalf of others

Task 5

- Write an interesting composition about the importance of farming
- Ensure your composition has a introduction, body and conclusion
- Introduce by defining farming
- Talk about the different types of farming practiced, like cash crop farming and food crop farming
- Outline the importance of different types of crop
- Make use of proverbs, similes and idiomatic expression to enrich the language of your composition.

ASSESSMENT TASK 5

24. Januarys, artcils novels (accept any other related answer)
25. Where to find specific chapter topic or subtopic- the pigs
26. Creative and exiting compositions
27. Selfish
28. communication skills

Task 4

29. a lot
30. a few
31. little
32. some
33. any
34. principal
35. its
36. match
37. troupe
38. hear
39. advice
40. Everywhere
41. Tomorrow
42. seldom
43. Frequently
44. never

45. something very expensive/ costly
46. To go to bed
47. To be in similar situations with sentences
48. Not feeding well
49. To reveal a secret
50. To do something dangerous

KISWAHILI

MAJIBU

1. Mapishi

Zoezi 1

1. Tathmini usomaji wa mwanafunzi.
2. Tathmini vitanzandimi vilivyoundwa.

Zoezi 2

1. Machungwa, maembe, mchicha, tathmini majibu mengine sahihi
2. Ugali, wali, viazi, tathmini majibu mengine sahihi
3. Nyama, mayai, maharagwe, tathmini majibu mengine sahihi
4. Chumvi, pilipili, kitunguu, tangawizi, kitunguu saumu, binzari, tathmini majibu mengine sahihi
5. Kuchemsha, kukaanga, kuchoma
6. Tathmini michoro ya mwanafunzi.

Zoezi 3

Tathmini insha iliyoandikwa na mwanafunzi yenye mada MPISHI NIMPENDAYE.

Zoezi 4

1. Bwana Kamusi
2. Ijumaa
3. Mombasa
4. Kenya
5. Mlima Kenya, Mto Tana

Zoezi 5

1. Tathmini mifano iliyotolewa na mwanafunzi.
2. a) Musa
b) Mumias
c) Jumamosi
d) Mwezi wa Aprili
e) Mlima Kenya

Zoezi 6

1. darasa, wanafunzi, wavulana, wasichana, vitabu, kalamu, madawati, rangi, viatu, soksi
2. Tathmini sentensi zilizotungwa.

Maswali ya marudio

1. Shirika rasmi la reli la Rwanda larejelea shughuli zake.
2. Kitanzandimi ni sentensi yenye maana kamili inayotoa wazo kamili.
3. Kuchemsha, kukaanga, kuchoma
4. Tathmini mchoro wa mwanafunzi

5. seredani
6. Chumvi, pilipili, kitunguu
7. Tathmini sentensi za mwanafunzi
8. Ni nomino za pekee.
9. Tathmini sentensi za mwanafunzi
10. Maria
11. Tathmini mifano iliyotolewa.
12. kitabu, darasa, kalamu
13. Tathmini sentensi za mwanafunzi
14. Tathmini insha iliyoandikwa na mwanafunzi.
15. Tathmini insha iliyoandikwa na mwanafunzi.

2. Huduma ya Kwanza

Zoezi 1

1. (a) Marahaba.
(b) Njema.
(c) Njema.
(d) Nimeshinda vyema.
(e) Sijambo.
2. (a) Kwaheri ya kuonana.
(b) Binuru.
(c) Nawe pia.
(d) Asante.
(e) Buriani dawa.
3. (a) Shikamoo.
(b) Buriani.
(c) Safari njema.
(d) Habari za jioni.
(e) Habari za asubuhi.
(f) Lala unono.

Zoezi 2

Tathmini jinsi mwanafunzi anavyotumia kamusi kutafuta maana ya maneno husika.

Zoezi 3

Tathmini insha iliyoandikwa na mwanafunzi.

Zoezi 4

1. Tathmini nomino zilizoandikwa na mwanafunzi
2. Tathmini sentensi zilizotungwa.
3. Tathmini shughuli ya mwanafunzi

Zoezi 5

1. (a) kusoma, kucheza
(b) kuimba, kupiga
2. Kuongea, kuangalia, kucheza, kunywa, kusimama, kufika, kulima, kufyeka, kutibiwa
3. Tathmini sentensi zilizotungwa.

Maswali ya marudio

1. Marahaba.
 2. Hujambo?, Habari za asubuhi?, Shikamoo!
 3. Kwaheri, Buriani, Lala salama
- | | |
|--------------|--|
| 4. | |
| (a) Nawe pia | |
| (b) Binuru | |
| (c) Sijambo | |
| (d) Marahaba | |
5. Katika kamusi.
 6. (a) Huduma – Kitendo cha kusaidia au kutunza mtu au kitu.
(b) Daktari – Mtu aliyesomea tiba na hutibu wagonjwa.
 7. bendeji, dawa, nesi, plasta, spiriti
 8. watoto, meza, vitabu
 9. meza, mafuta, maji
 10. Tathmini sentensi zilizotungwa.
 11. Ni nomino za kitenzi-jina.
 12. Tathmini sentensi zilizotungwa
 13. Kushirikiana ni muhimu katika maisha yetu.
 14. Tathmini insha inayosomwa na mwanafunzi.
 15. Tathmini insha iliyoandikwa na mwanafunzi

3. Mapambo

Zoezi 1

- (a) ua
- (b) mkufu
- (c) mtandio
- (d) kivuli
- (e) picha

Zoezi 2

1. kicha cha funguo, tita la kuni, tonge la ugali, tone la maji, safu ya milima, tathmini majibu mengine sahihi
2. Nomino za makundi ni nomino zinazotaja kundi au mkusanyiko wa vitu, watu au vitu visivyohesabika kama kimoja.
3. kundi la wanafunzi, safu ya milima, tonge la ugali, msitu wa miti, pakiti ya sukari

Zoezi 3

1. mwanasiasa, batamzinga, kifunguakinywa, kifunguamimba, kinasasauti, mkazamjomba
2. Nomino ambata ni nomino zinazoundwa kwa kuunganisha maneno mawili au zaidi ili kuleta maana moja mpya.
3. (a) **Mwanasiasa** amechukua **kinasasauti** kile.
(b) Huyu ndiye **kifunguamimba** wa **mwanajeshi** yule.
(c) **Wananchi** wote wanahifadhi maji.
(d) **Shangazi** yangu ni **mjamzito**.

- (e) **Batamzinga** yule ni wa **mkazamjomba**.

Zoezi 4

1. Nomino za dhahania ni nomino zinazoonyesha vitu ambavyo haviwezi kuonekana, kushikwa au kuguswa kwa mikono bali huhisiwa au kufikiriwa akilini.
2. upendo, furaha, huzuni, amani, ujasiri, umaskini
3. (b) upendo, ukweli, uhodari, haraka
(c) ugonjwa, utajiri, usawa, wema
(e) ubaya, ujinga, imani, amani
(h) furaha, baridi, huzuni, hasira
(j) umaskini, woga, ujasiri, ufidadi

Zoezi 5

1. (a) USHANGA
(b) MKUFU
(c) PETE
(d) KIPINI
(e) KIDANI
(f) BANGILI
2. (a) Dada yangu ana vipuli vinavyometameta.
(b) Nimeiona pete ya dhahabu katika kidole cha Mwalimu Matati.
(c) Maambukizi ya ugonjwa wa UKIMWI yamepungua.
(d) Nitakuletea mapambo yako mwezi wa Disemba.
(e) Mikufu iliyotengenezwa na Rukia itauzwa kule Nairobi.

Zoezi 6

1. koma, kipumuo, mkato
2. (a) Baba alinunua unga, sabuni, sukari na mkate.
(b) Nairobi, mji mkuu wa Kenya, ina wakazi wengi.
(c) Baada ya kutembea kwa muda mrefu, tulikaa chini ya mti tukapumzika.

Zoezi 7

1. kikomo
2. (a) Babu yangu amefungua duka la kuuza mapambo.
(b) Mkutano huo ulifanyika tarehe 4.11.1986.
(c) Peremende hii huuzwa shilingi 2.50.
(d) Alinunua mapambo k.v. herini, kishaufu, bangili, na mengineyo.

Zoezi 8

1. (a) **H** – Herufi kubwa
(b) , – Koma
(c) . – kikomo
(d) ? – Alama ya kuuliza (Kiulizi)
2. (a) Darasa hili lina madawati, viti na kifutio.
(b) Nyumba yenu imejengwa wapi?

- (c) Bw. Bakari alizaliwa tarehe 5.6.1940.
 (d) Maria, Rukia na Almasi wamepewa nguo ngapi?
 (e) Mji mkuu wa Kenya, Nairobi, una barabara nzuri.

Maswali ya marudio

1. Mkufu
2. Tathmini jibu la mwanafunzi
3. (a) Pete – Kidoleni
 (b) Kipuli – Sikioni
 (c) Ushanga – Shingoni
 (d) Bangili – Mkono
4. Kipini
5. Tathmini muhtasari wa mwanafunzi
6. Tathmini utafiti wa mwanafunzi
7. Tathmini sentensi za mwanafunzi
8. Tathmini mchoro wa mwanafunzi
9. Tathmini aya ulioandikwa na mwanafunzi
10. Nomino za makundi
11. (a) Mkungu wa ndizi
 (b) Tonge la ugali
 (c) Mshumbi wa samaki
12. Tathmini sentensi za mwanafunzi
13. mbwamwitu, mwanasiasa, batamzinga
14. Tathmini sentensi za mwanafunzi
15. Nomino za dhahania
16. Tathmini sentensi za mwanafunzi
17. Alienda Mombasa kumtembelea Amina.
18. Tathmini sentensi ya mwanafunzi
19. Alama hizi zinaitwaje?
 (a) , – Koma
 (b) . – Kikomo
 (c) ? – Alama ya kuuliza (kiulizi)
20. Je, jina lake ni nani?

4. Saa na Majira

Zoezi 1

Tathmini sentensi zilizotungwa na mwanafunzi

Zoezi 2

Tathmini jinsi mwanafunzi anavyotekeleza shughuli hii.

Zoezi 3

1. (a) Redio iliyonunuliwa ni nzuri.
 (b) Redio zilizonunuliwa ni nzuri.
2. (a) Nyumba yangu imepakwa rangi.
 (b) Nyumba zetu zimepakwa rangi.
3. (a) Dawa imenunuliwa alfajiri.
 (b) Dawa zimenunuliwa alfajiri.
4. (a) Chapati ya mgeni ilipikwa machweo.
 (b) Chapati za wageni zilipikwa machweo.
5. (a) Chupa ya maji imewekwa.
 (b) Chupa za maji zimewekwa.

Zoezi 4

- (a) ndizi hizi

- (b) ndoo zile
 (c) kamba hizo
 (d) pua zetu
 (e) chupa zile

Zoezi 5

1. (a) Nyumba zote zinapendeza.
 (b) Nguo ile ilifuliwa jana.
 (c) Ndizi za mama zimeiva.
 (d) Simu hii itatumika adhuhuri.
 (e) Meza iliyonunuliwa ndiyo ile.
 (f) Barabara zimeundwa.
 (g) Kamba hizo zitauzwa.
 (h) Kengele imekirizwa.
2. (a) Sentensi imeandikwa.
 (b) Insha yao inapendeza.
 (c) Dawa ya mtoto imeuzwa.
 (d) Nguo ilipigwa pasi.
 (e) Taa ile inawaka.

Maswali ya marudio

1. Mjomba
2. (a) Bin – Mwana wa kiume wa mtu fulani.
 (b) Binti – Mwana wa kike wa mtu fulani.
3. Tathmini sentensi zilizotungwa na mwanafunzi
4. Kutotuma taarifa binafsi mtandaoni,
 Kutotembelea tovuti zisizofaa, Kutowasiliana na watu usiowajua mtandaoni.
5. Husaidia kulinda usalama, kuepuka udanganyifu na unyanyasaji mtandaoni.
6. (a) Adhuhuri – Wakati wa mchana saa sita kamili.
 (b) Macheo – Wakati wa asubuhi mapema jua linapochomoza.
7. Tathmini sentensi zilizotungwana na mwanafunzi
8. Tathmini shughuli ya mwanafunzi
9. Anwani ya mwandishi, anwani ya mpokeaji, ujumbe
10. Tathmini barua iliyoandikwa na mwanafunzi
11. Ngeli ya I-ZI
12. (a) nguo – nguo
 (b) dawa – dawa
13. Tathmini sentensi zilizotungwa na mwanafunzi
14. Ndoo zimewekwa ndani ya nyumba.
15. Chupa ile ni yake.

5. Kukabiliana na Umaskini

Zoezi 1

1. Tathmini methali zilizotungwa na mwanafunzi
2. (a) Ukiona vyaelea jua vimeundwa.
 (b) Mchagua jembe si mkulima.
 (c) Anayejitahidi hufaidi.
 (d) Mtaka cha mvunguni sharti ainame.
 (e) Atafutaye hachoki, akichoka keshapata.

Zoezi 2

- 2
- 8
- Tutumie wetu muda, kweli bila ulegevu,
- 16
- mizani

Zoezi 3

- ni, u / i, ndwe
- 64
- Adui ni umaskini (uchochole).
- Shairi hili linahimiza jamii kuungana, kufanya kazi kwa bidii, kusoma na kudumisha amani na umoja ili kupambana na umaskini na kuimarisha uchumi.
- (a) Bidii – kufanya kazi kwa juhudi na maarifa bila kuchoka.
(b) Uchochole – hali ya umaskini mkubwa.
(c) Uchumi – hali ya uzalishaji, matumizi na usimamizi wa rasilimali na fedha katika jamii au nchi.

Zoezi 4

Tathmini insha itakayoandikwa na mwanafunzi.

Zoezi 5

- moyo → nyoyo
 - ufa → nyufa
 - uta → nyuta
 - ubeleko → mbeleko
 - wimbo → nyimbo
 - waraka → nyaraka
 - ulimi → ndimi
 - udevu → ndevu
- Ndevu zile zimekatwa.
 - Wayo hizi zina viatu.
 - Nyuso za watoto zinangara.
 - Nyuzi hizo zinapendeza.
 - Funguo zangu zimepatikana.
 - Nyakati zile zilitusaidia.

Zoezi 6

- nyuta
 - upanga
 - nyavu
 - uteo
 - bao
- Nyimbo zile zitaimbwa kesho.
 - Uso wa mtoto umepakwa mafuta.
 - Ndwele hatari ziliisha.
 - Wayo wako ulisuguliwa.
 - Nyufa zote zitazibwa.

Maswali ya marudio

- Tathmini methali za mwanafunzi.
- Mgaagaa na upwa, hali wali mkavu.
- Maana: Mtu anayejitahidi na kutafuta kwa bidii hufanikiwa. Matumizi: Hutumiwa kuhimiza

bidii, uvumilivu na kutokata tamaa.

- Kina au vina ni sauti zinazofanana mwishoni au katikati ya mishororo ya shairi.
- Mizani ni idadi ya silabi katika kila mshororo wa shairi.
- Una mizani 16.
- Ngeli ya U–ZI.
- a) ubavu → mbavu
b) wakati → nyakati
- Tathmini sentensi zilizotungwa.
- a) nyimbo → wimbo
b) nywele → unywele
- zi
- uzi, nyuso, uso, nywele, mbao, bao, teo, nyuzi, tathmini majibu mengine sahihi
- Ua ule umefyekwa.
- Kuta zenye nyufa zimetengenezwa.
- Tathmini insha iliyoandikwa na mwanafunzi

6. Maadili

Zoezi 1

- Maadili ni muhimu kwa kila mtu.
- Heshima inafaa kuzingatiwa kila mahali.
- Mshairi anashauri watu wavae nguo zenye adabu, wafunike miili yao, wawe na nidhamu na waendeleo kusoma vitabu ili kujijenga kimaadili.
- Ni ubeti wa tatu, unaozungumzia maneno ya utu na kuleta urafiki.
- Mtu mzalendo anafaa kujiepusha na kiburi, kuharibu mazingira (maji) na ukabila.
- Kibwagizo kinashauri kuwa mtu bora anafaa kuwa na maadili mema.

Zoezi 2

- Mabua yalionekana njiani.
 - Mapishi yake yalivutia wageni.
 - Makuti yaliangushwa na wakulima.
 - Maovu yamepingwa na baba.
 - Manyoya haya yanapendeza.
- a) Musa amebeba mabua yaliyokatwa.
b) Makuti yameezekwa kwenye nyumba ile.
c) Ugonjwa ule ni hatari.
d) Wananchi wameacha maovu yaliyoleta uharibifu.
e) Upishi wake unapendeza.

Zoezi 3

- Tathmini majibu ya mwanafunzi
- ugonjwa ule → magonjwa yale
 - unyoya huu → manyoya haya
 - ulezi huu → malezi haya
 - uovu upi → maovu yapi
 - upishi mzuri → mapishi mazuri
 - ubua huu → mabua haya

Maswali ya marudio

1. a) Usawa – hali ya kuwatendea watu wote kwa namna ileile bila ubaguzi.
b) Haki – kutenda jambo lililo sawa, la kweli na linalofuata sheria au maadili.
2. Sikiliza shairi la maadili likikaririwa mtandaoni. (Hili hufanywa na mwanafunzi mwenyewe.)
3. Tathmini jibu la mwanafunzi
4. Tathmini sentensi zilizotungwa na mwanafunzi
5. Tathmini majibu ya mwanafunzi
6. Tathmini kazi ya mwanafunzi
7. Tathmini kazi ya mwanafunzi
8. Tathmini kazi ya mwanafunzi
9. Tathmini insha iliyoandikwa na mwanafunzi
10. Ni nomino za ngeli ya U–YA.
11. a) ukuti → makuti
b) ugonjwa → magonjwa
12. Tathmini sentensi zilizotungwa na mwanafunzi
13. Mabele yaliyokuwa shambani mle yamekatwa.
14. Magonjwa yale hatari yameisha.
15. Ubuu ule umefyekwa.

7. Elimu ya Mazingira

Zoezi 1

kuziangua kucha, alizipiga pasi, tulipiga mswaki, kilichofutwa vumbi, tunapopiga chafya, kuchokonoa meno, kupiga deki, kupenga kamasi

Zoezi 2

Tathmini insha iliyoandikwa.

Zoezi 3

1. a) Kutembea kwa maringo **ku**lifanya aanguke.
b) Kusaidia watu **kuna**onyesha utu.
c) Kulima kwa mjomba **kum**emletea manufaa.
d) Kuangua kucha **kun**apunguza uchafu mwilini.
e) Kushauri vijana **kun**awapa mwelekeo.
2. a) Kuukwea mlima huu kumenishinda.
b) Kutembea kwa miguu kulimsaidia.
c) Kuchora huku kunapendeza.
d) Kuimba kulikowafurahisha wageni ni huku.
e) Kupaka nyumba rangi kutafanya ipendeze.

Zoezi 4

Tathmini majibu ya mwanafunzi

Zoezi 5

Tathmini majibu ya mwanafunzi

Maswali ya marudio

1. Tathmini majibu ya mwanafunzi
2. a) Chokonoa meno – kusafisha meno kwa kutoa uchafi au mabaki ya chakula katikati ya meno.
b) Piga deki – kusafisha sakafu.
3. Tathmini sentensi za mwanafunzi
4. chafya

5. Tathmini kazi ya mwanafunzi
6. Tathmini kazi ya mwanafunzi
7. kuoga, kusoma, kuimba, tathmini majibu ya mwanafunzi
8. a) kucheza → kucheza
b) kuimba → kuimba
9. Tathmini sentensi zilizotungwa na mwanafunzi
10. kusoma
11. Kujitolea kwake kuliwasaidia mno maishani.
12. Kuimba kwenu ni kuzuri.
13. Kutembea kwa mtoto yule si kuzuri.
14. Ngeli ya KU–KU
15. Tathmini insha iliyoandikwa na mwanafunzi

8. Ndege wa Porini

Zoezi 1

- a) barabara
- b) kandanda
- c) shamba
- d) simanzi
- e) nyumbani

Zoezi 2

1. Babu aliwashauri kujali wanyama na ndege wa porini, kuwa makini na usafi na kula chakula vizuri.
2. Tathmini majibu ya mwanafunzi
3. Fanaka, Nyanya, Jasiri, Mzee Pori
4. Babu alikuwa mhudumu wa wanyama wa mwituni.
5. a) Kanga
b) Heroe
c) Korongo
d) Kasuku
e) Mwewe

Zoezi 3

Tathmini insha iliyoandikwa na mwanafunzi

Zoezi 4

Tathmini sentensi zilizotungwa na mwanafunzi

Zoezi 5

- a) kikajengeka
- b) kilichopikika
- c) ukatengenezeka
- d) akapambika
- e) unatambulika

Zoezi 6

1. walikumbushana, waliongozana, walishikana, wakiangaliana, walishirikiana, walijuana, waliinuana, zimefungana
2. a) bebewa, bebeka
b) chaguliwa, chaguliana
c) fukuziwa, fukuzika
d) shikika, shikana
e) anguliwa, anguliana
f) pigika, pigana

Maswali ya marudio

- visawe.
- masikitiko, majonzi
- barabara, baraste, njia
- Watoto wote wameenda viamboni.
- Ni tamthilia ambapo wahusika huigiza matukio kwa kuzungumza na kutenda hadharani.
- Mhusika ni mtu au kiumbe anayeshiriki na kupewa jukumu katika mchezo wa kuigiza.
- Ni maandishi yanayoelekeza jinsi wahusika wanavyotenda, kusimama, kuzungumza au kuonyesha hisia.
- Heroe
- tai, korongo, tathmini majibu ya mwanafunzi
- pigiwa, somewa, tathmini majibu ya mwanafunzi
- pikika, vunjika, tathmini majibu ya mwanafunzi
- pendana, pigana, tathmini majibu ya mwanafunzi
-

Kutenda	Kutendewa	Kutendeka	Kutendana
a) piga	pigiwa	pigika	pigana
b) peleka	pelekewa	pelekeka	pelekana

- Tathmini sentensi za mwanafunzi
- Tathmini insha ya mwanafunzi

9. Magonjwa

Zoezi 1

Tathmini shughuli za mwanafunzi

Zoezi 2

Tathmini shughuli za mwanafunzi

Zoezi 3

Tathmini insha iliyoandikwa na mwanafunzi

Zoezi 4

- Tathmini sentensi za mwanafunzi
- Mama amepua chungu chenye viazi.
 - Msaidie mtoto yule kufungua mlango.
 - Watoto walilia walipomwona kuku akiingia majini.
 - Huyu ndiye aliyetegua mtego ule.
 - Funua chakula hicho.

Maswali ya marudio

- Ofisini
- Tathmini majibu ya mwanafunzi
- Tathmini shughuli za mwanafunzi
- choma → chomoa
 - fuma → fumua
- Tathmini sentensi zilizotungwa na mwanafunzi
- Babu ameza ng'ombe.
- Tathmini insha iliyoandikwa na mwanafunzi

10 Kudhibiti Itikadi za Kidini na za Kijamii

Zoezi 1

- Tathmini sentensi za mwanafunzi
- Mwalimu amemtua mwanafunzi yule mwenye bidii kama mchwa.
 - Kijana yule ameacha tabia yake ya kuwa na hasira kama mkizi.
 - Rafiki yake ni msiri kama usiku.
 - Usiwe kigeugeu kama kinyonga, tabia hiyo si nzuri.
 - Watu walidhani kuwa yeye ni mjinga kama kondoo, kumbe alikuwa mwerevu sana.

Zoezi 2

Tathmini shughuli za mwanafunzi

Zoezi 3

Tathmini insha iliyoandikwa na mwanafunzi

Zoezi 4

Tathmini sentensi za mwanafunzi

Zoezi 5

- Tathmini sentensi za mwanafunzi
- Baba humpa ng'ombe maji.
 - Sisi huenda sokoni.
 - Zawadi hutembea polepole.
 - Lango lao hufungwa.
 - Wao hupinga itikadi duni.
- Babu amekunywa uji asubuhi.
 - Darasa limefagiliwa likawa safi.
 - Mila potovu zimepingwa na kila mmoja.
 - Maria amepangusa meza yao.
 - Wao wamepiga pasi sare zao.

Maswali ya marudio

- mjanja kama sungura, mlati kama fisi
- kinyonga – kigeugeu
 - simba – jasiri/shujaa
- mpole kama njiwa
 - mwoga kama kunguru
- Tathmini sentensi zilizotungwana mwanafunzi
- Kutoa taarifa zako binafsi, kuwasiliana na watu usiowajua, kutembelea tovuti hatari, kutukana au kudhalilisha wengine, kufungua jumbe au viungo visivyojulikana
- Ni muhimu kwa sababu hukusaidia kulindwa dhidi ya hatari kama ulaghai, utekaji au unyanyasaji wa mtandaoni.
- Tathmini kazi ya mwanafunzi
- Tathmini shughuli ya mwanafunzi
- Tathmini sentensi ya mwanafunzi
- Tathmini sentensi ya mwanafunzi
- hu
- me
- Ng'ombe hufungwa karibu na mti.
- Bakari amesoma kwa bidii.
- Tathmini insha ya mwanafunzi

11. Uwekezaji

Zoezi 1

- (a) ta (wakati ujao)
(b) na (wakati uliopo)
(c) li (wakati uliopita)
- (a) Hukulipwa fidia.
(b) Hasomi kwa bidii.
(c) Sitawalipia watoto wote karo.
(d) Hawatapinga matumizi ya dawa za kulevya.
(e) Hamwekezi katika kilimo.
(f) Hatukupata faida katika biashara.

Zoezi 2

- kate, kikate
- toto, kitoto
- lima, kilima
- guu, kiguu
- jikuki, kijikuki

Zoezi 3

- a) dama, kidama
b) goma, kigoma
c) dege, kidege
d) joka, kijoka
e) jumba, kijumba
- Tathmini majibu ya mwanafunzi

Maswali ya marudio

- Tathmini kazi ya mwanafunzi.
- Tathmini shughuli ya mwanafunzi
- (a) Deni – Kiasi cha pesa ambacho mtu anatakiwa kulipa baada ya kukopa.
(b) Bajeti – Mpango wa matumizi ya pesa kwa kipindi fulani.
- Tathmini sentensi za mwanafunzi
- (a) **W**amepanda miti mingi.
(b) **T**ulisafisha mazingira yetu.
- (a) Gari **l**ilioshwa na vijana wale.
(b) Nyanya **a**naandaa chajio.
- (a) Juma hajui kusoma.
(b) Sitampelekea ng'ombe maji.
- H**awaikumwona akitembea.
- (a) mkebe → jikebe
(b) mtoto → toto
- (a) mlima → kilima
(b) mlango → kijilango
- Tathmini sentensi zilizotungwa.
- (a) ndovu → dovu
(b) nguo → guo
- (a) nyoka → kijoka
(b) nyumba → kijumba
- Tathmini sentensi za mwanafunzi
- Tathmini baruapepe ya mwanafunzi

MAJIBUYA MAJARIBIO YA MITIHANI

KWANZA

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

SCIENCE AND TECHNOLOGY

Assessment exercise 1.1

- Plants show all the key characteristics of life: Plants grow and develop, obtain and use energy (through photosynthesis), reproduce, respond to stimuli (like light and gravity), respire and die among other characteristics.
- Flowering and non-flowering plants.
- Flowering plants are millet and pea while non flowering plants are moss and fern.
- K is any non-flowing plant such as yeast, penicillin, toadstool among other non-green plants.
L is any flowering plant such as maize, mango, apple, millet among any other.
- Flowering plants since they produce flowers.
- male part is called stamen while the female part is called pistil. They are responsible for reproduction
- By the smell. As pollinators interact with the plants pollination takes place hence aid in reproduction.
- | | | |
|-----------|------|----------|
| a) G | b) D | c) Ovary |
| d) Ovules | e) A | f) B |
| g) E | h) C | i) C |
| j) D | | |
- Non flowering plant
- Contains ovules. It is where fertilisation happens. It is where fertilised ovules develop to seeds.
- Y- stigma. Receives pollen grains during pollination.
Z- anther. They produce and release pollen grains.
T- style- supports the stigma
X-Ovules They are the female gametes that when fertilised develop into seeds.
M-petal. Attract insects which pollinate the flower. They have nice scent, bright colours to attract insect. Produce nectar needed by insects like bees.
F- Sepal. Protect the flower during the bud/early stages

Assessment exercise 1.2

- U-Amphibians

- V- Birds
W-mammals
X- Reptiles
- c- they both have scales
 - Mammals- Bat, squirrel, whale, rabbit, Kangaroo, Elephant, lion, antelope, hedgehog, porcupine.
Birds - Owl
Reptile - python, tortoise
Amphibian-salamander
Fish- none
 - W-Bird
X, Y and Z are reptiles, amphibians and fish
 - Spider
 - Any example of a bird.
 - Newt and salamander
 - | | |
|------------|--------------|
| a) A- Fish | B-Amphibians |
| C-Reptiles | D-Birds |
 - Any correct answer
 - | |
|-------------------------|
| a) Duck billed platypus |
| b) Whale |
| c) Amphibians |

Assessment exercise 1.3

- Diaphragm, Trachea, Lungs and Nose
- Nose
- Oxygen
- Common cold, coughs, asthma, Covid-19 and allergies
- Any correct answer
- Any correct answer
- Assess learner's work
- Any correct answer
- common cold
- Virus
- Dusts, cold, pollen grains, among others.

Assessment exercise 2.1

- | |
|--|
| a) Winnowing is a method of separation which separates lighter, less dense components from heavier ones using wind or blowing air. |
| b) Chaff from grains.
Husk from rice.
Sand from dry leaves.
Tea leaves from dust. |

- Maize husks from kernels.
- c) Chuffs are less dense or lighter compared to grains.
2. a) They are large and visible by colour.
b) Pebbles from beans; Stones from rice; Large shells from sea sand; Weeds from harvested crops; Rotten fruits from fresh ones among others.
c) Too tiny in size.
3. a) to retain large particles and allow tiny and small particles to pass through.
b) flour and maize grains, sand and gravel, cement and coarse sand among others.
c) It can be applied during building and construction to separate sand from gravel. It can be used during food production e.g baking.
4. a) A separating funnel separates immiscible liquids (like oil and water) by exploiting their density difference, allowing them to form distinct layers, and using a stopcock to control the release of the lower, denser liquid first into another container, then the upper, less dense liquid, achieving physical separation.
b) Allow them to form distinct layers and using a stopcock to control the release of the lower, denser liquid first into another container. The upper liquid or less dense liquid can remain in the funnel or drain in a different container.
c) To form two distinct layers.
5. A-Winnowing B- Sieving
6. a) It attracts magnetic materials such as iron filings.
b) Mixture of magnetic and non-magnetic materials
c) It only attracts magnetic materials.
7. a) A homogeneous mixture is one in which the components are uniformly mixed and the mixture looks the same throughout. A heterogeneous mixture is one in which the components are not uniformly distributed and can be distinguished easily, often with different parts having different compositions.
b) Homogeneous mixture example – salt water. When salt is put in water, it dissolves completely. Maize and beans is an heterogeneous mixture. The mixture is not the same in

- every spoonful, so it is heterogeneous.
- c) Heterogeneous mixtures are generally easier to separate because the different components are already physically distinct and can often be separated by simple physical means. For example, maize and beans can be separated by hand, or use a sieve to separate larger pieces from smaller ones. In homogeneous mixtures like salt water require methods that rely on properties of the components to separate, which is often more complex or time-consuming.
8. a) Sieving is widely used in the food industry to separate solid ingredients based on particle size.
b) Oil and water
c) Winnowing is an age-old agricultural technique used to separate grains from chaff (the lightweight husks and stalks)
9. a) The filter paper acts as a barrier with tiny pores (holes). It allows smaller liquid (or gas) substances to pass through, but traps larger solid particles. In the case of sand and water, the water passes through, and the sand stays on top of the paper.

b)

Filtering a Solid from a Liquid	Filtering a Solid from a Gas
<p>Uses a filter paper to trap the solids in a liquid suspension.</p> <p>Example: Filtering sand from muddy water.</p>	<p>Uses a fibrous or porous solid barrier (like in air filters, masks, or vacuum cleaner bags) to trap dust, smoke, or particles carried in the air. Example: A car's air filter trapping dust from the air entering the engine</p>

c) coffee grounds and water or any correct answer.

10. a) In recycling centres, magnets are used to attract and separate ferromagnetic metals (like iron and steel) from mixed waste.
b) Fast and contactless: The magnet works without touching most materials, quickly pulling out magnetic metals from moving

waste.

No chemical change: It is a physical separation method, so materials remain unchanged and can be recycled directly.

Low cost and low energy use:

- c) Iron filings mixed with sand (common school experiment).
Steel paper clips or staples from shredded paper or office waste.

Assessment exercise 2.2

1.
 - a) Assess learner's work
 - b) To remove harmful substances and prevent waterborne diseases.
 - c) Chlorination is the process of adding chlorine (or chlorine compounds) to water. It helps in two main ways.
2.
 - a) the contamination of water bodies such as rivers, lakes, oceans, groundwater and even drinking water sources with harmful substances which makes water toxic for humans, animals and plants in the ecosystem.
 - b) On the Environment:
 - Harm to aquatic life: For example, toxic chemicals can poison fish, plants, and other organisms.
 - Many species die or are forced to move away, reducing the variety of life in water ecosystems.
 - Habitat destruction: Oil spills, sediment from erosion and chemicals can destroy breeding grounds for aquatic animals.
 - On Human Health:
 - Drinking or bathing in polluted water can cause illnesses such as cholera, typhoid, dysentery, and hepatitis due to bacteria, viruses, and parasites.
 - Long-term exposure to heavy metals (like mercury or lead) or industrial chemicals in water can damage organs, cause cancer or affect the nervous system.
 - Contact with polluted water during swimming or washing can lead to rashes, infections, and skin diseases.
 - Eating contaminated fish or crops irrigated with polluted water can introduce toxins into the human body.
 - c)
 - A. Industrial waste
 - B. Dumping of waste
3.
 - a) It contains a mixture of harmful substances that can cause immediate and long-term harm.
 - b) Assess learners work
 - c) Polluted water can lead to diseases like cholera and dysentery through faecal-oral transmission.
4.
 - a) Waterproof gloves, waterproof boots (preferably knee-high): waterproof apron, face mask, safety goggles or a face shield, head covering.
 - b) Gloves are important because they create a physical barrier between the skin and the polluted water. A mask is important because it protects the respiratory system.
 - c) Not using protective gear exposes a person directly to all the hazards in the polluted water, leading to serious and immediate health risks.
5.
 - a) Proper waste disposal and recycling.
Reducing chemical runoff.
Maintaining sewage systems.
 - b) Preventing contamination.
Protecting aquatic life.
Reducing nutrient overload.
Keeping water safe for use.
 - b) Assess learner's work.
 - c) By properly disposing of waste, conserving water and using eco-friendly products. Organizing regular clean-up drives for local rivers, lakes, beaches and storm drains removes existing pollution and raises public awareness.
Community members can act as watchdogs by reporting illegal dumping, industrial spills or broken sewage pipes to local authorities.
Communities can educate their members about pollution causes and solutions.
By supporting local farmers who use sustainable agriculture and businesses that adopt green practices.
6.
 - a) to physically remove solid particles and some microorganisms from water.
 - b) Assess learner's work.
 - c) Assess learner's work.
7.
 - a) Unusual colour.

- Foul Odour: A strong smell of sewage, rotten eggs, chemicals, gasoline or an unusually earthy or musty scent.
 - Visible debris: such as floating trash, foam, scum, excessive algae mats, dead fish or other animals.
 - Unusual taste: A metallic, chemical or salty taste in drinking water that is normally tasteless.
 - Skin rashes or eye irritation after swimming or bathing in the water.
- b) Get out of the polluted water source as soon as possible.
- Wash the exposed skin with clean, running water and soap as soon as you can. Pay special attention to cuts and scrapes.
 - Do not swallow any of the polluted water. Rinse your mouth with clean water if any got in.
 - Take off clothes that were in contact with the water and wash them separately.
 - Watch for symptoms over the next few days, such as stomach cramps, diarrhea, vomiting, fever, or skin rashes.
- c) Assess the learner's work.
8. a) • Preventing illegal dumping
- Treating contaminated water to remove harmful solids, organic matter and pathogens before releasing the cleaned water back into the environment.
 - Reducing runoff.
- b) Diverting from landfills and litter.
- Reducing plastic pollution:
 - Preventing chemical leaching.
 - Lowering Industrial pollution.
- c) Because they contain highly toxic substances that can cause severe and long-lasting damage to water, ecosystems and human health.
9. a) Killing pathogens
- b) Formation of harmful by-products.
- Toxicity to aquatic ecosystems.
 - They can contaminate soil and groundwater.
- c) Boiling and filtration and use of ultraviolet (UV) light.
10. a) Reduces the risk of waterborne diseases for communities that use the river for

drinking, bathing, or irrigation.

Allows aquatic plants, fish, insects and other wildlife to thrive, increasing biodiversity.

Makes the river safe again for swimming, fishing and boating, improving community well-being and potentially boosting local tourism.

Clean-up reduces the cost and energy required for water treatment.

b) Preventing physical harm. Less plastic means fewer animals die from entanglement or ingestion. Reducing toxic leaching

c) Assess any correct answer.

Assessment exercise 3.1

1. The covering or submerging of normally dry land with a large amount of water.
2. The ship floats because its large hollow shape displaces enough water to create an upward buoyant force greater than or equal to its weight.
3. A- false B- True C- false D- false
4. It will sink.
5. Shape, density and type of materials.
6. The ball sinks while the flat roll floats.
7. It is due to shape and density. The nail has higher density than water.
8. Blocking water from reaching vulnerable areas
 - Redirecting floodwater
 - Reducing speed of water and erosion.
 - Providing time for evacuation and response
 - Protecting infrastructure
 - Controlled flood management
9. Boiling
 - Filtration
 - Chlorination
 - Distillation
 - UV Treatment

Assessment exercise 3.2

1. Sources of sound are vibrating air, vibrating strings, vibrating drums, flutes and whistles among others.
2. fire alarm, ambulance siren, security alarm, Animal warning

3.
 - a) They travel in all direction
 - b) Assess the learner's drawing
 - c) Air absorbs a small amount of the sound energy, converting it to a tiny bit of heat
4.
 - a) Sound travels in all direction.
 - b) Assess the learner's drawing
5.
 - a) An echo is caused by the reflection of sound waves off a hard or smooth surface.
 - b) If the surface is too close, the reflected sound returns so quickly that it merges with the original sound, making it seem louder instead of a separate echo. If the surface is far enough, the sound takes longer to travel back and your ear hears it as a distinct echo.
6. Hearing loss.
 - Sleep disturbances and insomnia.
 - Stress, anxiety, and high blood pressure.
 - Difficulty concentrating.
 - Headaches and fatigue.
7. **a)** Sound travels fastest in solids and poorest in gases.
8. Sound does not travel through a vacuum (empty space with no matter)
9. Permanent hearing damage.
 - Ear pain or discomfort.
 - Reduced ability to hear subtle sounds over time.
 - Social isolation if hearing loss makes conversation difficult.
 - Distraction, leading to accidents
 -
10. Setting noise level limits for vehicles, industries, and public areas
 - Zoning laws to separate noisy industries from residential areas
 - Installing noise barriers along highways
 - Enforcing quiet hours (e.g., at night in residential zones)
 - Public awareness campaigns about hearing protection
 - Regulating use of loudspeakers in public places
 - Monitoring noise levels in cities with sound sensors
 - Penalties or fines for violating noise regulations

Assessment exercise 3.3

1. The metal cup was the lowest.
2. **a)** Radiation is the heat transfer through a vacuum (empty space) or without aid of a medium.
 - b) Convection is the heat transfer in liquids and gases, where warmer or less dense parts rise while cooler or denser parts sink, creating a circulation.
 - c) Conduction is the heat transfer through a solid material when particles vibrate and pass energy to neighboring particles.
3. Conductors are materials that allow heat to pass through them easily example are metals like iron, copper, aluminum, silver. Non-conductors are materials that do not allow heat to pass through easily. Examples are wood, plastic, rubber, glass, air.
4. Convection
5. To point X by Conduction and point Y by convection.
6. A- false B- false C-True
D- false
7. A-conduction B-convection
C- Radiation
8. Convection
9. Conduction

Model Test paper 1

1. A
2. B
3. B
4. B
5. A
6. A
7. A
8. A
9. B
10. i) A ii) A
11. a) A b) A
12. i) B ii) D
13. D
14. i) B ii) B
15. D
16. A
17. A
18. C

19. i) D ii) D iii) C
 20. a) B b) C
 21. D
 22. A
 23. C
 24. B
 25. B
 26. B
 27. A
 28. A
 29. D
 30. a) Small nail is denser than water.
 b) due to different type of materials
 c) Due to shape of material

Model Test paper 2

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

Model Test paper 3

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

Model Test paper 4

1. D
 2. a) B b) B
 3. b
 4. a) D b) A
 5. A
 6. A
 7. D
 8. C
 9. D
 10. B
 11. A
 12. A
 13. D
 14. B
 15. D
 16. A

17. A
18. D
19. D
20. D
21. A
22. B
23. A
24. a) D b) C
25. A
26. D
27. B
28. A
29. A
30. A

Model Test paper 5

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

AGRICULTURE

ANSWERS TO ASSESSMENT EXERCISE 1.1

1. Soil improvement is the addition of organic manure to the soil to boost soil fertility, enhance water retention and promote healthy plant growth.
2. Topsoil has been swept away by rainwater or wind, shallow topsoil, unhealthy plants (poor growth/color) and poor water drainage.
3. Plant remains (e.g., leaves, stalks), animal manure, food remains, and kitchen waste.
- 4.a)
 - i. Choose a suitable away from water sources and buildings.
 - ii. Clear the vegetation around the site.
 - iii. Mark the required size of the organic waste pit using pegs.
 - iv. Dig the hole to the depth of 1m long, 1m wide and 1m deep.
 - v. Gather organic waste materials and place them on the pit until it is almost full.
 - vi. Cover the pit loosely with soil to maintain heat and moisture.
- b)
 - i. Measuring tape to measure the dimensions.
 - ii. Pegs to mark the area.
 - iii. Hoe and spade/shovel for digging the hole and scooping waste.
 - iv. Wheelbarrow or buckets for transporting the waste.
- c)
 - i. Use gloves to handle waste and prevent cuts.
 - ii. Handle tools carefully.
 - iii. Keep tools clean and stored safely after use.
 - iv. Wash hands thoroughly with soap and water after handling waste.

5. The organic waste should be turned after every 2–3 weeks.
6. Watering, weeding and mulching.
- 7.a) Proper mixing reduces smells and keep away flies and rats.
 - b) It speeds up decomposition.

ANSWERS TO ASSESSMENT EXERCISE 1.2

1. A - Shading B – Mulching
2. a)
 - i. Select the seeds of cover crops suited to your environment.
 - ii. Prepare your seedbed.
 - iii. Plant the cover crop at the start of the rain.
 - iv. Plant the seeds using the recommended spacing.
- b)
 - i. Handle digging tools carefully.
 - ii. Wear appropriate protective shoes and gloves to protect hands and legs from rough soil or sharp objects.
 - iii. Always work under the direct supervision of an adult.
3. a) Mulch covers the soil surface blocking direct sunlight and wind, reducing evaporation of water from the soil.
 - b) It keeps the soil cooler in hot weather slowing down water evaporation.
 - c) The mulch layer prevents weeds from growing thus reducing the amount of water weeds would normally absorb.
 - d) Mulch decomposes over time adding organic matter and nutrients to the soil.
4. Beans, peas, clover and sweet potatoes.
5. a) Ensures crops have a consistent supply of water, preventing wilting and promoting growth.
 - b) Reduces the number of times for watering or irrigation.
 - c) Prevents soil erosion.
 - d) Reduces the rate of evaporation of water in the soil.

- e) Lowers the cost of pumping or purchasing water for the garden.

ANSWERS TO ASSESSMENT

EXERCISE 1.3

1. Use of smoke.
 2. Smelly repellents use strong unpleasant odors that wild animals dislike. These scents are made from natural crops with bad smells such as ginger, garlic or peppers. The repellent is either sprayed on plants or placed around the boundaries of the farm.
 3. Use of smelly repellents.
 4. a) It reduces conflict, meaning people are less likely to hurt the animals and animals are less likely to cause damage.
b) It allows the government to generate revenue as tourists visit to view wild animals.
c) Farmers are able to get good crop yields.
d) The revenue generated from wildlife tourism can be used to build important infrastructure such as roads and schools.
 5.
 - i. Gather the locally available crops that produce strong.
 - ii. Chop up a strong smelling item like garlic or chilli very finely.
 - iii. Put the chopped material into a container of water and leave it to soak for about 24 hours.
 - iv. Filter the mixture using a cloth to remove the solid pieces, leaving only the smelly liquid.
 - v. Put the final liquid into a sprayer and apply it generously around the area he wants to protect.
- erosion ensuring that plants can grow well.
2. A
 3. C
 4. D
 5. Soil conservation
 6. A
 7. A
 8. C
 9. It is not advisable to use plastic materials, metal or glass when preparing an organic waste pit because these materials do not decompose.
 10. Kevogo chose an area far away from water sources to prevent water contamination from the waste pit.
 11. An organic waste pit is a dug hole in the ground or a simple container used to collect and store decomposing natural materials like food scraps, leaves and grass.
 12. C
 13. Organic waste bin
 14. 2-3 weeks
 15. Deer, hares and mongoose.
 16. Use of smelly repellents and use of smoke.
 17. Turning the waste is important because it adds oxygen to the piled organic materials. This speeds up the decomposition process.
 18.
 - i. Ensure the fire used to create smoke is contained and cannot spread to the farm, dry grass or forest.
 - ii. Only use smoke when the wind is blowing the smoke away from homes and crops and towards the direction where the animals are.
 - iii. Never leave the smoke source unattended until it is completely put out.
 19. D
 20. a) Shade

ANSWERS TO END OF STRAND ASSESSMENT

1. Soil conservation involves practices that protect the soil from damage or

b) Nets, twigs, polythene and dry leaves.

c)

i. Gather all the tools and materials needed.

ii. Mark the corners of the nursery bed.

iii. Dig holes about 15 cm wide and 30 cm deep.

iv. Place the wooden poles in the holes.

v. Press the soil firmly to make the poles strong and upright.

vi. Spread the shading material over the frame to form a roof and fasten it securely.

ANSWERS TO ASSESSMENT

EXERCISE 2.1

1. a) A – Watering B – Thinning C – Shading D – Weeding
b) Mulching and weed control
2. a) Vegetables provide vitamins and minerals to the body.
b) Growing vegetables ensures the steady supply of food.
3.
 - i. Select clean containers with holes at the bottom for drainage.
 - ii. Wash the containers to remove dirt and germs.
 - iii. Fill each container with soil mixed with manure.
 - iv. Level the soil gently.
 - v. Sow the seeds evenly and at the correct depth.
 - vi. Cover the seeds lightly with fine soil.
 - vii. Water gently to avoid washing the seeds away.
 - viii. Place the containers in a shaded area where they get enough light but no direct hot sun.
 - ix. Continue watering and caring for the seedlings until they are ready for transplanting.
4. a)
 - i. Clear a suitable place to establish a

nursery bed.

ii. Measure the size of nursery bed.

iii. Plough the established place and remove stones and crop roots in the area.

iv. Break the large soil into fine soil.

v. Add compost manure to the soil and mix.

vi. Raise the nursery bed above the ground.

vii. Use rake to level the nursery bed.

b) Spade, hoe, rake and watering can.

c)

i. Use tools like the hoe and spade correctly and carefully to avoid cuts or strains.

ii. Wear gloves to protect hands, especially when handling tools or mixing soil.

ANSWERS TO ASSESSMENT

EXERCISE 2.2

1. a) A – Pig B – Camel C – Cat
b) A - Pig gives pork, B – Camel gives milk, meat and offers transport for farm produce, C- cat keeps away rats and other small animals from destroying farm produce.

2. Dog
3. Cats scare away small animals like mouse and rats from destroying stored farm produce.
4. a) Camel
- b) Camel gives milk and meat for consumption.
5. a) Donkey is used to transport farm produce.
- b) Camel is used for food (milk and meat) and transport of farm produce.
- c) Fish gives meat for consumption.

ANSWERS TO ASSESSMENT EXERCISE 2.2

1. a) A – Peas, B – Rice, C – Maize, D – Beans
- b) i) Maize, rice, millet and wheat.
ii) Beans, peas, lentils and cowpeas.
2. Sun-drying, use of ashes and use of airtight containers.
3. a)
 - i. Thoroughly clean the maize to remove unwanted materials.
 - ii. Spread the cleaned maize evenly on a clean flat surface in an open field. Ensure they are spread well to ensure even drying.
 - iii. Place the trays or racks under even sun and well-ventilated area.
 - iv. Cover with a net to protect them from dust and insects.
 - v. Turn the cereals and pulses regularly.
 - vi. Check for complete dryness.
 - vii. Once completely dry, store them.
- b) Drying rack, tray or clean cloth.
- c) It expels the moisture in cereals and pulses preventing them from spoiling or growing moulds.
4. a) Use of airtight containers.
- b) Use of airtight containers to prevent the entry of moisture and oxygen thus keeping cereals and pulses dry and safe. This also protects them from pests, dirt and contamination helping to maintain quality and extend shelf life.
5. a) Prevent cereals and pulses from

spoilage.

- b) Storing cereals and pulses using airtight containers make them readily available.
- c) Preserving cereals and pulses make the last for long periods of time.

ANSWERS TO ASSESSMENT EXERCISE 2.4

1. Carbohydrates, Vitamins, Proteins and Fats.
2. a)

Proteins help in growth and repair of body tissues.

Fats are source of energy to the body.
3. Carbohydrates - Provide energy that the body needs for daily activities.
Vitamins - Protects our bodies against diseases.
Fats - Give energy to the body.
Proteins - Helps in building and repairing body tissues.
4. Carbohydrates – Rice, Maize
Vitamins – Oranges, carrots
Fats – Avocado, egg yolk
Proteins – Meat, eggs
5. a) Marasmus
b) Lack of carbohydrates and proteins in the diet.
c) Eating a balanced diet rich in carbohydrates, proteins, and fats.

ANSWERS TO ASSESSMENT EXERCISE 2.5

1.
 - a) A - dry fat frying B - Deep frying.
 - b)

Dry fat frying is a method of cooking where food is fried in a pan using its own fat or without adding any extra oil.

Deep frying is a method of cooking food where the food is fully covered in hot cooking oil.
2. a) A: Chicken B: Pork C: Potatoes, D: Bananas, E: Bacon (or fatty meat

strips).

- b)
 - i) Dry Fat Frying - Bacon, Pork.
 - ii) Deep Frying – Potatoes, bananas, chicken.
3. a)
- i. Clean the meat in water
 - ii. Cut the beef into small sizes
 - iii. Add beef to the pan or sufuria and make sure not to overcrowd
 - iv. Place the pan or sufuria over a source of heat
 - v. Cover the beef in a pan or sufuria with a lid and allow it to cook for up to 10 minutes before opening
 - vi. Use a cooking stick to stir pieces of beef
 - vii. Add a pinch of salt to the beef
 - viii. Cover the meat and allow it to cook until it is ready
 - ix. Serve the meat
- b) A frying pan or sufuria
- c)
- i) Use oven mitts or cloth to handle hot pans.
 - ii) Do not leave the frying meat unattended.
 - iii) Keep hands and face away from hot fat.
4. a) Deep frying
- b) Deep frying pan or sufuria.
- c)
- i. Heat the oil carefully and avoid overfilling the pan.
 - ii. Keep hands and face away from hot oil to prevent burns.
 - iii. Use tongs or a cooking stick to handle the chicken.
 - iv. Do not leave the hot oil unattended.
5. Importance of dry fat frying
- i. Enhances the flavour and taste of food.
 - ii. Makes food look appealing with a browned appearance.
 - iii. Helps retain nutrients better than some other cooking methods.

Importance of deep frying

- i. Provides a crispy texture to food.
- ii. Cooks food quickly and evenly.
- iii. Gives food a golden brown colour that is appealing.

ANSWERS TO END OF STRAND 2 ASSESSMENT

- 1. B
- 2. a) Thinning
- b) It ensure the remaining seedlings in nursery bed have enough nutrients to grow into healthy and strong plants.
- 3. Ground
- 4. D
- 5. a) Container nursery bed
- b)
- i. Select clean containers with holes at the bottom for drainage.
- ii. Wash the containers to remove dirt and germs.
- iii. Fill each container with soil mixed with manure.
- iv. Level the soil gently.
- v. Sow the seeds evenly and at the correct depth.
- vi. Cover the seeds lightly with fine soil.
- vii. Water gently to avoid washing the seeds away.
- viii. Place the containers in a shaded area where they get enough light but no direct hot sun.
- ix. Continue watering and caring for the seedlings until they are ready for transplanting.
- 6. D
- 7. It prevents the disease from spreading to the healthy seedlings.
- 8. a) Mulching
- b)
- i. Conserves soil moisture by reducing evaporation.
- ii. Controls weeds by preventing their growth.
- iii. Protects soil from erosion caused by

wind or rain.

9. C
10. C
11. Prevents spoilage and growth of moulds.
12. a) Use of airtight containers.
b) Prevents moisture and oxygen from entering thus keeping food dry and safe.
c) Maize, beans and peas.
13.
 - a) Sun-drying
 - b) i) Ensure the drying surface is clean to prevent contamination.
ii) Protect the grains from rain or dew by covering or collecting them when the weather changes.
14. To prevent the growth of moulds that can spoil cereals and pulses.
15. C
16. C
17. Meat, chicken and fish
18. a)
 - i) Proteins – eggs, meat, fish, liver
 - ii) Vitamins – mangoes, oranges, spinach
 - iii) Carbohydrates – Maize, rice, cassava
 - iv) Fats – avocado, egg yolk, milkb)
 - i) Carbohydrates - Provide energy that the body needs for daily activities.
 - ii) Vitamins - Protects our bodies against diseases.
 - iii) Fats - Give energy to the body.
 - iv) Proteins - Helps in building and repairing body tissues.
19. B
20. True

ANSWERS TO ASSESSMENT EXERCISE 3.1

1. Good grooming is the practice of keeping oneself clean, neat, and well-presented.
2. a) A- Showering B – Trimming nails
b) Brushing teeth, oiling the body and combing hair.
3. i) It helps one to feel smart and

presentable.

- ii) It helps people to make a positive first impression.
- iii) It helps to maintain a healthy body.
4. i) Clothes should be decent and respectful.
ii) Clothes should fit well.
iii) Clothes should be clean and ironed. Clothes should match the event.
5. i) The clothes must be modest and respectful.
ii) The clothes should be comfortable.
iii) The clothes must be clean and ironed.

ANSWERS TO ASSESSMENT EXERCISE 3.2

1. a) A – Wood, B – Glass
b) walls, ceiling, floor, window and doors.
2. a) Glass – glass window, glass table, glass door.
b) Wood – chairs, tables, doors, walls, windows.
c) Tiles – tiled floor, tiled walls.
d) Cement – cemented walls, cemented floors.
e) Earthen floors – earthen house wall, earthen floor.
3. a) Tiled floor
b) Tiles
c)
 - i) Remove any light furniture.
 - ii) Sweep the floor starting from the furthest corner towards the door and dispose of the dirt.
 - iii) Scrub the floor using warm soapy water and a soft brush. Scrub in sections, overlapping to ensure all areas are cleaned. Pay attention to areas between the tiles.
 - iv) Rinse using a cloth or mop coming out of warm water.
 - v) Repeat the cleaning process until the entire floor is clean. Clean small sections at a time.
 - vi) Rinse again with a cloth coming out of clean cold water.

- vii. Dry with a dry mop.
- viii. Clean and store the cleaning equipment and materials.

d)

- i) Wear gloves to protect your hands from chemicals.
- ii) Be careful when walking on wet floor to avoid slips or falls.

4. a)

- i. Remove all items in the floor area.
- ii. Sweep the floor starting from the farthest corner towards the door to remove dust and dirt.
- iii. Dispose the dirt.
- iv. Dip a mop into warm soapy water and scrub the floor. Use a soft brush to scrub the sections.
- v. Rinse the mop in clean water and wipe the floor to remove soap.
- vi. Use a dry cloth to dry the floor.
- vii. Clean and store the materials correctly after use.

b) Bucket, clean water, soft brush, dust pan, mop, broom, towel, warm soapy water.

c)

- i. Dry the floor properly to prevent falls or slipping.
- ii. Handle the tools safely to avoid injuries.
- iii. Store the materials safely after use.

5.

- a) It prevents diseases by keeping away agents like flies and mosquitoes.
- b) It helps us breathe fresh air as cleaning removes dust in the surrounding.
- c) It promotes good health.
- d) It prevents such as slipping or falling from happening.
- e) It promotes responsibility of carrying out daily cleanliness.
- f) It promotes comfort.

ANSWERS TO ASSESSMENT

EXERCISE 3.3

1. a) White coloured b) Fast coloured
2. A - White coloured item – Direct sunlight, B – Fast coloured item – Under a shade
3. a) Friction method b) Rubbing
4. a)
 - i. Check if the shirt needs mending. If it does, mend using the correct procedure.
 - ii. Turn the shirt inside out.
 - iii. Add detergent in cold water in a basin.
 - iv. Immerse the cotton shirt in the cold water and soak for about 15 minutes.
 - v. Wash in warm soapy water.
 - vi. Rinse in warm water to remove dirty water and traces of soap.
 - vii. Remove the shirt from the soaking water.
 - viii. Rinse again in clean cold water, wringing out excess water.
 - ix. Dry the shirt in sunlight.
 - x. Iron the white cotton shirt while it is still damp until it becomes dry.
 - xi. Air the shirt and store in a clean dry place.
- b) i) Do not mix with coloured clothes to prevent staining.
ii) Handle warm water carefully to avoid burns.
- c) Direct sunlight
5. a) Remove dirt, stains and germs from clothes.
b) Prevent body odour and skin infections.

ANSWERS TO END OF STRAND 3 ASSESSMENT

1. D
2. a) Good grooming helps a person build good relationships with others.
b) Grooming helps in developing habits of cleanliness.
c) Good grooming helps a person avoid

infections, including skin infections.

3. D
4. Sports wear
5. A – casual wear, B – formal wear
6. C
7. a) True
b) True
c) True
d) False
8. Casual dressing
9. A
10. C
11. Earthen floor
12. Glass window and glass table.
13. C
14. a) Glass surface
b)
 - i. Dust off the glass surface using a soft towel.
 - ii. Wring a soft towel in warm soapy water and clean the glass surface.
 - iii. Rinse the soft towel in clean plain water and wipe the glass surface.
 - iv. Using an old newspaper, wipe the glass surface.
 - v. Dry the glass surface using a dry soft towel.
 - vi. Clean your materials and air dry them before storing.
- c)
 - i. Handle the glass carefully to avoid breaking it.
 - ii. Use soft towels or cloths to prevent scratching the glass.
 - iii. Avoid using too much water to prevent slipping of cleaning soft towel.
 - iv. Wash your hands after cleaning to remove any soap or dirt.
15. D
16. Remove
17. Brighten colour
18. Washing, rinsing, drying and ironing.
19. a) Fast coloured cotton.
b) A fast-coloured cotton item is laundered using the rubbing method which helps protect both its colour

and the fabric. Cold water is used to prevent the dye from fading and a suitable mild detergent is applied to clean the item gently. After washing, the item is rinsed thoroughly and then dried in a shaded area, since direct sunlight can cause the colours to fade.

20. Rubbing

ANSWERS TO ASSESSMENT EXERCISE 4.1

1. a) B
b) A
2. Running stitch is made by passing the needle in and out of the fabric in a straight line.
Backstitch is made by repairing a garment by stitching backward into the end of the previous stitch, forming a continuous strong line.
3. Scissor, needle, a piece of fabric, thread, thimble, tape measure and a pencil.
4. a) Running stitch
b)
 - i. Cut a piece of cloth with scissors and place it flat on a table.
 - ii. Use a pencil to make two dots on the left and right sides of the cloth.
 - iii. Draw a straight line between the two dots to show where you will stitch.
 - iv. Put thread through the needle and tie a knot at one end.
 - v. Place your cloth properly. Push the needle from the back side of the cloth and bring it up to the starting point.
 - vi. Push the needle down through the cloth about half a centimeter from where you started.
 - vii. Bring the needle up again about half a centimeter ahead of the last stitch. Keep repeating to make more stitches.
 - viii. When you finish stitching, make a small backstitch to lock the thread.
 - ix. Tie the thread by looping it and pulling it tight.
 - x. Cut off any extra thread.

- c)
 - i) Use thimble to protect the finger.
 - ii) Work in a well lit room.
 - iii) Avoid touching the tip of the needle.
- 5. a)
 - i. Turn the trouser inside out. Trim frayed edges and align the torn edges carefully using pins to hold them in place.
 - ii. Thread a needle using a double strand for strength and tie a firm knot at the end.
 - iii. Insert the needle from the inside (wrong side) a short distance before the tear to hide the knot.
 - iv. Take the first small stitch backward (insert needle behind where the thread emerged).
 - v. Bring the needle up a stitch length ahead of the previous stitch end, and then insert it back precisely into the end point of the previous stitch (sewing backward) to create a continuous solid line.
 - vi. Continue stitching past the end of the tear for reinforcement.
 - vii. On the inside (wrong side), take a few tiny securing stitches in place, tie a strong final knot and trim the excess thread close to the knot.
 - viii. Turn the trouser right side out to check the strength and neatness of the repair.
- b)
 - a) Handle the needle and scissors carefully to avoid pricking or cutting yourself.
 - b) Do not put the needle in your mouth.
 - c) Keep your working area clean.
 - d) Store needles and scissors safely after use.
- 6. a) Repairing clothes is cheaper than buying new ones.
- b) Stitching torn parts helps prevent further damage.

- c) Repairing garments helps one develop sewing skills.
- d) Repaired garments look tidy and well cared for.

ANSWERS TO ASSESSMENT

EXERCISE 4.2

1. a) A vertical garden
 - b) plastic containers, sacks, plastic bottles, tin cans and plastic pipes.
 - c)
 - i. Gather materials such as containers or plastic pipes and make sure they are large enough for planting crops.
 - ii. Clean the material you will use using warm water.
 - iii. Use a nail or any sharp object to make holes at the bottom of the planting material (containers or plastic pipes) .
 - iv. Put some small stones at the bottom of the planting material (containers or plastic pipes).
 - v. Add soil mixed with compost manure into the planting material.
 - vi. The planting material is now ready for planting crops.
 - d) Spinach, tomatoes, onions and kales.
2. a) Old tyres, old sacks and plastic containers.
 - b)
 - i. Handle sharp tools like saws and nails carefully.
 - ii. Wear gloves to protect your hands.
 - iii. Work in a clean and safe area.
 - iv. Ask an adult or teacher for help when cutting or nailing.
 - v. Keep tools in a safe place after use to avoid accidents.
3. Horizontal gardening is a method of gardening where plants are grown in rows or beds on a flat surface.
Vertical gardening is a method of growing plants upward using support structures such as walls.
4. a) Pavements, balconies, rooftops and

verandas.

b) Building walls, rooftops, fences and verandas.

5. a) Applying manure improves soil fertility and helps vegetables grow better.
b) Regular watering keeps the soil moist so the vegetables can grow well.
c) Mulching with dry leaves or grass helps the soil retain moisture and reduces weed growth.
6. a) They increase food production even in small spaces.
b) They save space especially in areas with limited land such as towns.
c) They can be set up anywhere such as balconies, walls and rooftops.

ANSWERS TO END OF STRAND 4 ASSESSMENT

1. A
2. Running stitch is made by passing the needle in and out of the fabric in a straight line.
Backstitch is made by repairing a garment by stitching backward into the end of the previous stitch, forming a continuous strong line.
3. a)
A: Thimble
B: Needle
C: Fabric
b)
Thimble (A): Protects the finger when pushing the needle through the fabric.
Needle (B): Used to make stitches on the fabric.
Fabric (C): The material that is being sewn or repaired.
4. C
5. a) Thread the needle and tie a knot at one end.
b) Push the needle through the fabric from the wrong side.
c) Make the first stitch forward.
d) Bring the needle up slightly behind the

first stitch to create a backstitch.

- e) Continue stitching in the same way until the seam is complete.
f) Secure the thread with a small backstitch at the end.
g) Tie a knot and cut off extra thread.
6. Vertical garden and innovative garden
7. C
8. Spinach, kales, tomatoes.
9. C
10. Allows water to drain out to prevent waterlogging and root rot.
11. a)
i. Place the tyres horizontally along the pavement.
ii. Mix the soil with manure.
iii. Fill the tyres with soil mixed with manure.
iv. Your tyres are now ready to plant crops.
- b)
a) Handle sharp tools like saws and nails carefully.
b) Wear gloves to protect your hands.
c) Keep tools in a safe place after use to avoid accidents.
12. a) Conserves soil moisture.
b) Reduces weed growth.
c) Keeps the soil cool.
d) Improves soil fertility as the mulch decomposes.

ANSWERS TO MODEL TEST PAPERS

ANSWERS TO MODEL PAPER 1

1. a) Topsoil swept away by water or wind b) Unhealthy plant growth.
2. Mulching
3. a) Destruction of crops
b) Harming of domestic animals
4. a) Vegetables are source of vitamins
b) Vegetables are helps in digestion of food in the body.
5. a) Pig
b) It gives meat (pork).

6. a) Maize and wheat b) Beans and peas
7. a)
- i) Vitamins protect the body against diseases and boost immunity.
- ii) ii) Carbohydrates are source of energy to the body.
- b)
- i) Examples of vitamins are carrots, spinach and oranges.
- ii) Exanples of carbohydrates are maize, rice and potatoes.
8. a) Deep frying
- b) Fish and chicken
- c)
- i) Wash hands thoroughly before cooking.
- ii) Avoid spilling water in the hot cooking oil.
9. a) Regularly washing the body.
- b) Regularly brushing teeth.
10. a) Wooden surface b) Glass surface
11. a) Fast coloured item.
- b) Rubbing method
12. A – Backstitch B – Running stitch
13. A – Horizontal garden B – Vertical garden
14. a)
- i. Collect the needed materials such as wooden planks, wire mesh, nails, a hammer or any other locally available materials.
- ii. Clear the ground where the bin will be placed and make small holes for drainage so excess water can seep out.
- iii. Construct a square or rectangular frame using wood or bamboo. Make the sides tall enough to hold the waste.
- iv. Leave small gaps between the wooden slats or use wire mesh to allow air circulation.
- v. Start filling the bin by adding layers of organic waste such as vegetable scraps, grass, leaves and food peels.
- b) 2 -3 weeks
- c) A fully decomposed organic waste in the bin turns dark brown or dark.
15. a) Increase crop yields b) Improves soil fertility
16. a)
- a) Gather plastic containers from around the school, making sure they are large enough for planting crops.
- b) Clean the plastic containers using warm water.
- c) Use a nail or any sharp object to make holes at the bottom of the containers.
- d) Put some small stones at the bottom of each container.
- e) Add soil mixed with compost manure into the container.
- f) The container is now ready for planting any crop you like.

ANSWERS TO MODEL PAPER 2

1. a) Poor soil lacks enough nutrients needed for healthy growth of plants.
- b) Adding organic manure to the farm.
2. a) Mulching b) Shading c) Cover cropping
3. a) Use of smoke
- b) i) Dry animal dung ii) Dry materials such as leaves and firewood.
4. a) Mulching
- b) Dry grass, dry leaves and sawdust
- c)
- i) It helps retain soil moisture by reducing water loss.
- ii) It controls weeds by preventing them from growing.
- iii) It enriches the soil when the mulch decomposes.
5. a) F – Camel, G – Dog
- b)
- Camel (F) - Used for transport of farm produce and gives milk and meat for consumption.
- Dog (G) – Keeps away domestic animals from harming crops and domestic animals.
6. Use of airtight containers, use of ash

- and sun-drying.
7. Meat and fish
 8. a) Beef and pork
 - b) Frying pan
 - c)
 - i. Use oven mitts or cloth to handle hot pans.
 - ii. Do not leave the frying meat unattended.
 - iii. Keep hands and face away from hot fat.
 9. a) Helps us stay clean. b) Help us stay healthy.
 10. a) i) Wooden surface such as table, ii) cemented surface such as floors.
 - b)
 - i. Dust off the glass surface using a soft towel.
 - ii. Wring a soft towel in warm soapy water and clean the glass surface.
 - iii. Rinse the soft towel in clean plain water and wipe the glass surface.
 - iv. Using an old newspaper, wipe the glass surface.
 - v. Dry the glass surface using a dry soft towel.
 - vi. Clean your materials and air dry them before storing.
 11. a) Helps clothes stay for long time by caring for fabrics properly.
 - b) Keep clothes clean and fresh.
 - c) Removes dirt stains and germs from clothes.
 12. Backstitch and running stitch
 13. Horizontal garden and vertical garden
 14. a) Sweet potatoes and beans
 - b) i) Conserve moisture in the soil. ii) They increase soil organic matter which adds nutrients to the soil.
 15. a) Living better with wild animals attract tourists.
 - b) Farmers get high crop yields as wild animals are repelled safely.
 16. a)
 - i. Cut off any loose threads around the torn part.

- ii. Turn the garment to the wrong side.
 - iii. Pin the torn edges together neatly and put on a thimble to protect your finger.
 - iv. From the side before the tear, measure about 1 centimetre and mark the spot with a pencil.
 - v. Do the same on the other side of the tear. Measure about 1 centimetre beyond the rip and make a pencil mark.
 - vi. Use a ruler and pencil to draw a straight line joining the two marks. This will act as your stitching guide.
 - vii. Thread the needle, making sure the thread matches the colour of the fabric.
 - viii. Place the garment correctly for sewing. Push the needle through from the wrong side of the fabric and bring it out at the starting mark.
 - ix. Sew along the line using running stitches and secure the end with a double stitch.
- b)
 - i) Observe care when using scissor to cut a piece of fabric.
 - ii) Avoid touching the tip of the needle.
 - d) Using similar thread with a colour of garment makes the stitches invisible.

ANSWERS TO MODEL PAPER 3

1. a) To improve soil fertility.
- b) To improve soil structure by making it loose and better at retaining moisture.
- c) To promote the activity of beneficial soil organisms that help break down organic matter and improve soil fertility.
2. a) Shading
- b) Shading prevents direct sunlight slowing down the rate at which moisture evaporates from the soil surface.
3. a) Use of smelly repellents
- b) Rabbit and monkeys
4. Watering, mulching, weeding and thinning.
5. a) Fish and Camel

- b) Donkey and camel
6. a) Use of airtight containers. b) Beans and maize
7. a) Carbohydrates – Cassava and Potatoes
b) Proteins – Fish
c) Fats – Lean meat and egg yolk
d) Vitamins – Oranges and mangoes
8. A – Frying pan, B – Sufuria
b) Sufuria (B)
c) Frying pan (A)
9. a) Formal wear
b) church or wedding
10. a) Tiled surface
b) Tile
c)
i) Wear protective gloves to protect your hands from contact with washing detergents.
ii) Dry the floor properly to prevent falls or slipping.
11. a) White coloured item
b) Friction method
c) To remove stains and dirt effectively without damaging the fabric.
12. a) A: needle, B: thimble, C: fabric, D: thread
b) Scissors, tape measure and pins.
13. a) Sacks, pipes and old tyres.
b) Tomatoes and spinach.
c) Verandahs and balconies.
14. a) Goitre
b) Lack of iodine in the diet.
c) Eating iodised salt and foods rich in iodine such as fish
15. Sports wear and traditional wear
16. To prevent the colours from fading due to direct sunlight.
17. a) C and D
b) A and B

ANSWERS TO MODEL PAPER 4

1. a) Dry leaves, dry grass, vegetable peelings and animal waste. b) Plastic waste and metal waste.
2. i) Increases soil organic matter.

- ii) Reduces evaporation.
iii) Helps the soil to conserve soil water for crops.
3. Ginger, garlic and hot pepper.
4. Ground nursery bed and container nursery bed.
- 5.

Domestic animal	Use of domestic animal in food production
Cat	Keeps away rats and mouse which damage crops in the store
Bees	Provide honey.
Fish	Gives meat.
Rabbit	Gives meat

6. a) Mary
b) i) Ensures availability of food for consumption.
ii) It increases the shelf life of crop produce.
7. Kwashiorkor, marasmus, goiter and anaemia.
8. a) Dry fat frying.
b) Beef and pork.
9. a) A: Sports wear, B: Traditional wear
b) A (Sports wear) – Sports occasion, B (Traditional wear) - Cultural or traditional event.
10.
i. Pick litter on the floor and dispose appropriately.
ii. Sweep the floor with a soft broom to remove loose dirt and dust.
iii. Sprinkle little water on the floor. Ensure not to sprinkle excess water.
iv. Dispose the dirt in a bin or a compost pit.
v. Clean your tools and store them.
11. a)
i. Sort the clothes and separate the fast-coloured shirt from whites and light-coloured clothes.
ii. Shake off dust or loose dirt from the shirt.
iii. Put cold or lukewarm water in a basin.
iv. Add a mild detergent and mix to make

soapy water.

v. Soak the shirt for a short time.

vi. Wash gently paying attention to collars, cuffs and underarms.

vii. Rinse in clean cold water until all soap is removed.

viii. Wring gently to remove excess water.

ix. Dry the shirt in the shade to prevent colour fading from strong sunlight.

x. Iron the shirt when it is still little damp.

b)

i. Avoid using very hot water as it can cause colours to fade.

ii. Wear gloves to protect her hands from detergents.

12. i) Fixing garments using stitches saves money needed for repairs.
ii) Repairing garments using stitches makes them last for longer times.
iii) Stitching torn parts helps prevent further damage.
13. a) Vertical garden
b) Plastic containers and old sacks
c) Kales and tomatoes.
d) Fences and walls of buildings.
14. a) Container nursery bed.
b) Containers or old sacks and compost manure.
c) Helps in drainage of excess water.
15. i) It is a healthy method as it uses not fat to cook food.
ii) Helps retain nutrients better than some other cooking methods.
16. i) It helps prevent diseases by reducing germs and dirt.
ii) It enhances comfort as it allows people to live in a clean environment.
17. Constructing an organic waste pit away from source of water helps in preventing water contamination.

ANSWERS TO MODEL PAPER 5

1. a) Horizontal garden.
b) Old tyres and old sacks.
c) Carrots and onions.
d) Pavements and balconies.
2. i) Saves money that would be used to buy water for irrigating crops.
ii) Increase food security.
iii) Increased crop yields.
3. a)
i. Gather the locally available crops that produce strong.
ii. Chop up a strong smelling item like garlic or chilli very finely.
iii. Put the chopped material into a container of water and leave it to soak for about 24 hours.
iv. Filter the mixture using a cloth to remove the solid pieces, leaving only the smelly liquid.
v. Put the final liquid into a sprayer and apply it generously around the area he wants to protect.
- b)
i) Wearing gloves to protect the skin from irritating smelly repellents.
ii) Working in a well ventilated area to avoid strong odours.
4.
a) Reducing shade allows the vegetable seedlings to receive more sunlight which helps them become stronger and help them avoid shock when they are finally transplanted.
b) Reducing watering helps seedlings to adapt to the conditions they will face after transplanting.
5. a) A: Rabbit, B: Donkey
b)
A: (Rabbit) – Gives us meat for eating and manure for farming.
B: (Donkey) – Provide transport for farm produce and it is used for tilling the land.
6. a) Sun-drying
b) Mat, tray or sack
c) i) Protect the grains from contaminants

such as dust and dirt by ensuring the surface is clean.

- ii) Keep pets and livestock away from the drying area to prevent contamination and loss.

7. a)

- i) Anaemia – Caused by eating foods low in iron.
- ii) Kwashiorkor – Caused by low consumption of food rich in protein.
- iii) Marasmus – Caused by severe lack of energy foods such as carbohydrates and fats.

b)

- i) Anaemia – Eat foods rich in iron like liver, beans, leafy vegetables.
- ii) Kwashiorkor – Eat enough protein foods such as milk, eggs and beans.
- iii) Marasmus – Eat enough balanced meals with enough energy.

8. a) Deep frying.

- b) i) Provides a crispy texture to food.
- ii) Cooks food quickly and evenly.

9. i) Wearing clean clothes ii) Dressing appropriately for the event.

10. a) Cow dung and clay soil.

b)

- i. Pick litter on the floor and dispose appropriately.
- ii. Sweep the floor with a soft broom to remove loose dirt and dust.
- iii. Sprinkle little water on the floor. Ensure not to sprinkle excess water.
- iv. Dispose the dirt in a bin or a compost pit.
- v. Clean your tools and store them.

c)

- i) Keep the room well ventilated.
- ii) Avoid using too much water to prevent slipping and accidents.

11.

- i. Add detergent in cold water in a basin.
- ii. Immerse the cotton item in the cold water. Soak for about 15 minutes.
- iii. Remove the white cotton item from the soaking water.

iv. Wash in warm soapy water.

v. Rinse in warm water to remove dirty water and traces of soap.

vi. Rinse again in clean cold water, wringing out excess water.

vii. Turn it inside out and dry it in sunlight.

viii. Iron the white cotton item while it is still damp until it becomes dry.

ix. Check if the cotton item needs mending. If it does, mend using the correct procedure.

x. Air the shirt and store in a clean dry place.

12. i) Too much stretch

ii) Poor stitching

13. a)

i. Mix the soil with manure.

ii. Fill the sacks with the soil–manure mixture.

iii. Place the sacks filled with the soil mixed with manure horizontally along the balcony.

b)

i) Wearing gloves to protect hands from sharp objects when mixing soil with manure.

ii) Washing hands after handling soil and manure.

c) Mulch protects the tiny seeds from wind and rainwater.

14. a) Zaddock

b) Camels provide milk and meat for consumption and also transport for farm produce.

15. i) Ashes absorb moisture keeping the cereals and pulses dry.

ii) Ashes prevent the growth of bacteria and fungi that are responsible for food spoilage.

SOCIAL STUDIES

END OF STRAND 1 ANSWERS

1. The five elements of a map are:
 - Title
 - Scale
 - Key (legend)
 - Direction (north arrow)
 - Frame or border
2. Cardinal points of a compass are the four main directions:
 - North
 - South
 - East
 - West
3. The main physical features in Kenya are:
 - Mountains
 - Plateaus
 - Rift Valley
 - Plains
 - Rivers and lakes
4. Assess their maps.
5. River Tana.
6. Somalia.
7. Modified equatorial.
8. Mount Elgon.
9.
 - a) **Weather** is the day-to-day condition of the atmosphere at a particular place and time.
 - b) **Climate** is the average weather conditions of a place recorded over a long period of time, usually about 30 years.
10.
 - Temperature
 - Rainfall
 - Wind
 - Humidity
11. The climatic zone found in the coastal region is the tropical climate (coastal modified equatorial climate).
12. The type of climate experienced on the floor of the Rift Valley in the northern parts of Kenya is hot and dry (arid) climate.
13. The major climatic zones in Kenya are:
 - Equatorial climate.
 - Tropical savanna climate.
 - Highland climate.
 - Semi-arid climate.
 - Arid climate.
14.
 - a) Nyeri – Mountain climate.
 - b) Kisumu – Modified equatorial climate.
 - c) Mombasa – Modified equatorial (Coastal) climate.
 - d) Kitale – Modified equatorial climate.
 - e) Kisii – Modified equatorial (highland) climate.
 - f) Moyale – Arid climate.
15. The climate experienced in areas around Mt. Kenya is the highland (mountain) climate.
16. The main climate experienced in most parts of Kenya is the tropical savanna (semi-arid) climate.
17. Map work (learner activity). The map of Kenya should show and label the following main climatic regions:
 - Equatorial climate around Lake Victoria.
 - Highland climate in central Kenya and around Mt. Kenya.
 - Coastal climate along the Indian Ocean.
 - Semi-arid climate in parts of eastern and southern Kenya.
 - Arid climate in northern Kenya.
18. The climatic region that experiences hot and dry conditions most times of the year is the arid climatic region.
19. Some museums found in Kenya are:
 - National Museum of Kenya (Nairobi National Museum)
 - Fort Jesus Museum
 - Kisumu Museum
 - Karen Blixen Museum
20. Four ways in which historic built environments can be taken care of by local people are:
 - Avoid vandalizing historic sites
 - Repair and maintain buildings regularly
 - Protect sites from pollution and destruction
 - Educate the community on the importance of heritage
21. An example of a historic monument is the Vasco da Gama Pillar.
22. Fort Jesus in Mombasa is an example of a fort.
23. Items found in historic built environments that were used in the past are called artifacts.
24. A place where remains of early man are found is called an archaeological site.

25. Vasco da Gama can be described as a Portuguese explorer.

END OF STRAND 2 ANSWERS

- 1.a) The language group described above is the Bantu language group.
- b) Four communities that belong to the Bantu language group are:
- Kikuyu
 - Luhya
 - Kamba
 - Kisii

2.

Language group	Main economic activity
Nilotic	Pastoralism
Bantu	Agriculture (farming)
Cushitic	Pastoralism
Asians	Trade and commerce

3.

- i) Resource sharing: Different language groups depend on each other by exchanging goods and resources such as food, livestock, tools, and raw materials through trade and cooperation.
- ii) Cultural exchange: Language groups share customs, beliefs, music, dances, and traditions through intermarriage, ceremonies, and social interactions, helping them understand and respect one another.
- iii) Education: Different language groups depend on each other by sharing knowledge, skills, and ideas through schools, teachers, and learning institutions where learners come from diverse communities.

4. Population distribution in Kenya is not uniform because:

- Some areas have fertile soils suitable for farming while others are dry.
- Availability of water influences settlement.
- Climate differences such as rainfall and temperature.
- Presence or absence of good transport and social services.
- Economic activities like industries and trade.

5.

- a) The population distribution in the area described is sparse population.
- b) Three areas in Kenya with sparse population distribution are:
- Turkana
 - Marsabit
 - Mandera

6.i) Stories

Stories were used to teach morals, history, and good behavior by passing knowledge from elders to the young in an interesting way.

ii) Proverbs

Proverbs were used to give advice and teach wisdom, values, and acceptable behavior in a short and memorable way.

iii) Songs

Songs were used to teach values, unity, history, and work ethics while entertaining and educating the community.

7. African Traditional Education promoted values by:

- Teaching respect for elders and authority
- Encouraging honesty, hard work, and responsibility
- Promoting unity and cooperation in the community
- Teaching discipline and good morals

8.

i) **Head teacher**

The head teacher oversees the daily running of the school, supervises teachers and learners, and ensures school rules are followed.

ii) **Board of management**

The board of management oversees school development, manages resources, and supports school administration.

iii) **Children's government**

Children's government represents learners' interests, promotes discipline, and helps maintain order in school.

END OF STRAND 3 ANSWERS

1. C. Hunting and killing wild animals.
2. a. True
b. False
c. True
d. True

3. Horticulture.
4. Fish trap (net trap).
5. It is best used in deep waters such as lakes or oceans where fish move freely.
6. The main means of transport used in Kenya is road transport.
7. The most expensive means of transport is air transport.
8. The road sign means general warning or danger ahead.
9. Radio.
10. Wildlife.
11. Maasai Mara Game Reserve.
12. Soda ash.
13. Diatomite.
14. High cost of mining equipment.

END OF STRAND 4 ANSWERS

1. Mekatilili wa Menza was a female freedom fighter from the Giriama community who resisted British colonial rule. She is respected for leading protests against forced labour and taxes and for defending African culture and land.
2. Contributions of Kivoi wa Mwendwa:
 - He acted as an interpreter between African communities and early missionaries.
 - He helped missionaries travel safely into the interior of Kenya.
 - He helped promote early education and Christianity in Kenya.
3. We can show good leadership qualities today by being honest, responsible, respectful, fair to others and by helping and guiding people in the community.
4. Traditional leaders promoted unity by settling disputes fairly, organising communal activities, encouraging cooperation, and upholding customs and traditions that brought people together.
5. The Maasai community chose their leaders through the age-set system, where respected elders and brave warriors were selected based on age, wisdom, courage and ability to lead and protect the community.
6. Similarities between the Maasai and Ameru systems of governance:
 - Both were led by councils of elders.
 - Both used age-set systems.

- Both followed customs and traditions in leadership.
7. Roles of elders in the traditional government of the Ameru:
 - Settling disputes and conflicts.
 - Making important community decisions.
 - Guiding and advising the community.
 8. A person becomes a Kenyan citizen by birth if they are born in Kenya and at least one parent is a Kenyan citizen.
 9. Requirements for dual citizenship in Kenya:
 - The person must be a Kenyan citizen by birth.
 - The person must apply to be a citizen of another country while retaining Kenyan citizenship.
 10. Ways of demonstrating good citizenship in school:
 - Obeying school rules.
 - Respecting teachers and fellow learners.
 - Taking care of school property.
 11. The three arms of the national government are:
 - Executive
 - Legislature
 - Judiciary
 12. ii) It implements laws made by the parliament.
 13. Other functions of the executive include:
 - Formulating government policies.
 - Maintaining law and order.
 - Managing public resources and finances.
 - Representing the country internationally.
 14. a) Members of Parliament - Legislature
b) Senators -Legislature
 15. Ways in which we can participate in national governance:
 - Voting during elections.
 - Taking part in public participation forums.
 - Obeying the law and paying taxes.
 - Joining community groups and civic activities.

END OF STRAND 5 ANSWERS

1. Three national unity symbols:
 - National flag
 - National anthem
 - Coat of arms
2. The national flag promotes unity by bringing all citizens together under one

- symbol that represents the country, shared values and national identity.
3. We can promote national unity by respecting one another, obeying the law, embracing cultural diversity and working together for development.
 4. Three human rights and their importance:
 - Right to life – protects people from being harmed or killed unlawfully.
 - Right to education – helps people gain knowledge and skills for development.
 - Right to freedom of expression – allows people to share ideas and opinions freely.
 5. Direct democracy is a system of government where citizens take part directly in making decisions and laws without electing representatives.
 6. Democracy is practiced in the community through public participation, voting in community meetings, expressing opinions freely and choosing leaders fairly.

MODEL TEST PAPERS

MODEL TEST PAPER 1

1. North East.
2. Delta.
3. Hot and dry.
4. Nucleated
5. Fishing, source of water, transport.
6. Road.
7. Christianity.
8. Dry climate
9. Magadi
10. Lakes
11. a) Somalia
b) Uganda
c) Ethiopia and South Sudan
d) Indian Ocean
12. Assess learner's drawing.
13. Fluorspar
14. Modified equatorial climatic zone found along the coastal region.
15. Trade.
16. Red.
17. Chapter 4
18. Ward
19. Remand/cell
20. Elgon
21. Aberdare Ranges

22. Somalia
23. 340E
24. Limestone – Bamburi
Fluorspar – Kimwarer
Diatomite – Kariandusi
Soda ash – Lake Magadi
25. Luhya, Kikuyu, Embu, Taita, Kisii, Meru and Mijikenda (Mark other correct answers)
26. Examples of natural resources in the local area could include:
 - Water – used for drinking, irrigation, and fishing.
 - Trees – used for building houses, making furniture and firewood.
27. Conserving water is important because:
 - It ensures there is enough water for everyone.
 - It prevents water shortages during dry seasons.
 - It protects rivers, lakes and the environment.
28.
 - Show the location of places and physical features.
 - To help people find directions.
 - To plan routes for travel.
 - To study the distribution of resources, rivers or mountains.
29. Schools can promote peace by:
 - Teaching learners conflict resolution skills.
 - Encouraging respect and cooperation among students.
30. Three road signs:
 - Stop sign – indicates vehicles must stop.
 - Pedestrian crossing sign – shows where people can safely cross the road.
 - Give way/Yield sign – instructs drivers to give way to other road users.

MODEL TEST PAPER 2

1. Location
2. South
3. Mosque
4. Cool and wet
5. Road transport, railway transport
6. Mark the correct measurement

7. North
8. Gede Ruins
9. Apprenticeship
10. Governor
11. North, East, West and South
12. Deputy Headteacher
13. Slowly as he was nearing bumps
14. a) Cotton
b) Rice
c) Flowers (Carnations)
d) Maize
15. Road transport
16. The President
17. Legislature, Executive and Judiciary
18. Voting and Employment
19. Constituency.
20. Supreme Court.
21. Initiation ceremony
22. Root
23. Fishing, transport (using boats)
24. (iii)
25. South.
26. Rivers are useful to communities by:
 - Providing water for drinking and irrigation.
 - Supporting fishing and transport.
27. One traditional African education method is storytelling, used to teach children morals, culture, and skills.
28. The role of a governor in a county government is:
 - To oversee development projects.
 - To manage county resources.
 - To implement policies and laws in the county.
29. Feature of a map that helps know directions: Compass – shows North, South, East, and West.
30. The Kenyan flag represents unity among all citizens because it brings people together under one symbol regardless of tribe, religion, or region.

MODEL TEST PAPER 3

1. South
2. Hati Sub-county
3. Scrub
4. Agriculture

5. Tea
6. North
7. Mountain, slopy land
8. Dishonest
9. Nearest health centre such as a dispensary, clinic or hospital
10. Learner to draw a maize plant.
11. Clustered, nucleated.
12. South Sudan, Ethiopia.
13. Friesian, Guernsey, Ayrshire and Jersey.
14. Teacher.
15. Flag of Kenya
16. a) 350 (290 MPs, 12 nominated MPs, 47 women representatives and a speaker)
b) 47 women representatives
17. Kisumu
18. Lorian Swamp
19. Lake Turkana
20. Salt
21. A – Radio (Modern form of communication)
B – Drum (Traditional form of communication)
C – Newspaper (Modern form of communication)
D – Horn (Traditional form of communication)
22. Functions of the county assembly:
 - a) To vet and approve nominees for appointment to county public offices
 - b) The county assembly can make any laws that enable the county governments to perform effectively.
 - c) To approve the Budget and expenditure of the County Government.
 - d) To approve the Borrowing by the County Government.
 - e) To approve County Development Planning.
 - f) To perform any other role as may be set out in the Constitution or legislation.
23. 12 nominated members.
24. Fresh water lakes, rivers and rain water
25. 2
26. Kenya practices indirect government. Citizens do not make decisions directly on national issues; instead, they elect representatives such as Members of Parliament, Senators and Governors who

make decisions and pass laws on their behalf.

27. The capital city of Kenya is Nairobi.

28. One human right every child should have is the right to education.

29. An example of a natural resource in Kenya is minerals (like soda ash), water, forests, or fertile land.

30. People can participate in community development by:

- Planting trees.
- Participating in clean-up campaigns.
- Attending community meetings.

MODEL TEST PAPER 4

1. Compass, scale, key
2. Dam
3. Railway, road
4. Linear
5. Learner to draw a hill
6. Games and sports
7. Failure to observe road signs, poor judgement, careless driving
8. 47
9. Radio
10. Wildlife
11. Registration
12. Let all with one accord.
13. Direct democracy
14. Executive
15. Chief Justice
16. Purse seining
17. Chillies –Vegetables
Avocado – Fruits
Orchids – Flowers
Carnations – Flowers
18. High rainfall and low temperatures.
19. Mombasa
20. Shelter in the church
21. Soil (Mark any other correct answer)
22. Headteacher
23. Mondays and Fridays
24. East
25. Learner to name their favourite game at school
26. One type of climate in Kenya is tropical climate (or arid/semi-arid, temperate depending on the region).

27. People settle near rivers because:

- They provide water for drinking and farming.
- They support fishing and transport.

28. A duty of the council of elders was:

- To settle disputes in the community.
- To make decisions for the welfare of the community.

29. Schools can help protect the environment by:

- Planting trees.
- Organizing clean-up activities.
- Teaching learners about environmental conservation.

30. Two examples of early forms of transport:

- Canoes – used to travel on rivers or lakes.
- Donkeys/ox-drawn carts – used to carry goods and people.

MODEL TEST PAPER 5

1. Learner to measure the length of the road
2. 2
3. Tea
4. Presence of a quarry
5. Favourable climate, fertile soils
6. Cleaning them
Fencing them
Educating school members on their benefits
7. River Turkwel
8. The fastest
9. Refuse and choose education instead
Report the matter to her teacher or nearest police or chief office
10. Importance of tourism:
 - a) It is a major source of foreign exchange to the government. It is referred to as an invisible export.
 - b) It is a source of employment.
 - c) It provides a market for local craft industries dealing with curios, textiles, pottery and basketry.
 - d) It promotes agriculture through buying food in hotels for tourists.
 - e) It is a source of revenue for the county and national government through taxes and fees charged the tourist.

11. Nearest police station
12. Relief – Mountains, valleys, plateaus.
Drainage – Lakes, oceans.
13. Birthday celebration
14. Wisdom, obedience, tolerance, respect
15. Subsistence farming
16. Sack, soil, fertilizer, water, space to position their sack garden
17. COVID-19
18. Madaraka Day
19. 5 days
20. Patriotic
21. Dairy
22. Rainy or sunny
23. Benefits of minerals:
 - a) Leads to development of means of transport in areas where they are mined.
 - b) Minerals are a major source of foreign exchange when exported.
 - c) Mining has created employment opportunities in industries.
 - d) Some of the mining companies have built social amenities such as schools and hospitals which serve the people living nearby.
 - e) Mining leads to development of urban areas in places where mining is taking place, for example, Magadi town.
 - f) Mining leads to establishment of industries to process and make use of the minerals as raw materials.
 - g) Mining reduces loss of foreign exchange that would have been used to import the minerals.
24. To make laws.
25. One traditional food commonly eaten in Kenya is ugali.
26. One public service provided by the government is healthcare (or education, security, water supply).
27. People can prevent soil erosion by:
 - Planting trees and grass.
 - Using terraces on hills.
 - Avoiding overgrazing.
28. One type of map used to show rivers and mountains is a physical map.
29. One major town in Kenya where mining

takes place is Kitui (coal), Southeastern Kenya for soda ash or Kakamega for limestone.

30. Schools teach children about national symbols to:
 - Promote patriotism.
 - Help learners understand national identity and unity.

CREATIVE ARTS GRADE 5 ANSWERS

STRAND 1.0: CREATING AND EXECUTING

1.1 WIND MUSICAL INSTRUMENTS (DRAWING)

Activity 1

1. a- Abu
b- Soo
c- Mulele
d- Mulele
2. a- Abu - Luo
b- Soo - Kamba
c- Olwila -Luhya
d- Mulele - Luhya
3. Sound is produced by blowing air that vibrates inside the instrument.
4. Nzumari

Activity 2

1. Matching:
Oporo – Luo
Mulele – Luhya
Chivoti – Gikuyu
Biringi – Agikuyu
Nzumari – Mijikenda
2. Flutes: Chivoti, Mulele.
3. Wind instruments are called aerophones.
4. Materials: bamboo, reed.
5. Categories: horns, flutes, whistles, reeds.

Activity 3

1. 1. Mulele
2. Biringi
3. Soo
4. Abu
5. Nderuret
6. Olwika
7. Nzumari
8. Bung'o
2. Parts: mouthpiece, finger holes, bell, barrel.
3. The mouthpiece is the part where the player

blows air into the instrument to produce sound.

The finger holes are opened and closed to change the pitch of the sound produced.

The bell allows the sound to come out and helps to make it louder and clearer.

The barrel is the main body of the instrument that carries the air from the mouthpiece to the bell.

4. Sound is produced by air vibration.

Activity 5

1. Materials: bamboo, wood, reeds.
2. Safety: careful handling of tools, smoothing edges.
3. Smoothing prevents injuries.

Activity 6

1. Cleaning prevents germs.
2. Sunlight causes cracking.
3. Safe storage: dry place, cover.
4. Care increases durability.

Activity 8

1. (a) **Paper:** thick white paper, bristol board or poster board works best.
(b) **Crayons:** brightly coloured wax crayons. Using high-quality, vibrant crayons is recommended.
(c) **Top coat:** black India ink, black tempera paint, or a heavy coat of black crayon. Tip for Tempera or Acrylic paint: mix a small amount of liquid hand soap into the paint to help it adhere to the waxy surface and make it easier to scratch off (about 1 tablespoon of paint to 1/2 teaspoon of soap).
(d) **Etching tool:** a sharp, non-bladed tool such as a toothpick, a finishing nail taped to a pencil, a paper clip, or

a specific scratchboard tool.

(e) **Protective gear:** newspaper or a mat to cover your work area, as the process can be messy.

2. The crayon etching technique (also known as scratch art) involves creating a vibrant base layer with crayons, covering it with a dark layer of paint or ink, and then scratching away the top layer to reveal the colors beneath
3. To cover a crayon drawing with watercolor, use the wax resist technique: draw heavily with oil or wax crayons on watercolor paper, then apply watery watercolors over it; the wax repels the water, revealing your crayon design underneath. Ensure your crayon marks are dense and cover the whole surface, even leaving tiny gaps, for the best contrast, then let the paint spread and dry to see your art emerge.
4. Etching a picture using a toothpick is a simple and popular art activity known as **scratch art** or **crayon etching**. The toothpick is used as a stylus to scratch away a dark top layer of paint or crayon, revealing bright colours underneath.
5. Texture in crayon etching is created by **scratching tools such as** styluses, nails and popsicle sticks cutting through the top black, inky layer to reveal the vibrant, waxy crayon colors underneath, with different tools and scratching patterns producing varied textures like fine lines, cross-hatching, swirls, and bold patterns that mimic engraving or woodcuts, contrasting the smooth dark surface with the bright, textured reveals.

5. (a) **Materials need**

- i. Drawing paper or cardstock
- ii. Waxy crayons (bright colors, avoid black and white for the base)
- iii. Black ink or black crayon (tempera paint with a little soap can also work)

- iv. A flat brush (if using ink/paint)
- v. A sharp, pointed tool (e.g., toothpick, paper clip, or a needle tool)
- vi. Pencil (for initial sketching)
- vii. Clean cloth

(b) **The crayon etching process**

Step 1: Create a colourful base

- i. Colour the paper with bright waxy crayons. Press hard to apply a thick, solid layer of color.
- ii. Use a variety of colours in random patches or patterns across the entire paper, as these are the colours that will show through later.
- iii. Ensure no white areas are left visible, as the black top layer will adhere to the paper in those spots and prevent the etching effect.

Step 2: Apply the dark top layer

- i. Cover the entire colorful surface with a thick, even layer of black crayon or ink.
- ii. If using black ink, add a little soap to help it stick to the waxy surface.
- iii. Use a soft brush to apply the ink smoothly, avoiding visible brush marks.
- iv. Allow the surface to dry completely. Avoid direct sunlight during drying.

Step 3: Sketch the chivoti instrument

- i. On a separate piece of paper, practice sketching the outline of a **chivoti**. It is a simple, long, side-blown bamboo flute with about six finger holes.
- ii. Once you have a good sense of the shape, you can lightly sketch the outline onto your black-covered paper using a pencil or by gently scratching an initial guide.

Step 4: Etch the drawing

- i. Use your pointed tool to scratch away the black layer, following the lines of your Chivoti sketch.
- ii. Vary your scratching technique to create different textures and details. For example, use fine lines for the bamboo texture and larger scratched areas to highlight the finger holes or a decorative end.

The bright colors from beneath will be revealed as you scratch, creating your image.

- iii. Cross-hatching (using crossed lines) can be used to create areas of light, shadow, and a more complex texture for the instrument.
- iv. Clean up your artwork by gently wiping away the crayon and ink debris with a clean, dry cloth when finished.
6. Assess as you use the crayon etching technique. You may follow the steps in number 5.
7. This will enhance critique. Listen to the comments and improve your skill.

Practice exercise 1.1

1. The mouthpiece allows blowing of air, finger holes change pitch, the barrel carries air and the bell releases and amplifies sound.
2. The subclasses are horns, flutes, whistles and reeds.
3. Skills include proper blowing, finger coordination, breath control and correct posture.
4. Clean the instrument after use, store it in a dry place, handle it gently and avoid direct sunlight.
5. A drawing showing two indigenous Kenyan wind instruments shaded using cross-hatching lines.
6. Caring for the instrument improves durability, sound quality, hygiene and safety.
7. Materials include crayons, black ink or paint, paper, etching tools, water and brushes.
8. Colour the surface with crayons, cover with black ink or paint, allow it to dry and scratch lines to create the picture.
9. A composition showing two indigenous Kenyan musical instruments arranged neatly in one picture.

1.2 FOOTBALL GAME

Kicking in Football

Activity 1

1. The learners are (a) kicking a ball, (b) dribbling a ball (c) stopping a ball.
2. The learners re using the following skills to kick the balls (a) instep (b) outside of the foot.
3. Parts of the foot used in kicking a ball are instep, outside edge of the foot.
4. Kicking in football game is a skill used to pass the ball to a teammate, start the ball or score.

Activity 3

1. Preparation before kicking the ball: prepare by warming up, focusing on your target, positioning your non-kicking foot beside the ball pointing at the target, locking your ankle and swinging through the ball with your laces, ensuring your body is aligned and you follow through towards your goal for power and accuracy.
2. The body posture during the kick: positioning your non-kicking foot beside the ball pointing at the target, locking your ankle and swinging through the ball with your laces, ensuring your body is aligned and you follow through towards your goal for power and accuracy.
3. The player's eyes always face the target.

Activity 5

Refer to activity 3

Activity 6

Carry out the activity and share the experience. This will enhance communication and collaboration.

Outdoor activity

With friends and peers, form teams to play mini Football games as you practise instep and outside of the foot kicking skills in Football.

Stopping in Football

Executing the stopping skills Football

Activity 7

1. (a) Inside of the foot trap (b) step trap (c) thigh trap (d) chest trap
2. Stopping a ball in football (soccer) means controlling it by cushioning its force using different body parts (feet, thigh, chest, head) to bring it to a halt or slow it down, allowing a player to maintain possession and set up the next move, often involving techniques like the inside foot trap, thigh trap, or chest trap, all about matching the ball's speed by moving your body/foot in opposition.
3. (a) foot (b) foot (c) thigh (d) chest.
4. Foot trap, chest trap, thigh trap

Activity 8

1. A learner stopping the ball.
2. Instep
3. Stopping a football (soccer ball) with the inside of your foot, known as an **inside trap**, involves presenting the flat part of your foot (between heel and toe) perpendicular to the ball and gently pulling your foot back as it makes contact to cushion and control it, keeping it close to your body for the next move. Key is a soft touch, locking the ankle with your toe slightly up, and withdrawing the foot as the ball arrives, preventing it from bouncing away.

Activity 9

1. A learner stepping on the ball.
2. Using step trap technique
3. Tell To use a step trap in football (soccer), you lift your foot over the ball as it comes, letting your heel make contact, then quickly bring your foot down to place it *on top* of the ball, stepping down to stop it dead, which requires good timing and soft feet to cushion the impact and maintain control for your next move. It's a simple way for beginners to get full control and set up a pass or shot.

Activity 13

1. (a) kicking the ball (b) dribbling the ball
2. Dribbling in football (soccer) is the skill of moving the ball along the pitch with repeated, small touches of the feet while running, keeping it close to maintain control, and maneuvering past opponents to create space for passes, shots, or to break through defenses.
3. Straight dribbling is not a formal, widely used term in football terminology, but it generally refers to speed dribbling where a player moves the ball in a direct, forward line, usually in open space, while running at pace.

Activity 16

1. (a) old newspapers (b) water (c) old magazines (d) soap (e) glue (f) plastic container
2. Analyse the use of each item from use.
3. Refer to number 1 above.
4. Papier mâché is is shredded and pounded paper mixed with soap and glue.

Practise exercise 1.2

1. Papier machie, leaves, old socks or clothes and plastic bottles.
2. (a) kicking (b) stopping (c) dribbling.
3. Kicking
4. Step trap
5. Dribbling
6. Paper shredding
7. Stopping
8. Cone
9. Assess any of the safety measures to be observed.
Carry out the procedure. You may refer to activity

1.3 RHYTHM

Activity 1

1. Notes: crotchet, minim, quavers.
2. No

Activity 2

Note name	Beats	Symbol	French rhythm name	Rests
Minim	2 beats		taa-aa	
Crotchet	1 beat		taa	
A pair of quavers	1/2 a beat		Ta-te	

Activity 3

Clap the rhythmic patterns provided



Activity 5

1.



2.



3.



4.



Activity 6



2.

Activity 8

1. Calligraphy pens and decorative calligraphy writings are shown.
2. The pen tips are flat or split.
3. The writings are neat and decorative.
4. A calligraphy pen is made by shaping a bamboo or stick into a flat or split tip for decorative writing.

Activity 11

1. Such writings are done using calligraphy techniques with controlled strokes.
2. Calligraphy pens made from bamboo or sticks are used.
3. The pen tips are flat or chisel-shaped.
4. Show them how to hold the pen, dip it in ink and form letters slowly with thick and thin strokes.

Practice exercise 1.3

1. Rhythm is the pattern of beats and silences in music.
2. The crotchet rest lasts one beat, the minim rest lasts two beats and the quaver rest lasts half a beat.
3. Cut a bamboo stick, shape and flatten the tip, split the tip slightly, smooth the edges and fix a thread or nib to hold ink.
4. Calligraphy is the art of decorative handwriting.
5. Ascenders are the parts of letters that rise above the main writing line.
6. Materials include bamboo sticks, thread, ink, a knife and sandpaper.
7. The alphabet is written neatly using thick and thin decorative strokes.
8. There are four quaver beats in a minim.
9. (a) Crotchet – taa
(b) A pair of quavers – ta-te

1.4 PAINTING AND MOSAIC

Primary and secondary colours on the colour wheel

Activity 1

1. Colour wheels
2. (a) Primary colour wheel (b) secondary colour wheel (c) tertiary colour wheel
3. (a) Blue, red and yellow (b) green, yellow, orange, red, purple, blue (c) green, yellow, orange, red, purple, blue, red-orange, yellow-orange, yellow-green, blue-green, blue-violet, and red-violet.
4. How the colours are related to each other.
5. Refer to number 2.

Painting a wash

Activity 7

1. The colours are thinning in the background.
2. Colour value is how dark or light colour is in a painting.

Mosaic

Prepare materials for making a mosaic picture

Activity 9

1. Pictures of flowers and butterfly.
2. They are mosaic pictures.
3. The materials are: stone, glass, or ceramic, pebbles, shells, buttons, beads, recycled china, or even pasta.
4. These are: broken dishes, glass, old tiles and even natural objects like shells and pebbles, plus household discards like bottle caps, buttons, jewelry, keys, and hardware (nuts/bolts) for colorful, sustainable art. Paper, packaging, CDs that can be found in your locality.

Practice exercise 1.4

1. A mosaic is a decorative art form creating images or patterns from small pieces (tesserae) of colored stone, glass, ceramic, or other materials, assembled onto a surface.
2. Refer to activity 9
3. Refer to safety after the digital zone
4. This will enhance learning to learn.
5. Assess.

1.5 Melody

Activity 1

1. Sing the rhythm of the song.
2. Clap the rhythm of the song.
3. Solfa: d r m f s.

Activity 6

Kodaly hand sign	Solfa syllable
	re
	mi
	do
	fa
	so

Activity 8

1. (a) calligraphy pen nib and writings (b) calligraphy pens and writings (c) bamboo sticks (d) made calligraphy pen
2. Assess your observation.
3. Assess the observations of the writings.
4. (a) Step 1: Get a Sturdy Reed.
(b) Step 2: Cut to Length and Soak for 15 Minutes.
(c) Step 3: Create the Initial Bevel and Hollow.
(d) Step 4: Hollow the Reed.
(e) Step 5: Create the Side Bevel to Shape the Nib.
(f) Step 6: Cut the Tip Square.
(g) Step 7: Split the sharpened end into two equal sections. Use the pliers to hold the hot wire from the fire. Burn a hole at the end of the split of the sharpened edge.

- (h) Take a cotton thread and knot it. Slide the thread between the split and let it stop on the knot at the hole. Pass the other end of the thread through the bamboo.

Activity 11

1. By angling creating thick and thin strokes, like the square, left oblique or right oblique cuts for traditional hands.
2. Calligraphy pens
3. Primarily falling into broad-edge (chisel-tip for Gothic, Italic), pointed-pen (flexible, sharp tip for Copperplate), flexible tip for modern lettering
4. This will enhance learning to learn.

Activity 11

1. Melody cards showing sol-fa syllables and pitch patterns are seen.
2. Melody cards are made by cutting paper into cards, drawing staff lines and writing sol-fa syllables or notes on them.
3. Decorated melody cards are made by writing sol-fa syllables neatly, adding colour and simple designs and decorating the card attractively.

Practice exercise 1.5

1. Melody is a sequence of pleasant musical sounds.
2. Ascending: d r m f s
Descending: s f m r d
3. Hand signs:
d – low flat hand
r – slanted rising hand
m – flat hand at chest level
f – bent hand with fingers pointing down
s – curved hand facing outward
4. Stepwise movement, repetition and variation.
5. Neatness, clear lettering and attractive decoration.
6. Example melody: d r m r d m f s d.
7. Writing the sol-fa syllables comes first.
8. A neatly decorated melody card is prepared and displayed.

1.6 ROUNDERS

Activity 1

1. The rounders bat
2. Read.
3. Draw the bat and label it.

Materials and tools used in carving

Activity 2

1. (a) mallet (b) chisels (c) wood (d) Name the items in the pictures.
2. Refer to activity 2.
3. You may use locally available materials.

Batting

Activity 4

1. Learner hitting a baseball using a bat.
2. Describe the phases in batting.
3. This will enhance learning to learn.

Fielding

Activity 8

1. Rounders fielding has 9 key positions: the bowler, backstop, fielders at each of the four bases (1st, 2nd, 3rd, 4th), and deep fielders (often left, centre, right) covering the outfield, aiming to catch the ball or get fielders out by tagging posts or the batter with the ball, explains in the Rounders field above.
2. Refer to number 1 above.
3. This will enhance communication and collaboration and teamwork.

Practice exercise 1.6

1. Refer to activity 1: label bat.
2. Batter
3. Rounders bat, rounders ball
4. The in team
5. The correct way of holding the bat.
6. Refer to activity 3.
7. Smoothing the bat.
8. Refer to the safety measures listed after activity 5
9. Refer to the infielders notes.
10. In the Rounders game, the difference between infielders and outfielders lies primarily in their fielding position and the type of ball they are expected to field and throw.

2.0 PERFORMING AND DISPLAYING

2.1 ATHLETICS

Improvising a baton

Activity 1

1. Relay batons
2. Used in relay races
3. The materials used into improvising a relay batona are: **paper towel/toilet paper tubes**, covered with **construction paper, aluminum foil, or crepe paper**, secured with **tape or glue**, while more durable options involve cutting lengths from **broomsticks or PVC pipes**, making them safe and customizable for various ages and activities.

Activity 3

1. (a) 3-strand rope (b) a learner weaving a 3-strand rope
2. Refer to the LET US READ section after the digital section.
3. This will enhance learning to learn.

Performing the skill of visual baton change in relay races

Visual baton change down sweep

Activity 7

1. Two learners changing a baton using visual baton change downsweep.
2. A Visual baton change in relays is when the outgoing (receiving) runner looks back at the incoming runner to see the baton being passed, relying on eye contact and cues for the handoff, often used in longer distances like the 4x400m where speed isn't as critical at the exchange, allowing the receiver to spot the baton as it comes in.
3. This will enhance communication and collaboration.

Activity 10

1. The learners are changing a relay baton using upsweep.
2. Used in relay races.

3. This will enhance communication and collaboration.

Performing the nonvisual baton change in relay race

Activity 13

1. The learners are changing hands using the down sweep nonvisual baton change in relay race.
2. Away from the baton.
3. This will enhance learning to learn.

Nonvisual baton change upsweep

Activity 16

1. The learners are changing hands using the upsweep nonvisual baton change in relay race.
2. Away from the baton.
3. This will enhance learning to learn.

Practice exercise 2.1

1. Relay batons
2. Visual down sweep baton change
3. A visual down-sweep baton change in track relays involves the incoming runner passing the baton downward into the waiting receiver's palm, where the receiver holds their hand in a "V" shape (palm up, thumb in), creating a large, stable target for the incoming runner to place the baton, facilitating a smooth, often less visually demanding handoff in longer distances where speed varies.
4. Downwards
5. PVC pipe, newspaper, bamboo sticks, manila paper
6. False
7. Fibres, old clothes, grass, threads
8. Three strands
9. Nonvisual baton change
10. Paint, dye, salt, ink, fixatives

2.2 FABRIC DECORATION

Techniques used to decorate a fabric

Activity 1

1. Decorated fabrics
2. Tie and dye and applique.
3. Assess. This will enhance learning to learn.

Activity 2

1. Tie and dye Decorated fabrics
2. Tie-dye is a resist-dyeing fabric decoration technique where you fold, twist, crumple, or bind sections of cloth with string or rubber bands, preventing dye from reaching those areas, which creates unique patterns like swirls, stripes, or circles when dyed and then unwrapped.
3. Assess. This will enhance learning to learn.

Fabric decorated using applique

Activity 6

1. Decorated fabrics.
2. Appliqué is a decorative sewing technique where pieces of fabric in different shapes and colors are attached (sewn, glued, or fused) onto a larger fabric background to create a picture or pattern, adding texture and visual interest to items like quilts, clothing, and home decor.

Practise exercise 2.2

1. Fabric decoration is the general term for applying various techniques to an essentially plain fabric to enhance its aesthetic appeal and make it suitable for a particular functional, social, or cultural purpose. It involves altering the fabric's appearance, texture, or structure to create a desired design or pattern.
2. Tie-dye is a resist-dyeing method creating patterns by tying/binding fabric to block dye, resulting in unique, flowing designs from dye absorption. Appliqué is an additive decoration technique where fabric shapes are cut and sewn onto a background fabric to build a picture or

design, adding texture and layers. The key difference: Tie-dye removes color (resists dye), while appliqué adds fabric pieces.

3. Applique
4. Seeds, flowers,
5. Stitching, trimming, ironing or binding

2.3 Kenyan Folk Dance

Activity 1

1. The folk dance originates from a Kenyan traditional community.
2. The performers are community dancers and drummers.
3. Instruments used include drums, rattles and whistles.
4. The dancers use rhythmic body movements, foot stamping, hand gestures and coordinated group formations.

Activity 3

- a) The performers are dancers and musicians who are singing, dancing and playing instruments.
- b) The performers wear traditional costumes made from fabric, skins or beads that reflect their culture.
- c) Musical instruments used include drums, rattles.
- d) Adornments include body paint, clay or decorative markings on the skin.
- e) Ornaments worn include beads, necklaces, bangles, anklets and headgear.
- f) The performers form circular, straight or patterned group formations as they dance.
- g) Props used include sticks, gourds, shields or hand-held musical items.

Activity 6

1. Folk dance brings people together by creating a shared experience and promoting unity during celebrations.
2. Dancers can earn money by performing at festivals, weddings, competitions and tourism or cultural events.
3. Folk dance preserves cultural identity by

passing traditional movements, music and customs to younger generations.

Activity 7

1. Ornaments are decorative items worn on the body to enhance appearance or show cultural identity.
2. In Kenyan communities, ornaments are used as necklaces, bangles, anklets, earrings or waist belts.
3. Ornaments can be made from beads, shells, metals, bones, seeds or stones.
4. Examples of ornaments include necklaces, bangles and waist belts.
5. Ornaments are important during folk dance performances because they enhance the dancers' appearance and reflect cultural identity.

Activity 8

1. The items in the pictures are necklaces and bangles.
2. The materials used to make the ornaments include beads, metals, shells and seeds.
3. Other ornaments used in folk dance include anklets, earrings, waist belts and headbands.

Practice exercise 2.3

1. A folk dance is a traditional dance performed by a community to express their culture, tell stories or celebrate events.
2. Components of a Kenyan folk dance include movements, gestures, rhythm, costumes, ornaments and music.
3. Costumes and ornaments enhance the dancers' appearance, reflect cultural identity and make the performance more attractive.
4. Musical instruments used in Kenyan folk dances include drums, rattles, flutes, lyres and xylophones.
5. Materials used to make ornaments include beads, shells, metals, bones, seeds and stones.
6. Folk dance plays roles such as preserving

culture, promoting unity, providing entertainment, teaching values and celebrating important events.

2.4 PUPPETRY

Glove puppet

Activity 1

1. Puppets (Glove puppets).
2. A puppet is model of a person or animal that is typically moved either by strings controlled from above or by a hand inside it.
3. Glove puppet, also known as a hand puppet, is a soft, hollow figure of a person or animal with a cloth body and head that fits over your hand, allowing you to move its head and arms with your fingers to bring it to life, making it a simple yet versatile toy for storytelling and performance.

Activity 2

1. (a) Materials for making a puppet, (b) Puppet cutouts (c) clove puppets
2. Recycled materials such as old gloves, socks, cardboard boxes/tubes, plastic bottles and egg cartons, decorating them with scrap paper, bottle caps, yarn, buttons, fabric remnants, and aluminum foil, using glue, tape, and scissors for construction, turning household trash into fun, unique characters.
3. **Making a glove puppet**

Materials you need:

- (a) **Base:** old sock (adult or child size), paper bag, or even a disposable glove.
- (b) **Mouth Structure:** cereal box cardboard, toilet paper tube.
- (c) **Eyes:** bottle caps, buttons, googly eyes.
- (d) **Hair or details:** yarn, string, feathers, felt scraps, pipe cleaners.
- (e) **Tools:** Scissors, glue (hot glue works great!), tape.

Description:

- (a) **Prepare the base:** take your sock and find the seam; this is where the mouth will be.
- (b) **Create the mouth:** cut a piece of cardboard into an oval shape that fits

your hand. Fold it in half to create the mouth's structure.

- (c) **Attach mouth:** glue or tape the folded cardboard inside the sock's opening, so it gives the mouth a nice shape when you open and close your hand.
- (d) **Add features:** glue on bottle caps for eyes, yarn for hair (maybe glued to the top/back), or cut shapes from colored paper/felt for ears or a tongue.
- (e) **Decorate:** use markers to draw details or add other found objects to give your puppet personality.

Performing a puppet show

Activity 4

- 1. (a) Two puppets at a show (b) What can you see in the pictures above?
- 2. Presenting a puppet show with topical songs and proper voice involves character development, synchronizing puppet movement with singing and speech, and using effective vocal techniques like projection and modulation. Research on this and share with peers.

Practice exercise 2.4

- 1. (b)
- 2. Puppetry is the art of creating and manipulating puppets—inanimate figures (like humans, animals, or abstract shapes)—to perform in shows, telling stories, educating, or entertaining audiences, with puppeteers using hands, rods, strings, or other controls to bring the figures to life with movement and voice
- 3. The main difference is **size and finger control**: a **finger puppet** is tiny, fitting just one or two fingers for simple movements, while a glove puppet (also called a hand puppet) is larger, covering the whole hand, with the index finger in the head and thumb/middle fingers operating the arms for more complex, expressive actions like talking or waving.
- 4. Refer to activity 4.

- 5. Refer to activity 2 answers
- 6. Felt and yarn
- 7. Clarity in pronunciation is important in a puppet show because it is a primary tool for engaging the audience, conveying character, and ensuring the story is understood. Unlike other forms of theatre, puppets often lack complex facial expressions, making vocal performance a key driver of the narrative
- 8. Assess like “Blowin’ in the Wind” by Bob Dylan.
- 9. (a) **Head:** The head of a glove puppet is often built to be disproportionately large compared to its body (which is essentially the puppeteer's hand and arm covered by clothing). This creates a distinct visual silhouette and helps in character recognition.
- (b) **Facial Features:** Specific facial features, such as the eyes, nose, and lips, are enlarged and simplified. The use of bright, contrasting colors and highlights further emphasizes these features, ensuring expressions and character are communicated effectively without complex moving parts.
- 10. To make the puppet entertaining.

2.5 Descant Recorder

Activity 1

- 1. You cover the back thumb hole when playing note B on the recorder.
- 2. Two fingers are used to play note G.
- 3. You should blow gently and steadily into the recorder to produce a clear and pleasant sound.
- 4. If you blow too hard, the sound becomes sharp, squeaky or unpleasant.
- 5. Using your thumb and the first three fingers in front, you can play notes C', D' and E'.
- 6. You can make a short tune using notes C'

and D' by alternating between the two notes in a simple rhythmic pattern.

Activity 2

Play notes on the descant recorder as described.

Practice exercise 2.5

1. A descant recorder is a small, high-pitched recorder used to play melodies.
2. Sound is produced on the recorder by blowing air gently into the mouthpiece and covering the holes to change pitch.
3. You cover the back thumb hole when playing most notes.
4. The correct way to blow air into the descant recorder is gently and steadily, not too hard.
5. Fingering on the descant recorder is the placement of fingers over specific holes to produce different notes.
6. We say the word "tu" or "to" with the tongue to start a note clearly.
7. Tone quality in recorder playing is the pleasantness, clarity and smoothness of the sound produced.
8. A playing technique is a specific method or way of playing the recorder to produce different effects or sounds.
9. Two playing techniques used on the recorder are tonguing and slurring.

OPTIONAL SUB STRANDS

2.6 SWIMMING

Activity 1

1. A learner swimming
2. The body is in prone position.
3. Front crawl, often called freestyle, is the fastest swimming stroke, performed on the stomach with continuous, alternating arm movements (pulling and recovering) and a rhythmic flutter kick, combined with side breathing, to create powerful forward motion with minimal drag, making it ideal for speed and endurance.

Practice exercise 2.6

1. Forward
2. Prone position

3. (a) Showering before swimming: Showering for at least a minute with soap and water before entering the pool helps remove sweat, body oils, and dirt, which allows the pool's chlorine to more effectively kill germs.
(b) Maintaining proper water chemistry: Regularly testing and balancing the water's pH (ideal range 7.2-7.8) and sanitizer (e.g., chlorine) levels is critical for killing bacteria, viruses, and preventing eye/skin irritation.
(c) Staying out of the pool when ill: To prevent the spread of germs, individuals should avoid swimming if they have an open wound or are experiencing diarrhea, as some germs can survive in chlorinated water for a period.
4. Breathing in
5. In water
6. Flutter kicks
7. To glide in front crawl, push off the wall in a tight streamline with arms extended forward, hands stacked, head neutral (looking down), and body straight, allowing yourself to coast just under the surface to reduce drag before beginning your stroke and kick, focusing on a long, horizontal body position to stay high in the water.
8. Tempo
9. (a) Swim with a teacher or coach: Always have a friend or strong swimmer with you, even with a lifeguard present, as accidents happen quickly and help is crucial.
(b) Know the swimming environment and surroundings: Look before you leap or dive (check for depth/obstacles), don't run on slippery decks, and obey "No Diving" signs to prevent serious head/spinal injuries.
(c) Stay within your limits & stay calm: Don't go deeper or farther than you can handle, and if you feel fear or panic, relax, float, and call for help rather than fighting the water, as panic leads to drowning

- to prevent illnesses from germs, protect against drowning (especially for kids), and reduce exposure to harmful chemicals

2.7 INDIGENOUS KENYAN GAMES

Activity 1

- (a) Children playing *kati* (b) children playing *kora*
- This will enhance teamwork and learning to learn.
- This will enhance respect to culture of others.

Practice exercise 2.7

- The games to include counting.
- This will enhance learning to learn
- The parts of the body used carry out exercises.
- Any safety measure is accepted (this will enhance safety).

3. APPRECIATION IN CREATIVE ARTS

3.1 INDIGENOUS

Activity 1

- (a) Drawings (b) ornaments (c) mosaic picture (d) paintings.
- Art gallery.

Activity 2

- Displayed art works.
- Refer to qualities of a good art gallery.

Activity 7

- Netball, Volleyball, Football, Baseball and Basketball
- Teamwork
- Sprints, relay races, middle distance races and long distance races.
- All values: respect, love, responsibility, unity and patriotism
- On sports days

Activity 8

- (a) relay race (b) football (c) swimming (d) *kati*.

- This will enhance communication and collaboration.
- This will enhance unity and respect.

MODEL TEST PAPERS

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

CRE Grade 5

End of strand 1 Assessment

1. God has plans to bring prosperity.
 - Plans to bring the future I hope for.
 - Plans not to cause disaster.
2. a) Talents are special abilities or gifts that God has given different people.
b) Abilities are special gifts that enable us to do mental, social and physical activities.
3. Because they had earned more on the gold coins they had been given.
4. Responsibilities given to man according to Genesis 1:26 and Genesis 2:15 are:
 - To have power over the fish, the birds and all animals. - Domestic and wild, large and small.
 - To cultivate and guard it.
5. Child labour is employing those who are under 18 years of age.
6. Mining, digging picking coffee trade industry as hawkers, tourist industry as beach boys, being child soldiers, being touts in transport industry, being a house help. Etc.
7. Child labour can be stopped by reporting to relevant authorities such as police, teachers, parents, chief, head teacher, children's office.
8. By eating the fruit that they were told not to eat.
 - It is important to remain truthful all the time so that you do not get in trouble and get punished.
 - God likes obedient people because it shows our faith and trust in Him. It also shows our love for God.
 - The lessons we learn from the fall of human beings is that it is important to be obedient and truthful.
9. Assess the learners work
10. Assess the learners work

End of strand 2 Assessment

1. Elijah
2. Moses
3. Peter and John
4. King Solomon
5. King Belshazzar
6. Daniel

7. King Belshazzar demonstrated a lack of humility by disrespecting the sacred vessels from the temple in Jerusalem, using them in a feast to mock God. This act of sacrilege showed his arrogance and disregard for God's authority, leading to his downfall.
8. Jethro
9. Noah
10. A basket of papyrus

End of strand 3 Assessment

1. Through following His teachings as outlined in the Bible.
2. Sharing, forgiveness, honesty, truthfulness, contentment.
3. When all the people were baptized, Jesus, too, was baptized. While he was praying, heaven opened and the Holy Spirit came down to him in the form of a dove. A voice from heaven said, "You are my Son, whom I love. I am pleased with you."
4. He got baptized after all the people had been baptized, He accepted to be baptized by John the Baptist.
5. He calmed the storm.
6. Four thousand, seven, fish
7. Never murder, never commit adultery, never steal, never give false testimony, honor your father and mother, love your neighbor as you love yourself.
8. The poor, the needy, the sick.
9. He was paralysed
10. The faith of the people that brought him to Jesus.
11. Capernaum
12. That Jesus has power over sicknesses, that we should have empathy towards people, we should have faith in Jesus.
13. Sinners
14. Assess
15. It teaches us the importance of prayer, it teaches us how to be persistence in prayer.

End of strand 4 Assessment

1. It brings and holds us together.
2. They spent their time in learning from the apostles, taking part in the fellowship and sharing in the fellowship meals and the prayers.

3. Then Jesus took a cup, gave thanks to God and said, 'Take this and share it among yourselves.' I tell you that from now on I will not drink this wine until the Kingdom of God comes. "Then he took a piece of bread, gave thanks to God, broke it and gave it to them, saying, "This is my body, which is given for you. Do this in memory of me." In the same way, he gave them the cup after the supper, saying, "This cup is God's new covenant sealed with my blood, which is poured out for you.
4. Love, sharing, happiness, thankfulness and humility.
5. Love, joy, peace, patience, kindness, goodness, humility, self-control and faithfulness.
6. Preaching, interpreting tongues, speaking in tongues, knowledge, prophecy, wisdom, faith, performing miracles, wisdom.
7. A prayer made on behalf of someone else.
8. The church
9. An Angel of God came and rescued him.
10. Reading His word, following the teachings in His word, following His commandments, making prayers in His name, trusting that He will answer our prayers, spreading the Good News of Salvation.

End of strand 5 Assessment

1. Doing things because a group of people you are in are doing it.
2. Assess.
3. Assess.
4. Boys- voice breaks, shoulders broaden, start experiencing wet dreams.
Girls- hips broaden start of menstrual cycle, growth of breasts.
5. A relationship that may lead to negative impact on boys and girls.
6. May lead to teen pregnancies, leads to school drop outs, can cause Sexually Transmitted infections, some are child abuses, may lead to crime, can lead to use of alcohol and substance abuse.
7. Crimes, negative emotions, self- harm such as committing suicide.
8. Peer pressure, bad influence, misuse of leisure time, poor time management, stress, depression etc.

9. Facebook, twitter, Youtube, Whatsapp, skype, instagram.
10. Assists us in accessing a lot of information that we may not be able to access, it is a source of news, helps us communicate with our friends and family.

Assessment Task 1

1. God created each one of us **to love Him, worship Him and live according to His will.**
2. We should use our talents and abilities **to serve God and help others.**
3. **Work** is the use of our energy and skills to do useful activities.

Roles you perform at:

4. **Home** – Helping with chores and obeying parents.
5. **School** – Studying hard and respecting teachers.
6. **Church** – Praying, singing and helping in church activities.
7. **Poverty** is one cause of child labour.
8. Adam and Eve were chased out of the Garden of Eden **because they disobeyed God by eating the forbidden fruit.**
9. The woman ate the fruit **because the serpent deceived her and she doubted God's command.**

Things that happen in a family that has unity:

10. There is **love.**
11. There is **peace.**
12. Family members **help one another.**
13. One use of the Bible is **to teach us God's word.**
14. Christians should stand firm in their faith **to remain faithful to God and overcome challenges.**
15. Solomon suggested cutting the child into two and the real mother showed love by offering to give up the child, revealing the true mother.

Three sons of Noah:

16. **Shem**
17. **Ham**
18. **Japheth**
19. The lesson learnt is **God judges pride and disobedience.**

20. At Mount Carmel, **450** prophets of Baal built an altar.
21. Moses was hidden for **three months**.
22. Moses answered, "**Here I am.**"
23. One lesson from John the Baptist is **repentance from sin**.
24. **John the Baptist** baptised Jesus.
25. Jesus was **in a boat on the sea** when the storm started.
26. One way to help the needy is **giving food or clothes**.
27. Jesus healed the paralysed man in **Capernaum**.
28. The shepherd left the others and **searched for the lost sheep until he found it**.
29. One virtue Jesus taught is **mercy**.
30. I showed mercy **by forgiving someone who wronged me**.

Assessment Task 2

1. The friend visited at midnight **to ask for food for his visitor**.
2. The friend opened the door **because of persistence**.

Three commandments Jesus pointed out:

3. Do not murder
4. Do not steal
5. Honour your parents

Importance of Church unity:

6. Promotes love
7. Encourages peace
8. Strengthens faith

Events of the Last Supper:

9. Jesus shared bread
10. Jesus shared wine
11. Jesus told disciples to remember Him
12. The Lord's Supper reminds Christians of **Jesus' sacrifice**.

Fruits of the Holy Spirit:

13. Love
14. Joy
15. Peace
16. Peter was rescued by an angel who freed him from prison.

Qualities of a good friend:

17. Kind
18. Honest
19. Faithful

20. Another name of the Lord's Table is **Holy Communion**.

Changes during adolescence:

21. Growth in height
22. Voice change
23. Body changes
24. One way to cope is **maintaining good hygiene**.

Violations of human life:

25. Murder
26. Abortion
27. Drug abuse

Effects of alcohol and drug abuse:

28. Poor health
29. Bad behaviour

30. Facebook

Assessment Task 3

1. Peter and John were arrested **for preaching about Jesus**.
 2. Christians should stand firm to **please God, resist sin and keep faith**.
 3. The king was **Solomon**.
 4. He was solving a dispute **between two women over a baby**.
 5. He suggested dividing the child.
 6. He used **wisdom**.
 7. The real mother showed love by giving up the child.
 8. One way of respecting elders is **listening to them**.
 9. The writing meant **God had judged the king**.
 10. The king showed pride by **not honouring God**.
 11. The true God answers prayers; false gods do not.
 12. **Pharaoh's daughter** rescued Moses.
 13. She had **kindness/compassion**.
- #### Teachings of John the Baptist:
14. People – Repent and do good
 15. Tax collectors – Be honest
 16. Soldiers – Do not oppress others
 17. Jesus was baptised, heaven opened and God spoke.
 18. Lesson: **Trust in Jesus**.
- #### Ways Christians show compassion:
19. Giving food
 20. Visiting the sick

21. Capernaum

22. "Your sins are forgiven."

23. The lost sheep represents **a sinner**.

Teachings from the Sermon on the Mount:

24. Mercy – Be forgiving

25. Purity – Have clean hearts

26. Peace – Promote peace

Leaders empower the needy by:

27. Giving loans

28. Providing education

29. Offering jobs

30. Loyalty

Assessment Task 4

1. The story is about **the early church**.

Lessons learnt:

2. Sharing

3. Unity

Activities promoting unity:

4. Praying together\5. Sharing food

6. Teaching God's word

7. An example of a needy person is **an orphan**.

Ways Christians promote unity today:

8. Prayer

9. Love

10. Forgiveness

Gifts / Fruits:

11. Healing – Love

12. Teaching – Joy

13. Prophecy – Peace

Gifts:

14. Pastors – Teaching

15. Doctors – Healing

16. Prophets – Prophecy

17. Intercessory prayer is **praying for others**.

18. **The church** prayed for Peter.

Ways Christians show faith:

19. Prayer

20. Obedience

21. They invested and worked hard.

22. God

23. Others

24. Poverty

Effects of child labour:

25. Poor education

26. Ill health

27. Exploitation

28. Humans disobeyed God due to **temptation**.

Activities using talents in church:

29. Singing

30. Cleaning church

Assessment Task 5

1. One quality of my best friend is **kindness**.

2. Talk to them

3. Forgive them

4. A healthy relationship is **respectful and caring**.

5. An unhealthy relationship is **abusive and disrespectful**.

Effects of unhealthy relationships:

6. Stress

7. Low self-esteem

8. Jesus shared bread and wine with disciples.

9. By seeking guidance and avoiding bad influence.

Causes of violation of life:

10. Greed

11. Drug abuse

12. Do not share personal information online.

Protect yourself from child labour by:

13. Going to school

14. Reporting abuse

15. Avoiding risky work

16. Family unity brings peace and love.

Family challenges:

17. Poverty

18. Conflict

19. Lack of communication

Reasons for substance use:

20. Peer pressure

21. Stress

22. Curiosity

Health effects:

23. Poor health

24. Addiction

25. Mental problems

26. It causes conflicts and broken trust.

Social media platforms:

27. Facebook

28. WhatsApp

29. Social media helps in **communication**.

30. It can cause **addiction and misuse**.

MODEL TEST PAPER 1

1. D. Al-Kauthar
2. B. know that all children are equal
3. A. Allah (S.W.T)
4. A. As-haabul-Fiil
5. C. good behaviour
6. B. sending birds carrying pebbles
7. B. the good deed wipes out the bad deed
8. D. promote greetings
9. B. may the peace, mercy and Blessing of Allah (S.W.T) be upon you
10. C. education is a right of all
11. A. sickness sets in
12. D. they will grow old and the body will be weak
13. C. most forgiving
14. C. Allah (S.W.T) has all knowledge
15. A. they teach us that Allah (S.W.T) is unique
16. D. to remember Prophet Ibrahim (A.S) and Ismail (A.S)
17. B. belief in angels
18. D. Tolerance
19. A. Nuh (A.S)
20. C. miracles

MODEL TEST PAPER 2

1. C. Al-Hafeedh
2. D. miracles
3. A. He was told to sacrifice his son Ismail
4. C. The Ever Living
5. D. five issues
6. B. upon every Muslim
7. A. they will be cut off
8. D. denies the day of recompense
9. A. Abraha Ashram and his army
10. B. They intended to destroy the Kaaba
11. A. obey his/her parents and follow their advice
12. B. Ihsan
13. D. do good deed immediately
14. A. planting trees
15. D. before they part with each other
16. B. time management
17. B. on the day of judgement you will be questioned
18. C. Astaghfirullah
19. A. Angels
20. B. Asia pleaded with Firaun not to kill Musa

MODEL TEST PAPER 3

1. A. Hijrah of the Prophet (S.A.W) from Makkah to Madina
2. D. migrating from that place to another
3. A. making a spider spin a web at the entrance
4. C. left Ali (R.A) in Makkah to return valuables to the Quraish
5. A. Muhajirun and the Ansar
6. D. Muslims who migrated from Makkah to Madina
7. B. Abubakar was bitten by a snake
8. B. Ansar
9. C. met and planned to kill him
10. A. Musa (A.S)
11. B. Qabliyah
12. D. Angels were created from light while human beings were created from clay
13. B. Sub-hi
14. C. Musa (A.S)
15. B. seventy-five people from Yathrib
16. B. capture the Prophet (S.A.W)
17. D. participate in the burial arrangements
18. C. cover the whole body except face and hands
19. B. compensate for the days she didn't fast
20. A. enrolling them for guidance and counselling

MODEL TEST PAPER 4

1. D. crying
2. C. Taraweh
3. A. nullifiers of swalah
4. A. perform sunnah prayers
5. B. self-control
6. C. nullifies wudhu
7. C. Niyyah
8. A. Smiling at a person is sadaqa
9. D. nullified
10. B. offered greetings first
11. B. Shifting from Qiblah
12. A. Ikhlas
13. C. practice patience
14. A. social media
15. B. uses the internet responsibly
16. C. leads to other vices
17. D. making Dua on increase in knowledge
18. A. neighbour
19. B. haram
20. B. Rajab

MODEL TEST PAPER 5

1. B. Al-Ghaffaar
2. A. Al-Maun
3. A. Issa (A.S)
4. D. Obedience
5. B. sinless
6. B. nullifiers of swalah
7. C. praying Baadiyah and Qabliyah
8. B. doing online research
9. C. bury the bird and proceed to school
10. D. avoiding Israaf
11. D. using the internet responsibly
12. A. Israaf
13. A. Al-Kauthar
14. D. Alladhina hum yurraauun
15. C. greetings
16. B. Taqii
17. A. Sand
18. D. Aqaba
19. B. doing Ibaada
20. A. Kenyans